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An Investigation in Teaching Strategies: a Process-Genre Model to Promote Students' Writing skills

Case of Third Year EFL Students at the University of Bejaia

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Dedications

I dedicate my thesis to whom I love:

An exceptional gratitude goes to my tender and caring parents, ***Mouloud*** and ***Taous*** whose words of encouragement and push for tenacity still sound in my ears,

To my daughters: ***Maria*** and ***Emily-Lisa***, and my husband **Ahmed**;

To my sweet sisters: **Lynda** and **Chahinez** and her daughter **Rachel**;

To my dear brothers: **Samir**, **Abderezak** and **Massinissa**

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List of Abbreviations

3rd: third year

E: Essay

EFL: English as a Foreign Language

ESL: English as a Second Language

FD: Focus and Details

L2: second language

LMD: licence, master, doctorate

nd: no date

O: Organization

Mns: Minutes

N°: Number

PGA: Process-Genre Approach

Q: Question

Qs: Questions

SGMS: Sentence Structure, Grammar, Mechanics and Spelling

V: Voice

WC: Word Choice

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Definition of Key Terms

Essay: a purposeful piece of writing that build ups an idea or argument around a distinct subject. It is a longer piece of writing, particularly one that is written by a student as part of a course of study or by a writer writing for publication which expresses the writer's viewpoint on a topic (Richards and Schmidt, 2002, p. 186). In general, an academic essay has three parts: an introduction, a body or development, and a conclusion.

Genre: a type of discourse that occurs in a particular setting that has distinctive and recognizable patterns and norms of organization and structure, and has particular and distinctive communicative functions. For example: business reports, new broadcasts, speeches, letters, advertisements, etc (Richards & Schmidt, 2002, p. 186).

Genre Writing: denotes different branches under which texts and essays are categorised, such as literary, academic, political, scientific.... The genre approach to writing claims teaching writing through and within specific genres.

Product Writing: an approach to teaching writing that focuses on the students' final production. It is based on the end piece of writing performed by the writer. It "encourages students to produce an end product which may be likened to a model essay … the main aim … is to provide some linguistic knowledge …" (Palpanadan et al. 2014, p. 790).

Process: is a method of doing or making something, a series of actions or events performed to make something or achieve a particular result.

(https://dictionary.cambridge.org/us/dictionary/english/)

Process Writing: is "an approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves" (Onozawa, 2010, p.154).

Process-Genre Approach: is an approach to teaching writing that combines the major approaches to writing (product, genre and process) in order to break students' barriers in

writing. . It allows students to study the relationship between purpose and form for a particular genre as they use the recursive processes of prewriting, drafting, revision, and editing (Badger and White, 2000).

Skill: an acquired ability to perform an activity well, usually one that is up of a number of co-ordinated processes and actions (Richards & Schmidt, 2004, p. 489).

Writing: is a means of human communication that uses written symbols (letters of the alphabet, punctuation and spaces) to represent the language. It involves expressing oneself understandably and appropriately about different topics and communicating with others in the written mode. Writing is also a tool for developing one's own thoughts in the learning process. Writing comprehensibly and appropriately means developing and coordinating different partial skills. This includes being able to plan, construct, and revise texts relevant to content, purpose and audience. (Norwegian ministry of education and research, 2012: p. 10).

Writing Skill: refers to all the knowledge and abilities related to expressing ideas through the written mode. It involves knowing different styles and genres of writing, and what situations call these styles and genres. Moreover, it involves the ability of the writer to set an appropriate tone over his/her text.

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Résumé

ملخص

Agzul

Abstract

Writing, as both a means and a skill, helps students face education and future professional life challenges. Hence, mastering writing is crucial; despite the fact that most of EFL students encounter difficulties to achieve such objective. The present research investigates a process-genre model as an alternative to remedy to such intricacies and promote students' writing skill. The sample of the study includes 34 third year students of English at the university of Bejaia. The model is inspired from Badger and White's (2000) process-genre approach. The model is based on the principles of the product, process and genre approaches to teaching writing. The researcher introduced four modes of writing texts (expository, narrative, descriptive and argumentative), accomplished in 180 minutes each. The model proposed is based on seven steps: *preparation*; *modelling*; *planning*; *collaborative* writing; *independent* writing; *Revision and Assessment*. The study relies on students' essays evaluated on the basis of an essay assessment rubric (ReadWriteThink). The latter encompasses the main elements of writing investigated in this study (*Focus and Details*; *Organization*; *Voice*; *Word Choice*; and *Sentence Structure, Grammar, Mechanics and Spelling*). The results revealed the effectiveness of the process-genre model as students developed in a significant way their writing skills. The improvement is significant in all the elements included in the investigation. The results also show that the student-participants still face challenges in the last element (*Sentence Structure, Grammar, Mechanics and Spelling*) as they highlight a slight improvement in the students' essays. The research work lists a set of recommendations for teaching writing in general and adopting the process-genre model in particular with reference to its main constituents.

Key words: process-genre model, 3rd year students of English, teaching writing, focus and details; organization; voice; word choice; and sentence structure, grammar, mechanics and spelling.

General Introduction

General Introduction

1-Background and Statement of the Problem

Given that today's social, economic and professional requirements involve not only the oral mastery of English but also the mastery of writing as well, the demands for English learning increase each day. English represents a global language which has become a prerequisite for learners who need to get interdisciplinary knowledge; hence, its mastery becomes crucial. Unfortunately, the Algerian learners face several hindrances in learning English as a foreign language (EFL).

Writing represents the most challenging skill for Algerian learners of English because it is both a means and an end: *a means* to access different scientific subjects; *an end* to master several sub-skills, such as grammar, vocabulary and style, coherence and cohesion.... Since the writing skill implies personal and explicit abilities leading to self-expression, learners are required to perform a set of activities in order to produce meaningful texts. There is a set of sub-skills (paraphrasing, summarizing, reporting…) that lead the student-writer to achieve his/her learning objectives and put down his/her ideas in a meaningful form by following several steps (pre-writing, drafting, revising and editing). For that, the student calls for to psychological and mental abilities that help him/her create meaning. Ur argues that

> Writing is widely used within foreign language courses as a convenient means for engaging with aspects of language other than writing itself. For example: learners note down new vocabulary; copy out grammar rules; write out answers to reading or listening comprehension questions; do written tests (1996, p.162)

Despite all the various reforms implemented by the Ministry of education, not least teaching English right from the first year at the middle school, Algerian learners still encounter many issues to write correctly in English even at the university level. Although the written expression module in the third year tertiary education is taught within three sessions

(1h30 each) per week; valued with a significant number of credits-2-, a coefficient-2 (appendix n°2), and sanctioned by a continuous assessment, writing intricacies are still recurrent. Difficulties related to mental disabilities such as disgraphia, memory problem, attention deficits…. notwithstanding, linguistic problems are a major difficulty students, from different educational levels, encounter. The major sources of concern are related to various levels of expression, such as poor vocabulary, awkward phrasing and unconventional grammar, inappropriate use of colloquial language, difficulty in sentence structure use and word order, trouble reading back what has been written, difficulty in sound recognition, spelling and meaning. These troubles lead to a poor written outcome, thus poor scores. This is shown in the low results and poor scores of most third year students of English at the university of Bejaia, where the results in the "written expression" module for the academic year 2016/2017 revealed a poor command of the target language skill and task design. The results referred to were obtained from the second semester results ('essays' are introduced in the second semester (appendix n°1)). From a total number of 180, 3rd year students, only 54 students have been scored more than 10 out of 20 in the "written expression" module, hence a success rate of 30%; this is, indeed, unsatisfactory.

Moreover, as a teacher of the first and third year levels for many years (department of English, university of Bejaia), and a researcher conducting this investigation, we have noticed common limitations in students' productions. According to the gathered data shown in the EFL learners' papers (principally pre-test essays), several significant errors and weaknesses have been surveyed, regarding mainly writing conventions such as vocabulary, cohesion, grammar and mechanics, coherence…. Learners, also, face difficulties in choosing a topic, starting to write, and getting motivated to write, being creative and selecting appropriate ideas, working alone, asking for help… hence, the intricacies in making the right decisions when it comes to writing. We infer from all these weaknesses that students do not hold the

necessary abilities to perform ‘essay’ writing. Many Algerian researchers about writing (such as: Melouk and Merbouh 2014; Saihi, 2015; Aliouchouche, 2017…) affirm that the Algerian students of English suffer from the abovementioned difficulties in writing.

Third year level university syllabus of English (appendix n°1) does not mention learners’ needs and interests, on the one hand, as it deals with essay writing in general, and on the other hand, as it neglects writing related to different topics and genres though students are asked to work in different fields; a matter which necessitates skilfulness in writing. Moreover, the classes are too large and the number of students is considerable; such an issue makes teaching writing more difficult as the teacher is not capable to tutor each learner individually.

Likewise, the “canvas” of license studies (appendix n°2) does not bring any theoretical foundations to teach the writing skill. As a matter of fact, there are no theoretical guidelines provided to the teachers in order to achieve the intended objectives: writing essays in the four treated modes. Indeed, teachers of writing make their own decisions regarding the choice of the approach, strategies, and types of activities…. At the end of the third year, the risk is bigger when learners get their license diploma without sufficient knowledge about writing.

For a learner to acquire such abilities and sub-skills, s/he should be trained continuously and sufficiently so as to master the use of necessary writing conventions correctly and appropriately. Hence, learning different genres of writing is required since they entail different situations, contexts and language registers. The student in genre writing must consider the purpose of writing which determines the genre of the text to produce. The reader of a text instantly recognizes what genre it is, because it is typical in its kind in terms of construction as well as language choice or register. This is essential for both the writer and the reader, since it helps the former to convey specific meaning, choose specific register… and helps the latter to understand the intended meaning in its appropriate context.

The learners, mainly at university, are required to write constantly about different subjects and topics, whether to take notes, to summarize, or to answer questions in exams, essays…. Consequently, acquiring basic writing skills would help much both in the educational and the psychological sides. Moreover, Harmer states that "in the context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge" (2004, p.3), hence, the need to acquire this skill.

2-Literature Review

2-1- Approaches to Writing

Facing the emerging challenges of the process of globalization is among the major objectives of education. To carry out these multidimensional objectives, suitable instructional approaches are essential. Writing is considered by most researchers as difficult encompassing complex activities since "it entails tremendous cognitive operations…such as… genre, structure, paragraph and sentences… lexicon, grammar and mechanics" (Dion in Gardener, 2011, p. 65).

Learners need different types of knowledge in order to produce a piece of writing. They are required to possess knowledge related to language such as grammar rules and structures, spelling, punctuation, cohesion and coherence, paragraph and essay structure and types; and knowledge of the topic to write about is necessary in order to include the appropriate information. Moreover, knowledge of the audience is highly required because knowing the reader(s) of one's writing would influence not only the kind of the production but also the way and style of writing.

Accordingly, the literature states four main approaches to teaching writing. The *product* approach focuses on the form (the text), the *process* approach concentrates on the

writer, the *genre* approach emphasizes the reader, and the *process-genre*, that combines the product, the process and the genre approaches, considers the reader and the writer as well as the final product.

In the product-based approach, also referred to as the traditional approach to teaching writing, learners are encouraged to mimic or imitate a model text presented by the teacher at the beginning. The teacher presents the text, explains its features (such as structure, type…) analyzed with the students, and then asks them to produce the same text-structure. This approach focuses more on the layout, style, organization and grammar. It is merely based on modeling. It "encourages students to produce an end product which may be likened to a model essay … the main aim … is to provide some linguistic knowledge …" (Palpanadan et al. 2014, p. 790).

The process-oriented approach is based on how the text is written, that is the steps followed in order to produce a written output. It aims at helping students to reflect on what real writers do in real situations. The writers write, plan, revise, anticipate and review, rewrite, add, omit and change throughout the writing process. The approach focuses on linguistic skills such as planning and drafting. Consequently, the development of the writing skill becomes an unconscious process. It is a cyclical approach as "students are needed to move back and forth while going from one stage to another stage and taking part in the writing activities" (Palpanadan et al. 2014, p. 790).

The genre approach to writing puts greater emphasis on the social context in which writing is produced. Hence, learners are required to learn how language functions in different social contexts. They perceive the differences in structure and form of different writings such as essays, editorials, business letters, reports… and apply the rules when necessary. Since different discourses require different structures, learner writers need to be equipped with such

knowledge. Rezvani et al. affirm that "genres provide an important frame of reference which help both learners and readers to identify, understand and interpret texts" (nd., p. 590). Consequently, when teaching writing, "it is important for the teacher and the student to have a basic understanding of how English operates and functions as writing and the ways in which writing is substantially different from speech" (Knapp & Watkins, 2005, p.16). It is, then, based on both the linguistic and the contextual knowledge. Boukezzoula (2016) summarizes:

> The genre-based pedagogy for teaching and assessing the academic essay in different disciplines provides novice academic students with rhetorical flexibility and genre awareness that enables them to cope with the writing demands in their classrooms and to live up to academic writing challenges that lie ahead (2016, pp. 22-23).

The Process-Genre Approach (PGA) not only encompasses the strengths of both process and genre approaches, but shares principles with the product approach as well. It is based on the procedure of the process approach (planning, drafting, editing, evaluating…) and on the elements of the genre approach (such as understanding the purpose, audience, and contexts…). This approach helps learners develop awareness of different text types and genres and of the composing process. Implementing the PGA in English writing classes seems to be convenient as it sets a harmony between the process writing pedagogy and the genre writing pedagogy. In other words, it combines the strengths of both pedagogies for better learning and achievement. The PGA looks at writing from different perspectives. Writing is seen as a product, process and genre. Badger and White (2000, p.160) believe that the PGA sees "writing as a series of stages leading from a particular situation to a text". Therefore, it involves not only the final product but also the process through which it passes and the context, the objective of writing and the person intended to read the final product. Hanjani (2014) asserts that the PGA "recognizes L2 students' needs for linguistic knowledge about the texts, understands the importance of the skills involved in writing, and acknowledges writing as a social practice with special attention to purpose and audience" (p. 151). Accordingly, the

process-genre approach seems to be a tailor made panacea for overcoming EFL learners' writing deficiencies.

2-2- Algerian Research on Writing

Writing is a means by which mental representations of knowledge are captured. It generally highlights the degree of knowledge and analysis of the writer. A satisfactory writing performance would open the way for success and intellectual growth. Its mastery, in whatever way, becomes a major requirement for both studies and employment. Despite its degree of importance, it is characterized by its complexity that makes learner writers reluctant and unwilling to develop it.

Writing difficulties lead to poor productions, therefore to poor academic results. Among the writing difficulties: grammar and punctuation, organization, development and vocabulary seem to be foremost. In this context, Reid (2006) states that "student writing by nonnative speakers of English often contains unusual, and sometimes puzzling, language structures…" (In Matsuda, 2006, p. 76). He adds that most of the mistakes made by foreign language learners are related to grammar resulted from students' lack of knowledge about the rules governing the language; spelling concerned with the non-correspondence of oral and written modes of the language-English; and vocabulary knowledge which deals with the language limitation of the students who do not possess a sufficient luggage of lexicon about the topic dealt with.

In fact, research shows that Algerian learners of EFL face such troubles in writing in both form and content (Chelli and Hassina (nd.); Saihi Kihal, 2015; Melouk and Merbouh, 2014; Aliouchouche, 2017). These researchers claim that the participants lack mastery of sentence construction rules and their essays are dominated by errors of grammar (such as negation, subject-verb agreement, tenses, number, word order, articles, pronouns, fragments);

and of mechanics (such as spelling, punctuation, capitalization, paragraphing and handwriting) (p. 155). In other words, Algerian EFL students face difficulties in producing paragraphs in general.

Aliouchouche (2017) claims that students at the university of Bejaia suffer from writing difficulties and assume poor productions. Likewise, a discussion with teachers of the writing skill confirms the same difficulties in grammar, vocabulary, cohesion and coherence…. Besides, Melouk and Merbouh (2014) state that, though the Algerian EFL learners learn English for seven years before university entry, they still struggle "to express themselves through strong and critical writing skills" (p. 149). The researchers further add that "academic writing can indeed be difficult for Algerian university students on many different levels" (Melouk and Merbouh, 2014, p. 152). In this path, Bouhitem (2013) asserts that learners' writing in English reveals no idiomatic, poorly organized, insufficiently developed, grammatically awkward, devoid of sentence structure variety, and weakness in vocabulary productions. Accordingly, grammar, ideas organization, vocabulary, and mechanics are the major writing intricacies. Additionally, Amokrane (2015) adds spelling as a noteworthy trouble for EFL learners. Moussaoui (2012) goes further and links students' writing difficulties to their affect (self-efficacy and writing apprehension).

Saihi Kihal (2015) conducted a process-genre instruction on 3rd year students at the university of Biskra and reached the conclusion that PGA "proves to be an effective instructional approach to EFL writing classes..." (p. III). She claims that the PGA increases learners' knowledge about essay content, organization, vocabulary and language use, and mechanics. Hence, it fits the learners' needs regarding essay writing. Consequently, the PGA could help Algerian students overcome their writing problems.

3-Aim of the Study

Researchers (such as Kahn, 1993 in Amokrane, 2015) consider a text from four levels. The first: *pragmatic level* refers to the interaction between the text and the social situation in which it is produced. The second: *textual and interphrasal level* relates to how the text functions as a linguistic object to organize and treat information. The third: *phrasal syntax level* deals with word order, syntactic constructions, choice of words, transitional devices…. The fourth: *local level* deals with grammar, spelling and vocabulary mistakes. In this view, it is a prerequisite to consider writing from its different perspectives.

EFL students need to build up an upright know-how in writing skills in order to successfully come across university writing assignments. It is, then, mandatory to have a command of the linguistic system of English and to master the sentence and paragraph structures to be able to complete different social situations.

As an end, writing is one of the four language skills and represents a key competency to develop the communicative competence. Writing is an objective through which learners are required to express their own ideas, thoughts, feelings, opinions…. In this case, they need to practice different sub-skills such as spelling and punctuation, content organization, audience specification…. Harmer claims that "being able to write is a vital skill for 'speakers' of a foreign language as much as for everyone using their own first language. Training students to write thus demands the care and attention of language teachers" (2004, pp.3-4). A learner with good and correct writing skills that convey meanings according to different topic requirements is able to communicate with the intended audience.

As a matter of fact, writing is not only required for learning different language aspects, skills and content, but also for job requirements. Students must master writing in the field they would work in. Consequently, they need to be exposed to different genres that promote their

writing skills in such directions. In this context, Harmer (2007) sustains that "different written genres perform purposes for specific discourse communities. This is why; in foreign language teaching, we need to decide what kind of writing we expect from students" (p. 323). It is necessary for graduation EFL learners to acquire different competences in English since they are expected to work in different contexts such as schools, banks, administrations…. Subsequently, a mastery of writing within different genres is necessary.

Leki et al. affirm that "since the early 1980's, the L2 writing profession has increasingly acknowledged that it is counterproductive to analyze English learners' writing or language development without embedding the inquiry in the human, material, institutional, and political contexts where they occur" (2008, p.9). This means that writing and the language used in a production highlight particular discourse for which EFL learners are recommended to be introduced bearing in mind the different writing tasks and genres they are required to cover and achieve. To this end, Samara reinforces our conviction that "current approaches to writing instruction attend to teaching writing as a process and encourage teachers to help students develop initiative and responsibility, as well as to have them emerge from the classroom with autonomy and distinctness" (in Trappes-Lomax & McGrath, 2001. P.167).

At the end of the university course, students are urged to integrate a challenging world that requires responsibility and autonomy. Dion states that "teaching writing in L2 at university should therefore focus on asking students face up to their responsibility as individuals in charge of this last leg of their education, and upcoming professional life" (2011, p. 66). This can be possible, only if sufficient knowledge is acquired to allow them integrate the professional milieu successfully.

Researchers have shown a serious apprehension about the low standards of English language learning among Algerian learners. They argue that students do not seem to be able

to attain reasonable writing proficiency even after seven years (and more) of English learning before university entry. A move towards applying process-oriented and genre-oriented approaches has become a necessity for foreign language learners.

4-Research Questions and Hypotheses

In the light of the aforementioned reasons, we aim at implementing the process-genre approach to teaching writing in order to not only remedy to the sample's under study essay writing difficulties, but also to develop their essay writing skills (the target competence); a strongly required know-how that would help them engage into and assume their future professional careers (such as researchers, teachers…). Accordingly, and in order to guide our research on a sequenced structured method, the following research questions have been raised:

1. ***What is the current situation regarding third year Learners' ability in writing?***
   1.1. A needs analysis inquiry: What are 3rd year students' writing difficulties, preferences and wishes regarding text genres?
   1.2. What approaches are used in teaching the writing skill to 3rd year students?
   1.3. What are teachers' beliefs and practices regarding learners' writing ability?
2. ***To what extent does the process-genre approach prove salient in fostering the sample's writing skills?***
   2.1. Do students develop their writing abilities through the process-genre instruction regarding *focus and details*, *organization*, *voice*, *word choice*, and *sentence structure grammar, mechanics and spelling* and essay writing in general?
   2.2. To what extent does the process-genre instruction to writing boost students' writing skills regarding *focus and details*, *organization*, *voice*, *word choice*, and *sentence structure grammar, mechanics and spelling* and essay writing in general?

2.3. What are the kinds of attitudes developed by students when taught writing following the process-genre approach?

As a starting point for the raised issue, we hypothesize that:

"The 3rd year EFL students would develop their ability in essay writing through the intervention programme: the process-genre approach to writing instruction".

In this view,

- Students who receive writing instruction through the process-genre approach would better develop their essay writing skills.
- Students who receive writing instruction through the process-genre approach would significantly develop their writing skills regarding *focus and details, organization, voice, word choice,* and *sentence structure grammar, mechanics and spelling.*

Write it differently; for learners to become competent in essay writing, the process-genre approach is one way that encourages writing about different fields inside and outside the classroom. EFL learners who are given the opportunity to write within different genres are more likely to develop their language abilities (such as vocabulary, grammar, ideas organization…) as they would pay attention to the genre and the type of language involved in that genre, they would also develop their writing skills as they pay attention to the process of writing.

5-Research Methodology and Techniques

The concern of this research comprises the writing skill of 3rd year students. It investigates the process-genre approach as a strategy to develop learners' essay writing skills. Our aim is to try to find a cause-effect relationship between teaching writing through the process-genre approach and students' ability to write essays.

The research at hand is based on two main variables: essay writing skill as the dependent variable and the proposed process-genre model to teaching writing as the independent variable.

The third year students of English at the University of Bejaia constitute the population on which this study is based. The sample consists of one group of 34 students.

Concerning the materials adopted to gather the necessary data in order to answer the issue, we opted for a ***pre-course questionnaire*** handed to third year students in October 2017. This questionnaire is a kind of needs analysis, it aims at shedding light on students' needs, preferences and expectations regarding the genres of writing to deal with during our experiment in this level; ***a student writing questionnaire*** is used in order to measure our population's writing ability, in addition, to highlight their perceptions and level in the writing skill; ***a teacher's questionnaire*** is elaborated in order to shed light on teachers' perceptions and beliefs about teaching writing in the 3rd year level; a ***diagnostic*** test which required from the learners to write an essay on a free topic; this aims at scaling students' level in writing before implementing the process-genre approach to teaching writing in order to localize possible areas of weaknesses, an ***analysis of students' performances*** throughout the implementation of the process-genre approach in order to evaluate students' progress in writing, hence a scoring rubric was adopted ("readwritethink" essay-scoring rubric,by the international reading association, 2013) as we consider that it provides clear evaluation criteria for essay writing (appendix n°6)). Besides, a students' peer-assessment checklist is implemented as an additional tool for students but as part of the experiment. Finally, ***a student post-questionnaire*** on writing is distributed to validate our hypothesis and to highlight participants' attitudes towards the model adopted.

6-Structure of the Thesis

The work is divided into five chapters, in addition to a general introduction and a general conclusion. The first chapter refers to the theoretical basis of our research. It underlines the main assumptions about our research variables. It encompasses three sections: the first one deals with the writing skill, and provides the major prompts dealt with. It also encompasses some definitions of writing, as it looks at writing as a system, a skill, a process and a genre; it discusses elements of writing (the writer, the text and the reader); types of writing; teaching writing at university that discusses writing for leaning and writing for developing the writing skills; it questions the role of the teacher in teaching writing and the relationship between writing and other skills (speaking and reading); it discusses approaches to teaching writing (product, process, genre, and process-genre); and finally ends with writing difficulties and a conclusion for the section.

The second section explains the process-genre approach and the procedures used to implement in the writing class. It includes different sub-sections: some justifications that our choice of the process-genre approach as a remedial solution for students' writing difficulties; a historical overview of the process-genre approach (PGA); some definitions of the PGA; writing as a process; writing as a genre; stages for the implementation of the PGA; characteristics of the PGA, the role of the teacher in a process-genre classroom; advantages of the PGA, disadvantages of the PGA, related and previous studies on the PGA; the third section deals with essay writing, its rules and components; it highlights the basic elements of writing investigated in this research. The essay writing part includes definitions of an essay, characteristics of an essay, and structure of an essay. The second part, genres of writing, encompasses: definitions of a genre, the academic genre as the main genre of study, and modes or types of the academic genre (expository, narrative, descriptive, and argumentative).

The second chapter comprises the research design and methodology which highlights the tools adopted and a description of the course under the proposed process-genre model. It discusses the sample and the population of the study, the research methods and tools, the data collection analysis procedure, and description of the tools of research as well as the model of the process-genre approach adopted in this research. Moreover, the chapter offers a detailed description of the lessons adopted in the experiment.

The third chapter refers to the data analysis and interpretation (results). It is related to the interpretation and analysis of the data gathered from both the questionnaires and students' essays. It is divided into two sections. The first section deals with the analysis of the data gathered from the questionnaires (both students' and teachers') before the intervention programme. The second section deals with the analysis and interpretation of students' essays during the experiment and students' questionnaire after the experiment.

The discussion chapter deals with the analysis and discussion of the results obtained from the different research tools used in the experiment. It deals with the discussion of the findings of the pre-course, students' and teachers' questionnaires in order to answer the first main question, and the discussion of the findings of the essays and the students' post-questionnaire in order to answer the second main question. It ends up with a synthesis that aims to confirm or infirm the hypotheses.

The recommendations chapter has drawn on some recommendations, and limitations highlighted from the results arrived to at the end of the research.

Theoretical Background Chapter

Theoretical Background Chapter

Introduction

This chapter represents the theoretical basis of our research. It underlines the main assumptions about our research variables. It is divided into three main sections: writing, the process-genre approach, and essay writing. The first section: *writing* deals with the theoretical framework related to the writing skill which is the dependent variable of the research. Thus, it looks at writing from its different perspectives, discusses its constituents (such as grammar, punctuation…) and approaches to teach writing. The second section, *the process-genre approach*, discusses the PGA which represents the independent variable of our research, and its related literature. The third section, *essay writing*, deals with the theoretical background underlying essay writing. This section is mainly based on academic essay writing including its four main modes (expository, narrative, descriptive and argumentative) dealt with in the 3rd year syllabus.

Section 1: Writing

Introduction

The first section of the first chapter deals with the literature underlying the writing skill and its teaching. It encompasses some definitions of writing, hence it looks at writing as a system, a skill, a process and a genre; discusses elements of writing (the writer, the text and the reader); types of writing; teaching writing at university that discusses writing for leaning and writing for developing the writing skills; the role of the teacher in teaching writing; the relationship between writing and other skills (speaking and reading); approaches to teaching writing (product, process, genre, and process-genre); and finally ends with writing difficulties.

1. Definitions of Writing

Writing is a form of communication that helps the writer express different ideas, and feelings. It aims at conveying meaning and transmitting information in an organized manner and a well-constructed text. Hence, it has been agreed that writing is a means of communication. It is based on sentences and paragraphs connected together and arranged according to certain conventions such as grammar, meaning; lexis, logic… Writing, then, follows certain rules that help the writer construct a meaningful text. Therefore

> Writing involves expressing oneself understandably and appropriately about different topics and communicating with others in the written mode. Writing is also a tool for developing one's own thoughts in the learning process. Writing comprehensibly and appropriately means developing and coordinating different partial skills. This includes being able to plan, construct, and revise texts relevant to content, purpose and audience. (Norwegian ministry of education and research, 2012: p. 10).

Consequently, learner writers use different strategies and sources, revise and evaluate (planning); master spelling, grammar, sentence construction, cohesion and text building (constructing); are able to express opinions, discuss issues, share knowledge and experience

through adapting one's own texts to audience and content and purpose (communicating); and finally, apply writing as a tool to monitor and develop awareness about one's own learning (reflecting and assessing) (Norwegian ministry of education and research, 2012: p. 10). Writing is considered as a productive skill since when writing there is a product at the end. To achieve this product, the writer uses different abilities, skills, knowledge and different strategies such as paraphrasing…. If people, in general, and learners of a foreign language in particular, are not given the opportunity to write, they are considered "to be excluded from a wide range of social roles, which the majority of people in industrialized societies associate with power and prestige" (Tribble, 1996, p. 12 quoted in Harmer, 2007, p. 323). The ability to write is not naturally acquired. It is learned as a process; step by step.

Writing is considered by most researchers as a complex task encompassing complex activities. That is to say, "it entails tremendous cognitive operations…such as… genre, structure, paragraph and sentences… lexicon, grammar and mechanics" (Dion in Gardener, 2011, p. 65). As writing is a productive skill, it involves more efforts in creating knowledge. In this context, Latham (2002) affirmed that writing engages "the creation of thoughts, the encoding into written form, and the physical manipulation of writing tool or keyboard" (p. 45). These processes make writing complex and difficult for most foreign language learners.

To define "writing", then, one needs to refer to one of the main concepts to which it is attached such as "system", "skill", "process" and "genre". Say it differently; writing takes different definitions according to the purposes of the writer.

Writing as a system is a framework which consists of visual representations governed by rules that allow different arrangements of letters. In other words, Writing is made up of a series of cues and symbols that help the reader to decipher the meaning of the written text at school. Writing, then, is a means or a medium which helps the student-writer to express down

his/her ideas and opinions, and share them with both the reader-classmates and the teacher. In this respect, writing is a system of communication

The major aim from teaching writing to EFL students refers to its quality of a language skill or ability which; a basic component of language mastery and proficiency. This latter is evaluated through communication and writing is one of the main communication means.

To be more explicit, writing as a skill refers to the ability of expressing ideas, thoughts, opinions… with a pen on paper using symbols. Writing skills imply personal and explicit abilities that lead to self-expression. Thus, writing skills are a compilation of sub-skills that lead the student-writer to achieve his/her objectives: that is put down his/her ideas in a meaningful form. In other words, the student appeals to psychological and mental abilities that help him/her create meaning, which is then represented in written symbols.

Writing, as a process, refers to the stages the writer follows in order to express his/her ideas in a complete written piece. These steps or stages refer to pre-writing, drafting, revising and editing. Therefore, in process writing, students are required to perform a set of activities in order to produce a text.

Writing as a genre refers to the triangle of "the *reader*, the *writer* and the *text*". A genre is a form of communicating in a particular domain with agreed conventions developed over time.

Writing in different genres helps people to be creative and thus achieve a personal satisfaction. Harmer stated that "because writing is used for a wide variety of purposes it is produced in many different forms" (2004, p. 4). He added that

> Writers frequently construct their writing so that people within that discourse community will instantly understand what kind of writing it is. We know what an

> advertisement is when we see it, we recognize poetry formats and we know what a formal letter should look like. Genre represents the norms of different kinds of writing (2007, p.327).

Following this idea, Hyland claimed that "genres help unite the social and the cognitive because they are central to how we understand, construct, and reproduce our social worlds" (2002. P. 65).

2. Elements of Writing

Generally, when teaching writing, the teacher considers three fundamental elements: the writer, the text, and the reader. The figure below illustrates these elements in details:

Figure n°1: Elements of a Writing Pedagogy

The writer

- Issues of proficiency, first language background, and prior experience
- Cognitive and motivational factors
- Knowledge of topic
- The role of composing processes

The text

- Authenticity of purposes and writing tasks
- Number and variety of writing assignments
- Genre modeling and exploration
- Rhetorical and lexico-grammatical consciousness raising

The reader

- Orientation to specific target discourse communities
- Need for real and multiple audiences
- Awareness of appropriate levels of involvement and interactional strategies
- Importance of feedback and audience response.

(Hyland, 2002, p. 79)

The writer is the essential element of writing since it refers to the person who writes. In other words, no writer leads to any writing. When the writer composes, s/he pays attention to many variables such as the topic and his/her knowledge about it; the language s/he masters and, the reason of writing as well as the reader to whom s/he writes. Psychological factors such as motivation and interest in the topic play a major role. The writer pays more attention

to the process or the steps involved in writing his/her text. The text refers to the production or performance of the writer. It involves the purpose and the genre, language and style. The reader refers to the audience of the text accomplished. The reader refers to the person who is supposed to read the text produced. The students' reader is generally the teacher and/or peers.

3. Types of Writing

As writers write for many purposes, numerous types of writing emerge. Researchers claim that writing can be used in a lot of contexts for achieving different purposes. Accordingly, Latham (2002) distinguished between three types of writing: *personal writing*, *impersonal writing* and *study skills*.

Personal (imaginative and creative) writing involves "empathy and use of imagination, eg. Narrative, categorization, biography/autobiography, writing in role, personnal letters and persuasive writing" (Latham, 2002, p. 93). This type generally refers to expressing personal ideas and opinions.

Impersonal writing is referred to as "factual writing, with an objective stance" (Latham, 2002, 93). It encompasses writings such as reportage, description, arguments, scientific reports, formal letters…. This type deals mainly with facts and reporting concrete events.

Study Skills refers to "writing to aid independent learning" (Latham, 2002, p. 94). It involves note taking, selective note taking, summary, précis, learning patterns of discourse for essays, arguments, reports, preparing notes for speaking…. (ibid). This type of writing looks at writing more as a means of learning other subject matters.

Hedge (2005), on the other hand, provided a more detailed categorization of different types of writing. Thus he classified writing into six categories. The table below summarizes them:

Personal writing	**Public writing**	**Creative writing**
Diaries journals shopping lists reminders for oneself packing lists recipes	letters of —enquiry —complaint —request form filling applications (for memberships)	Poems stories rhymes drama songs autobiography
Social writing	**Study writing**	**Institutional writing**
Letters invitations notes —of condolence —of thanks —of congratulations emails telephone messages instructions —to friends —to family	making notes while reading taking notes from lectures making a card index summaries synopses reviews reports of —experiments —workshops —visits essays bibliographies	Agendas posters Minutes instructions memoranda speeches reports applications reviews curriculum vitae contracts specifications business letters note-making public notices (doctors advertisements and other emails professionals)

Table n°1: Types of Writing
Source: T. Hedge (2005, p. 87), *Writing*, 2nd edition.

Personal Writing is all the writing a person performs for his/her own pleasure. In other words, the writer has no audience and writes just for the sake of expressing personal thoughts and feelings.

Public Writing is a genre of writing intended for public use, such as complaining, requesting….

Creative Writing is a genre of writing that allows students' imagination and self-expression in a freer context. Therefore, EFL students are given the opportunity to express

themselves, use their intelligence and develop their critical thinking skills. In this way, students are given the opportunity to show their potential and writing abilities. Accordingly, creative writing is more concerned with expressing thoughts, feelings and emotions rather than conveying information on a specific topic. It appeals to students' imagination and creativity in writings such as fiction, poetry, novels….

Social Writing is related to all forms of written communication between the members of the society, such as inviting, phoning….

Study Skills is the genre of writing that helps learners learn and develop their knowledge and competencies, such as taking notes….

Institutional Writing or business writing is a genre of writing used in order to communicate in business settings. It encompasses reports, plans, proposals, applications, reviews, advertisements…. It aims to convince the reader by providing pertinent and strong information. It is mainly done for effective business operations and contracts.

4. Teaching Writing at University

The Algerian university has known a reform of its educational system in 2005. It established the LMD (License, Master, and Doctorate) system as a framework for university degree studies which is believed effective in achieving the objectives and demands of globalization. Bensemane (2013) affirmed that among the objectives of this reform the development of learner autonomy through project work. The latter involves numerous tasks and variables among which the writing skill. She added that writing assignment is a way that leads students gradually towards autonomy. Ameziane and Guendouzi supported the idea that the reform at the university level "aims to create bridges between the university and its economic environment by preparing the students for professional life right from their

university education" (2013, p. 140). This implies forming autonomous individuals able to cope with their future careers and social life.

Learners at university are not only required to develop their writing skills for the purpose of developing a language skill, but also to develop writing as a strategy-one of the most used at university- for learning different types of contents. Accordingly, Coleman & Klapper affirmed that "as well as being a skill in its own right, writing is a significant support for learning" (2005; p. 62). Therefore, writing is used for both learning and writing. Accordingly, "writing-for-learning is the kind of writing we do to help students learn language or to test them on that language" (Harmer, 2007b, p. 330). Following this path, Emig confirmed that "writing represents a unique mode of learning-not merely valuable, not merely special, but unique" (2002, p. 46) mainly because it corresponds to powerful learning strategies such as taking notes, summarizing…. Therefore, students write not for the purpose of practicing language structures and testing. Whereas, when for example "we get them write a narrative, it is their ability to write a story that counts, not just their use of the past tense" (ibid). Hence, the students write in order to build and develop their writing skills.

Students learn by, with, and through writing. They are required to take notes, summarize, perform assignments, and respond in exams… through the written mode, consequently, they need to develop effective writing abilities. Say it differently, becoming efficient, reliable and autonomous writers in the language they are learning. In order to develop these writing abilities, the learners necessitate several cognitive operations such as mechanics, grammar rules, genre… and metacognitive operations such as thinking, reasoning, planning, classifying…. This makes writing a complex task to perform especially for foreign language learners. The complexity of writing

> Takes a toll on university students who often lack a sense of self-efficacy as writers. This feeling of powerlessness is somewhat exacerbated by the fact that at university,

> writing is the medium of choice for assignments. Whether to remember facts presented in university courses, link concepts and theories, develop critical thinking or map a subject, writing is the vehicle of expression: university students have no choice but to be efficient writers (Dion, 2011, p. 65).

Moreover, "the objective of teaching of writing in a foreign language is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written texts similar to those an educated person would be expected to be able to produce in their own language" (Ur. 1996, p. 162). As a result

> Writing has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners (Harmer, 2004, p.31).

Hence, writing is both a language skill necessary to master the target language and a strategy which allows the learning of different contents ranging from simple to complex elements. Besides, it is claimed that

> … At university, writing is the medium of choice for assignments. Whether to remember facts presented in university courses, link concepts and theories, develop critical thinking or map a subject, writing is the vehicle of express: university students have no choice but to be efficient writers (Dion in Gardener, 2011, p. 65).

Accordingly, writing is of no doubt a skill to master and not to neglect.

When learners write, they are involved in a variety of activities, link words and ideas, and explore new meaning; hence communicate. University students are more required to develop academic writing skills. However, they also need creative writing-that raises motivation, and practical writing-that is used in business settings and personal life. In this context, Scrivener confirmed that "many students have specific needs that require them to work on writing skills: academic study; examination preparation and business English are three common areas where written work is still important" (2005. P.192).

5. The Role of the Teacher in Teaching Writing

Though the students are asked to write individually or collaboratively, that is the learner is the centre of the writing assignment, the teacher is not less effective as s/he plays a crucial role in the whole process of writing. Harmer (2004, pp.41-42) listed some of the tasks a teacher has to perform in order to help his/her learners to become better writers. These tasks are of demonstrating, motivating and provoking, supporting, responding, and evaluating. That is, the teacher has to provide examples, show and explain the main writing conventions and genre constraints, the layout and language used in order to make learners aware of the main elements of the text to produce later; the teacher has to help, motivate students, involve and engage them in having ideas; the teacher has to help students whenever necessary with ideas, with words… and support them in order to overcome writing difficulties. The teacher needs to respond to students' work in order to help them produce a better piece, thus providing support, comments and correction without judging. Finally, the teacher evaluates students' work in order to show students how well they have done, thus encourage them to continue. In this respect, Harmer (2004, p.108) claimed that "at various stages in a writing activity, teachers should intervene with editorial comment, motivating suggestions, or language advice". Following this path, Samara affirmed that the teachers "are to assume the role of the resource person and familiarize students with the possibilities of effective writing available to them, in terms of heuristic strategies, audience accommodation, methods of revising, and stylistic options" (in Trappes-Lomax & McGrath, 2001, p. 167).

Teachers need to encourage students in developing their writing skills by being first aware of purpose, audience and word selection: three basic features of any genre. Moreover, Harmer (2007, pp. 330-331) listed, in addition to usual roles, three main roles a teacher needs to deploy in a writing class: *motivator*, *resource*, and *feedback provider*. The teacher should motivate his/her learners by creating a favorable atmosphere or environment for ideal

generation and critical thinking; provide opportunities for more practice writing by attracting them. The teacher is also asked to provide information, guidance and help when necessary. S/he advices and helps his/her learners to feel at ease. S/he should also provide feedback to students' writing; that is, correcting their work at each stage in order to produce a better work.

6. Writing and Other Language Skills

Writing is related to the three other skills. In this context, Leki stated that "writing is the natural outlet for the students' reflections on their speaking, listening, and reading experiences in their second language" (in Kral, 1999, p.171). Besides being among the main four language skills required in any language learning, writing is closely linked to the other skills.

6.1.Speaking and Writing

Both speaking and writing are productive skills as there is a production of language. However, speaking is the production of oral language whereas writing is the production of the written language. Both speaking and writing are means of expressing ideas, feelings and thoughts…. However, they are different in many aspects such as permanence, explicitness, density, detachment, organization, slowness of production and speed of reception, standard language, a learnt skill… (Ur. 1996, pp. 159-161). Moreover, Brown (1994) listed some differences between the two skills: permanence, production time, distance in time and space, orthography, complexity, formality and vocabulary (in Weigle, 2002, pp. 15-6).

There are many differences between speaking and writing, among them: speaking takes place in an intermediate interaction between the speaker and the listener, whereas writing "transcends time and space" (Harmer, 2004, p. 7). Therefore, speaking ends when the interlocutors stop interacting and writing is more permanent; it lasts for long time. When speaking, the interlocutor is present, thus the audience is defined so that the choice of the

language to use is defined clearly and immediately. In this context, Hyland asserted that "speech is more highly contextualized, depends far more on a shared situation, allows less planning, involves real-time monitoring, and relies to a greater extent on immediate feedback" (2002, p. 49).

However, when writing, as the audience in most of the time is large, it is not easy to specify the language, thus the writer writes in general for an unknown audience. Speaking and writing are also different in the processes they go through. In speaking, the speaker says what s/he thinks instantly, that is, there is no time to think about what to say or how to say it or even which words to use; whereas in writing, the writer follows different steps of drafting, planning, editing... in order to accomplish a final product. In these steps, the writer takes time to think about every detail (what ideas to include, which words to use, how to structure the text, the context…). Speaking and writing are also different in organization since writing follows a hierarchy in its structure (paragraphs; each paragraph contains a topic sentence, details…) (Harmer, 2004). The way meaning is conveyed is also different from speaking to writing. Speaking uses stress, intonation, tone, rhythm, and gestures and short sentences… representing the basic features to transmit the message. However, meaning, in writing, is transmitted through long sentences, punctuation use, explanations and illustrations as the reader is absent.

In the following table, Hyland (2002; p. 50) listed some main differences between speaking and writing.

Table 2: Some Commonly Perceived Differences

Speech	**Writing**
• more hesitations, interruptions and self-corrections • no spelling and punctuation conventions	• more subordination and passives • longer sentences • more explicit coding of logical relations

• relies on gesture and paralanguage • concrete, fragmented, informal and context-dependent • characterized by turn-taking	• less modal modification • structurally elaborate, complex, abstract and formal • characterized by monologue

6.2.Reading and Writing

Both reading and writing are written skills. However, reading is based on the reception of input and writing is based on the production of output. That is, both skills focus on the written mode of the language (texts) but reading is a receptive skill and writing is a productive skill. In this path, Hyland (2002) affirmed that "… writing, together with reading, is a central aspect of literary, a learnt ability which resides in people's heads and which facilitates logical thinking and active participation in the roles of modern society" (p. 53).

McDonough et al. sustained that "writing, like reading, is in many ways an individual, solitary activity…". That is to say, both reading and writing are generally done in isolation. In other words, the reader reads apart from the writer of what s/he is reading and the writer writes apart from the future reader of his/her production. More than this, reading, used as a model, helps writers to acquire new vocabulary and expressions, language style and format.

7. Approaches to Teaching Writing

The literature witnesses three major approaches to teaching writing: product; process; and genre. Today, an eclectic approach that combines the process with the genre approaches is claimed. The product approach focuses on the form, the process approach concentrates on the writer, the genre approach emphasizes the reader, and the process-genre that combines both the process and the genre approaches, pays attention to both the reader and the writer.

7.1.The Product-Based Approach

The product-oriented approach to teaching writing claims the appropriate use of vocabulary, grammar and cohesive devices, and aims to help learners acquire grammatical rules, therefore avoid mistakes. In other words, it seeks correct written productions. Moreover, Harmer claimed that it is "an approach which values the construction of the end-product as the main thing to be focused on" (2007b, p. 325). In the product-based approach, also referred to as the traditional approach to teaching writing, learners are encouraged to mimic or imitate a model text presented by the teacher at the beginning. The teacher presents the text, explains its features (such as structure, type…) and analyzes them with the students, then asks them to produce the same text-structure. This approach focuses more on the layout, style, organization and grammar. It is merely based on modeling. The product-oriented approach "is a highly prescriptive and orderly model, where structure and style take precedence over purpose and invention" (Samara in Trappes-Lomax & McGrath, 2001, p. 168). Samara added that in this approach, "the writer's major preoccupation is to find an appropriate organizing model (descriptive, narrative, expository or argumentative) within which to incubate their ideas" (ibid). In this respect, Harmer (2007) asserted that "when concentrating on the product, we are only interested in the aim of the task and in the end product" (p.325).

The emphasis in this approach is put on sentence structure, therefore, as a support for the grammar courses as Leki pointed it, in product-based approach "when students write in a second language, the purpose of the writing activity is to catch grammar, spelling, and punctuation errors…". Leki went further and asserted the nature of writing in the product-based approach when claiming that "the writing is carefully controlled so that the students see only correct language and practice grammar" (in Kral, 1999, p.170). The approach is used mainly to highlight form and syntax. Consequently, the objective of writing is the knowledge

of the structures of language and the basis is the final product which is mainly an imitation of texts provided by the teacher. Hence, the approach claims the final outcome of the students. In this respect, Harmer stated that "product approaches expected the students to only analyze texts in terms of what language they used and how they were constructed" (2004, p.11).

In the product approach, learners are evaluated on the basis of criteria of vocabulary use, grammatical use and mechanical considerations such as spelling, punctuation, as well as the content and organization. That is to say, what counts is the final piece of writing produced by the learner.

The learners are required to follow a specific modal that emphasizes a type of language such as cohesive devices (eg. however…), tenses…. Therefore, students are solicited to produce a piece of writing following the model and using the language aspect emphasized by the teacher. The focus of the product approach is mainly grammatical accuracy. Accordingly, the approach promotes student's confidence and security thanks to the model to follow. This latter ensures a production with fewer grammatical mistakes in a short period of time; hence it gains time. Learners' knowledge of grammatical structures and rules is ensured as they not only learn them but also use them in their productions. Consequently, the learner develops his/her writing (output) as the result of the imitation of the input provided by the teacher.

The proponents of the product approach assert that the most essential element of good writing is the linguistic knowledge rather than the linguistic skill. The approach gained primacy over the teaching of writing in ELT setting until the 1980's. The advocators assume that the approach enhances student writing proficiency.

Writing in the product-based approach goes through four -4- main stages:

Stage 1: *familiarization:* it consists of raising students' awareness about the language aspects to emphasize. The teacher presents a model text to the students who read and try to understand the text. Then, the teacher highlights the features of the text (structure used, techniques used…) depending on the objective set at the beginning. The teacher has to prepare students by highlighting and demonstrating the language aspect(s) to be practiced. The step consists of illustrating the type of writing to produce.

Stage 2: *controlled writing:* it consists of following a model. The learners are exposed to a controlled practice of the highlighted features. The learners are required to practice feature by feature; that is in isolation. It consists of activities such as combining (joining and matching words or sentences together and reordering) and substitution activities.

Stage3: *guided writing:* it consists in increasing freedom. In this stage, learners are asked to organize their ideas. This stage plays a role of a bridge between stage 2 and stage 4. The learners are required to perform activities such as completion (filling the gaps, matching words and pictures), reproduction (re-writing), comprehension (note taking) and paraphrasing. This stage aims to give some freedom to learners in writing, however with limited sentence building and structuring.

Stage 4: *free writing:* it is a step in which learners write on their own; thus produce a text on the basis of the model studied and the structure of the language. In the final stage, learners are required to show their understanding and produce a piece of writing relying on what has been already studied. Therefore, they have to apply the text features seen and use the language required. In this stage, learners are asked to write individually and produce a personal work.

7.1.1. Advantages of the Product Approach

The product approach to teaching writing helps the learners acquire the logic of language rhetorical patterns. In other words, the learners learn the rules governing writing such as grammar, vocabulary… (Tangpermpoon, 2008). The product approach raises students' awareness about grammatical structures and rules…. Moreover, it is time-saving as the learners imitate a model.

7.1.2. Disadvantages of the Product Approach

The product-oriented approach is believed to be an easy approach for teaching writing mainly for large classes, since it requires from students to read a model and imitate it, therefore, it seems to be the solution to large classes. It also gains time. It is easier to evaluate since the basis is on the final endeavor regarding grammar and language but not writing proficiency. It is a teacher-centered approach. That is; the teacher is the source and the provider of the model as s/he pays attention to the language used, correct grammar, respect of the model features…. The learner does not develop his/her writing skills, does not show his/her potential because imitation is mechanical. This means that learners are not encouraged to think and write on their own. Learners are dependent to the model and are not given any opportunities to express their feelings, thoughts and ideas. Hence, there is no creativity and independence. The product-based approach gives little attention to audience and purpose of writing since it focuses on grammar, syntax and mechanics. As a consequence, students lose motivation and become disinterested in the writing assignment.

The product-based approach is widely criticized. Learners lack creativity and personalization as they do not have hand in what to write and how to write it. Besides, they do not write for a purpose but just for practicing rules of grammar. The approach does not pay attention to the content as different types of writing require different types of language. Learners, then, write in a de-contextualized setting. Finally, as it is based on a model to

imitate, learners get bored and hence quickly lose motivation from the writing assignment as it neglects the procedure through which the students pass to achieve the end product. The teacher pays more attention to the final product and neglects the way and the conditions in which the text is produced. As this approach requires constant error correction, that is feedback; learners' motivation and self-esteem are affected.

The product approach focuses on accuracy and neglects the students' writing. This means that there is no freedom for self-expression and originality. It considers writing as a linear process. It is based on imitation, so no creativity is allowed. Moreover, it does not consider the purpose and audience-pillars in writing- since it is based on mere imitation. The product-based approach was strongly criticized that it gave birth to the process-oriented approach.

7.2.The Process-Based Approach

The process approach to teaching writing maintains the focus on the process of writing rather than the final product. Harmer (2007b, p. 326) stated that "… a process approach aims to get to the heart of the various skills that most writers employ - and which are, therefore, worth replicating when writing in a foreign language". Contrary to the product approach, it pays more attention to the linguistic skills rather than the linguistic knowledge. Hence, "in its simplest form, a process approach asks students to consider the procedure of putting together a good piece of work" (Harmer, 2007b, p. 326). Accordingly, Coleman & Klapper argued that

> Writing is not just about checking grammar and spelling. It is about expression of ideas in a coherent form. Having to maintain a coherent plan of the intended text, find appropriate words to express the component points and endlessly check grammar and spelling can make writing a very demanding task in a second language unless students have strategies for breaking it down. The so-called 'process' approach to writing practice proposes just this. (2005, p. 63)

The process-oriented approach is based on how the text is written, that is the steps followed in order to produce a written output. It focuses on the writing skills such as planning, revising, drafting and editing rather than writing knowledge such as mechanics, structure…. It aims at helping students to reflect on what real writers do in real situations. The writers write, plan, revise, anticipate and review, rewrite, add, omit and change throughout the writing process. The approach focuses on linguistic skills such as planning and drafting, consequently the development of the writing skill becomes an unconscious process.

It is claimed that the process approach to writing helps even the weakest students write more confidently. As the process includes drafting and revising, learners correct each time their mistakes and rewrite their sentences; therefore feel more confident to produce a better piece. As the approach demands peer and collaborative learning, learners develop more skills such as critical and social ones. The process writing involves many and different activities for each stage, hence get learners more interested and become more motivated.

In the process approach, writing is seen as a cognitive process learners call for in order to produce a text. That is, it requires from students thinking and creativity. It encourages learners develop writing ability and proficiency step by step. The process approach emphasizes

> More on the wandering path that students use to get the product… students are taught strategies that should help them to finally reach a decent product, because of course the product is still important and grammatical accuracy is still an important goal, but the writing class is more exploratory, less punitive, less demoralizing; the student writer is less alone" (Leki in Kral, 1999. P.174).

Thus, learners, in this approach, are encouraged to experiment new ideas, write, and share with their classmates information.

In the process approach, the teacher does not teach writing but learners learn how to write. It is a learner-centered approach. The teacher plays the role of a facilitator and helps the learners develop their potential and skills. The teacher is a guide who supervises the writing

task. Thus, the learner is a central component of the task. It gives him/her the opportunity to think about and control what s/he writes step by step. In other words, the approach motivates him/her. writers have time to think and re-think. This approach gives considerable freedom to the students within the task. The final outcome is not preconceived since learners are not asked to follow a specific model as in the product approach. It focuses on students' ideas thus promotes creative writing. This is why;

> Many educators… advocate a process approach to writing. This pays attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phases, editing, re-drafting and finally producing a finished version of their work, a process approach aims to get to the heart of the various skills that most writers employ- and which are, therefore, worth replicating when writing in a foreign language (Harmer, 2007, p. 326).

The stages of this approach are recursive since they take place many times over in the process. That is to say, the steps are cyclical; the learner goes back to any stage whenever necessary. Thus, the approach emphasizes revision of what is done. In this context, writing is perceived as a "recursive rather than linear and exhibits the relationships between various sub-components of writing…" (Anastasiadou in Lavidas et al. 2013, p. 13). Anastasiadou looked at process writing "as the appropriate approach to teaching writing" (cited in Lavidas et al. 2013, p. 13) since writing is cyclical and the student writer moves backwards and forwards throughout the different stages. In this context, Harmer stated that

> It is better to see writing as a kind of process 'wheel', where writers move both around the circumference of the wheel and across the spokes. And even when they have written what they think is the final version of their work, they may still, at the last moment, go back and re-plan or re-visit stages they had thought they had completed (2007, p.326).

The students focus more on the different tasks which help them develop their writing skills step by step. The process of writing is not linear since the writers do not follow the steps in a specific order but go back to any step whenever necessary. Harmer (2004, p. 6), in the

figure below, explained how the steps of the writing process are recursive and cyclical. The approach consists of five -5- steps:



Figure 2: Steps of Writing Process
Adapted from: Harmer, 2007, p. 326

Step 1: *pre-writing (planning):* it is a brainstorming stage in which students are asked to discuss and generate ideas, and the teacher provides the language support. The learners discover and get into the topic. In this step, the writers decide what they are going to write about; thus they consider the purpose. This basically influences the type of the text to produce the language to use and the information to include. They also consider the audience that influences the shape of the text to produce and the type of language (formal, informal…). Finally, writers consider the content structure; that is how to sequence the ideas and information (Harmer, 2004).

Step 2: *drafting (composing)*: students write their first draft focusing on meaning, that is to say, learners emphasize content rather than mechanics. It refers to the first piece of writing which is going to be arranged throughout the writing process.

Step 3: *revising (reflecting)*: in this stage, writers read and reread their first draft, add, omit and write ideas. That is, they bring the necessary arrangements to the text, in order to produce a better piece, thus refine and clarify the text.

Step 4: *editing (final version)*: after revising, changing, omitting and adding, the writer writes down his/her text and achieves his/her objective. The learner proofreads in order to locate and correct mechanical errors.

Step 5: *publishing*: this step is optional. It consists of sharing the final version with the teacher, with the classmates…. The learners publish an appropriate form and share it with the appropriate audience.

Anderson (2014, p. 340) argued that the process approach can also be adopted hand in hand with digital materials. Accordingly, he summarized, in the following table, the main points for each step:

Prewriting	Drafting	Revising	Editing	Publishing
Visualize initial ideas. Organize ideas. Communicate with others	Enhance flow of composing. Manage time. Build research skills.	Extend access to others. Receive constructive feedback. Offer resources for individual assistance.	Increase confidence. Facilitate the speed and ease of editing. Promote reflection and self-assessment.	Encourage different forms of multimedia. Increase access to a wider audience. Create a location to store writing.

Table n°3: Characteristics of Types of Writing

7.2.1. Advantages of the Process Approach

With the process approach to writing, students learn how to compare in L2 (Tangpermpoon, 2008). Learners have opportunities to reread and check their work at each stage. Moreover, it encourages students' creativity.

7.2.2. Disadvantages of the Process Approach

Though its popularity today, the process approach began to be criticized in the 1990's. The process approach makes writing a personal activity; that is it neglects the social and

textual features of both writing and writers. For writing features, Atkinson (2003) believed that

> The narrow focus of the process approach seems to be on the skills and processes of writing in the classroom itself and as a result fails to take into account the social and cultural aspects that have an impact on different kinds of writing" (Atkinson, 2003 cited in Xhevdet Rusinovci 2015, P.701).

Whereas, for the part of the writer, the process approach does not provide opportunities for pair or group work hence no possibility to create social relationships. Harmer also stated that

> one of the disadvantages of getting students to concentrate on the process of writing is that it takes time: time to brainstorm ideas or collect them in some other way; time to draft a piece of writing and then, with the teacher's help, perhaps, review it and edit it in various ways before, perhaps, changing the focus, generating more ideas, re-drafting, re-editing and so on (2007, p.326).

As the process approach focuses more on the "how" of writing, the steps to go through, it pays less attention to grammar and gives little importance to the final product, that is to say, it neglects the linguistic aspect of the language; a feature that represents a key component for good writing. It does not respond to exam writing requirements since students are required to answer correctly under time constraints and no choice of what to write about. In addition to that, following all the steps takes too much time and most of the time this cannot be achieved as students have only one or two sessions per week in the written expression module. It neglects the genre of the text as this latter takes different forms and structures from one to another. It also neglects the reader. More than this, the process approach is time consuming. It takes time for brainstorming ideas and collecting data, drafting a piece of writing, reviewing and revise it, correcting and editing it…. Besides, as Harmer stated it "there are times when process writing is simply not appropriate, either because classroom time is limited or because we want students to write quickly as part of a communicative game" (2007b, p. 327). Moreover, it does not give much importance to the audience.

7.3.The Genre Approach

A genre is a form of communicating in a particular domain with agreed conventions developed over time. Swales (1990, Xhevdet Rusinovci, 2015, p.701) described genre as "a class of communicative events". It is the genre aspect which makes differences in texts and writings. That is, without genre, the reader would not be able to understand the purpose and the writer would not know how to write his/her text. To Harmer, "genre represents the norms of different kinds of writing" (2007, p. 327).

The genre approach to writing puts greater emphasis on the social context in which writing is produced. Hence, learners need to learn how language functions in different social contexts. The learners perceive the differences in structure and form of different writings such as essays, editorials, business letters, reports… and apply the rules when necessary. That is how different discourses require different structures. This is why as Harmer put it, "a genre approach is especially appropriate for students of English for specific purposes. However, it is also highly useful for general English students, even at low levels, if we want them to produce written work they can be proud of" (2007; p.327).

Writing, in this approach, is predominantly linguistic (Badger & White, 2000) and it emphasizes the context. Writing is seen as a set of linguistic and social features that differentiate texts regarding purpose and audience. Therefore, the purpose of writing is a central component and the learners learn to write partly by imitating and partly by understanding and consciously applying rules (Badger & White, 2000). Therefore, the learners analyze the input and imitate it to produce their own work. It pays much attention to purpose and audience. Learners are required to grasp some distinctive features of a given genre. It emphasizes the production of meaningful messages. Learners are given the opportunity to discover how language works in a given context in order to meet particular aims. In this context, Harmer (2007, p.327) argued that

> When teachers concentrate on genre, students study texts in the genre in which they are going to be writing before they embark on their own work. Thus, if we want them to write business letters of various kinds, we let them look at typical models of such letters before starting to compose their own. If we want to write newspaper articles, we have them study real examples to discover facts about construction…. Harmer (2007, p.327)

Therefore, students are provided with authentic language input and context, thus they are more likely to produce appropriate language. This approach emphasizes the knowledge of language in a specific context; that is language in relation to a social purpose. The role of the teacher is to provide the input. The genre approach is closely related to the product-approach as both emphasize the input, yet they are different. The product approach emphasizes the language knowledge and the genre approach concentrates on the use of specific language in a specific context. Thus, the main focus of the genre approach is to write about different contexts. The genre approach goes hand in hand with the product approach as both emphasize the linguistic competence but are different because the genre approach emphasizes a particular social context (Badger & White, 2000). However, it is considered as an extension to the product approach as it emphasizes the text. What is worth mentioning is that the genre approach integrates context with discourse, an aspect usually neglected by both the product and the process approaches to writing.

The approach consists of three stages:

Stage 1: *Introduction to a particular genre*: the teacher introduces a text in a particular genre and discusses it with the students. The focus is on the text structure, the educational and social functions of the text genre, and the language used.

Stage 2: *Activities with relevant forms:* the students construct the text through performing a set of activities. Learners perform activities in order to practice the appropriate language forms.

Stage 3: *Writing:* the students produce the text on the basis of the genre studied. Learners produce their own text on the basis of the text genre, structure and language.

The main text genres consist of: *creative writing* (is any writing that goes beyond the boundaries of normal writing. That is writing that appeals to originality and creative thinking); *literary writing*; *academic writing*; *fiction writing*; *political writing*; *practical/business writing*; *science writing*; *technical writing*; *professional writing*; *journalism writing* (to report news and current events); and *legal writing*. Each genre encompasses sub-genres; "there are various sub-genres within a genre" (Harmer, 2004, p. 18).

7.3.1. Advantages of the Genre Approach

The genre approach seems to fit some contexts more than others. Harmer (2007b) affirmed that "a genre approach is especially for students of English for specific purposes. However, it is also highly useful for general English students, even at low levels, if we want them to produce written work they can be proud of" (p. 327). Accordingly, teaching writing through the genre approach can be beneficial since it provides the necessary requirements of good writing such as register, grammar, context….

Besides, the genre approach provides knowledge about the grammar and vocabulary used in different genres. That is; it teaches contextual grammar and vocabulary. It provides opportunities for learners to be acquainted with different genres of writing. Thus, they learn genre format, features and requirements for potential production. Furthermore, it helps learners to perform appropriate writing as it pays attention to context. It raises learners' awareness about writing conventions such as organization of content, genre format, register… and it focuses on purpose and audience.

7.3.2. Disadvantages of the Genre Approach

Some proponents claim the effectiveness of the approach at the beginning and intermediate levels more than at the advanced level as students need something to rely on.

The genre approach is overemphasized on conventions and genre features, therefore it does not encourage learners discover the messages conveyed by the text. Furthermore, it is

restrictive so it kills the students' creativity. Besides, it neglects the writing skills such as thinking, planning….

As it is based on imitating a text genre from the structure and language, it does not leave any opportunity for creativity. In this context, Harmer stated that "asking students to imitate a given style could be seen as extremely prescriptive, encouraging them to see writing as a form of 'reproduction' rather as creative act" (2007b; p.327).

7.4.The Process-Genre Approach

As the literature provides several drawbacks to the above approaches, integrating all of them would enable students transfer the acquired knowledge and skills to different real life situations and context.

The process-genre approach encompasses the strengths of both process and genre approaches as it shares principles with the product approach. It is based on the procedure of the process approach (that is, planning, drafting, editing, evaluating…) and on elements of the genre approach (that is; understanding the purpose, audience, and contexts…). This approach helps learners develop awareness of different text types and genres and of the composing process. Xhevdet Rusinovci asserted that "such an approach offers a range of advantages including more focused use of text models without having to exclude elements of other approaches" (2015. p.702).

The process-genre approach to teaching writing involves different features, thus combines different approaches. It focuses on language, contexts, purpose, skills and audience. Learners develop their writing skills better. The role of the teacher consists of providing the input (genre, language, context…), helping learners to identify the purpose and audience of the social context and facilitating the learners' writing and drawing out their potential; hence, encouraging them to express their thoughts.

Implementing the process-genre approach in English writing classes ensures the usefulness and power of both process writing pedagogy and genre writing pedagogy which can be seen as complementary throughout the whole writing process. In this perspective, Leki et al. affirmed that "since the early 1980's, the L2 writing profession has increasingly acknowledged that it is counterproductive to analyze English learners' writing or language development without embedding the inquiry in the human, material, institutional, and political contexts where they occur" (2008, p.9). This means that writing and the language used in a production highlight particular discourse, consequently, learners need to be introduced to the ways of writing in different genres.

Leki et al. (2008) maintained that, today, the kinds of writing required in undergraduate courses are expanded toward different fields. That is to say, descriptive writing is no more sufficient; students need to explore writing in different contexts such as academic, scientific, political… discourses in order to respond to their writing needs. In this respect Harmer (2004) stated that "…writing is a process and …what we write is often heavily influenced by the constraints of genres… these elements have to be present in learning activities" (p. 86). That is to say, we cannot ignore the fact that whatever we write, we refer to a specific genre, and however we write, we follow specific steps, thus, learners of a foreign language need to write within different genres following the process of writing. In other words, teaching process writing and genres of writing is inevitable in EFL settings. Combining the process approach with the genre approach to teaching writing is, nowadays, important since "analyzing a certain written genre in order to be able to write within that genre is an integral part of the planning stage in a process approach" (Harmer 2004, p. 86). Harmer (2004) added that "where students are writing within a genre, they will benefit from first analyzing that genre before writing within it-although we do not want them to be

straitjacketed by it, of course" (p. 91). Thus, students need to recognize the functions, conventions and constraints of a genre before writing within it.

Badger and White (2000) set six steps forming the procedure of the process-genre approach: preparation, modeling, planning, joint constructing, independent constructing, and revising and editing.

Step 1: *preparation:* in this stage, the teacher defines a situation that requires a written text of a specific genre. This aims to activate learners' knowledge and anticipates the structural features of the genre.

Step 2: *modeling:* the learners are introduced to a model of genre and let to consider the purpose of the text. Then, a discussion about the structure and organization of the text to accomplish its purpose follows.

Step 3: *planning:* this stage encompasses several activities such as brainstorming, discussing, and reading associated material. This aims to develop in the learners an interest in the topic and relate it to personal experience.

Step 4: *joint Constructing:* the teacher and the learners work together as a first step to text writing. They go through the brainstorming, drafting, and revising procedure. The learners provide together ideas and information and the teacher writes the generated text on the board. This text works as a model for students to refer to when writing their own text. This step promotes mainly collaborative writing.

Step 5: *independent constructing:* at this level, learners have already examined the model text and have produced, in group, a text in the genre introduced. Now, students are required to work individually and write their own text on a related topic following the specific genre examined. The task can be fully done in class or can be assigned as a home work. Students at

each step ask the teacher to help, clarify, guide and advice. The students have, now, written their first draft.

Step 6: *revising and drafting:* after writing the first draft, the student-writers are asked to revise and edit their work. The students submit their final text and the teacher decides whether to discuss and give a class feedback, collect the works for correction or any other tyoe of evaluation.

7.4.1. Advantages of the Process-Genre Approach

Hanjani and Li (2014), in these words, summarized clearly the positive points of the process genre approach to teaching writing:

> [It] recognizes L2 students' needs for linguistic knowledge about texts, understands, understands the importance of the skills involved in writing, and acknowledges writing as a social practice with special attention to purpose and audience. Students are provided with linguistic skills, such as planning, drafting, and re-drafting skills; linguistic knowledge, such as knowledge of grammar and vocabulary; and guidance to produce a text meeting the requirements of a particular genre (151).

In other words, the process-genre approach combines the advantages of the three approaches discussed above (product, process and genre).

7.4.2. Disadvantages of the Process-Genre Approach

The process-genre approach is said to be time-consuming as it demands time for each stage. Students need time to understand and internalize key features of the genre, and time to produce a written work. The models may hinder or limit students' creativity as they tend to stick to the content provided (Change and Sznajda, 2016).

7.5.Writing Difficulties

It is argued that students' writing difficulties lead to poor productions, therefore to a lack of confidence and experience required in foreign language writing. Among the writing difficulties: grammar and punctuation, organization, development and vocabulary seem to the foremost. In this context, Reid (2006) stated that "student writing by nonnative speakers of English often contains unusual, and sometimes puzzling, language structures…" (In Matsuda, 2006, p. 76). He added that most of the mistakes made by foreign language learners are related to grammar, spelling and vocabulary knowledge. Grammar mistakes are mainly related to students' lack of knowledge about the rules governing the language; spelling mistakes are concerned with the non-correspondence of oral and written modes of the language-English; and vocabulary mistakes deal with the language limitation of the students, that is they do not possess a sufficient luggage of words about the topic dealt with.

Norrish (1987) stated that one of the causes which lead students to make writing errors is the lack of motivation caused by the material and the style presentation (in Agesta, 2017). Furthermore, Kim and Kim (2005), on the basis of their teaching experience, shaped the major writing difficulties faced by their students: *heavy emphasis on grammatical form*, that is knowledge about the structure of language and writing development which should follow a model provided by the teacher; *overemphasis on the final product*, that is, students do not pay attention to the steps involved in writing as recursive and not linear; *lack of genre-specific writing across the curriculum*, that is, as genre writing is not included in the curriculum, students lack genre knowledge; and finally *the need for diverse types of feedback*, that is students write for teachers and not for themselves because of the type of feedback they receive.

Conclusion

This section dealt with the writing skill and some related issues. As a matter of fact, it provided some definitions to writing, elements and types of writing. It discussed the place of writing in tertiary levels as students need to acquire it as a means of communication and as a means of learning other subject matters. It also summarized the main approaches to teaching writing as well as writing difficulties. The next section deals with the process-genre approach, which represents the independent variable of this research.

Section 2: the Process-Genre Approach

Introduction

The second section of the first chapter discusses the process-genre approach to teaching writing as an alternative to develop students' essay writing in the third year university level. It includes different sub-sections: some justifications for our choice of the process-genre approach as a remedial solution for students' writing difficulties; a historical overview of the process-genre approach (PGA); some definitions of the PGA; writing as a process; writing as a genre; stages for the implementation of the PGA; characteristics of the PGA, the role of the teacher in a process-genre classroom; advantages of the PGA, disadvantages of the PGA, related and previous studies on the PGA; and finally a conclusion.

1-Motivation behind the Choice of the Process-Genre Approach

3rd year EFL students are required to write a training report as a closing step of not only the third year, but of the license degree as well. Literature reveals that students face difficulties in writing within this (academic) genre.

The choice of a suitable approach to teach any language skill or aspect depends largely on several criteria such as the type of students (i.e. learning styles and strategies), needs of students, the school system, means available and requirements and many other factors. In teaching writing, the teacher should pay attention to even the type and genre of texts to study. As the literature shows, there is a number of teaching approaches to writing. However, we suppose that the process-genre approach, as it gathers different principles from different approaches, is the most adequate to achieve 3 LMD students' writing requirements.

For teachers, the choice between the different approaches to teaching writing is necessary. This choice depends largely on the objectives to achieve, thus "deciding whether

we want students to focus more on the process of writing than its product, whether we want them to study different written genres…" (Harmer, 2007a, p. 325), to work individually or in pairs/groups, building the writing habit is required.

To justify the choice of the approach (process-genre), the researcher relies on Harmer's arguments when saying that

> …the only way to get [students enjoy writing] is to let them read examples of the kind of thing we want them to do before we ask them to write. If we ask our students to read 'lonely hearts' advertisements (because later, we are going to ask them to write their own versions) we can ask them to analyze the texts they have in front of them (2004, p. 28).

Harmer added that "reconciling a concentration on genre with the desirability of involving students in the writing process- and finding a balance between the two" (ibid, p. 30) is of a paramount importance in foreign language classrooms. Harmer (2007a) asserted that "a consideration of written genre has a lot in common with a product approach to writing, i.e. an approach which values the construction of the end-product as the main thing to be focused on (rather than the process of writing itself)" (p.325). Therefore, relying on the process-genre approach to writing gathers both the process and the product, thus, helps learners develop different skills as they pay attention to different aspects during their writing.

It is clear, then, that introducing different genres to learners and encouraging process writing within these genres can foster their skills in writing, "unfortunately writing research provides no cut-and-dried answer [to the question of 'how should we teach writing]" (Hyland, 2002, p.78). As a matter of fact,

> …the teacher's best methods are flexibility and support. This means responding to the specific instructional context, particularly the age, first language and experience of the students; their writing purposes, and their target writing communities, and providing extensive encouragement in the form of meaningful contexts, peer involvement, prior texts, useful feedback and guidance in the writing process (Hyland, 2002, p.78).

Moreover, writing is a personal performance, "an opportunity to review the characteristics of text and writing processes in L2 provides a welcome distance to objectively address a very personal condition" (Dion, 2011, p. 69). This in fact would help L2 writers to overcome the feeling of loneliness with the difficulties and challenges of the L2 writing. The process-genre approach to teaching writing provides the necessary input learners need to rely on, in order to produce their own work.

2-Historical Overview of the Process-Genre Approach

Research in teaching writing has known significant development through time (Brisk, 2011). Accordingly, it shifted from a focus on the product that is from a mere imitation of a text model, to the focus on the process of writing that refers to the stages involved in order to achieve a final product. Later on, the shift turned to the genre within which one writes, that is how language and text are structured in order to reach a certain communicative purpose. More recently, an eclectic approach (PGA) which combines the three main approaches to teaching writing, namely product, process and genre approaches has risen.

Both the process and the genre approaches to writing proved to be effective in developing the writing skills. In this context, Leki stated (nd.) that writing in the process approach is "more on the wandering path that students use to get the product…writing class is more exploratory, less punitive, less demoralizing; the student writer is less alone" (in Kral, 1999. P.174). Hence, the process-oriented approach is based on how the text is written, that is the steps followed in order to produce a written output. It focuses on the writing skills such as planning, revising, drafting and editing rather than writing knowledge such as mechanics, structure…. Besides, "a genre approach is grounded on the systematic functional model that refers to the theory of genre as a theory of language use" (Eliwarti & Maarof, 2017, p.48). In other words, the genre approach helps to understand the relationship between the language

used and the context of its use. That is, the reader understands the purpose of the text or the basis of the register used in specific contexts.

However, each of them has limits and constraints. The process approach is time consuming, and do not provide learners with sufficient information about different types and genres of texts. Hyland (2008), in this respect, stated that process tends to present writing as a de-contextualized skill as it focuses on the writer as an isolated individual struggling to express personal meanings" (p. 11). Whereas the genre approach neglects the writing skills on which the process approach is based.

Consequently, combining the two-process and genre-in one class could be more beneficial for students than using only one approach. To put it another way; the strengths of one approach could harmonize the weaknesses of the other approach, hence, providing more opportunities for the learners to write better and develop their skills in writing. In this context, Badger and White (2000) affirmed that the process and genre approaches to writing are complementary. Therefore, what is missing in one approach is to be found in the other approach.

The process-genre approach to teaching writing emerged from the combination of approaches to writing by Badger and White (2000). Harmer sustained that "given that writing is a process and that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities" (2004, p. 86).

Matsuda (2006) stated that although the process approach and the genre approach appeared independently in the 1970's yet "they are by no means mutually exclusive" (p.21). Hence, they represent two main paradigms of writing. That is to say, they complement each other in the sense that the writer relies on different stages and writes for different purposes and audiences.

This is why Raimes (1983a) claimed that there is a small number of teachers who are "so devoted to one approach as to exclude all others" (p. 11 quoted in Matsuda et al. 2006, p. 21). In other words, the parallel development of the two approaches led teachers to mix them in the classroom. Though they conceive writing differently and emphasize different features of writing, they are considered as complementary.

Harmer (2004) assumed that the earlier literature looked at writing either as a process or a genre. However, today's discussions do not disassociate the two; that is writing is both a process and a genre since people tend to write within a certain genre following a set of steps such as planning, drafting, revising…. Moreover, "writing is essentially a social act. It takes place in specific contexts, and the situation for writing influences its purpose" (Reid & Kroll, 2002, p. 260).

3-What is the Process-Genre Approach?

The process-genre approach relates three main approaches to teaching writing as it includes the use of model texts which provide learners with genre knowledge (product + genre approaches) and maximizes the steps involved in writing (process-approach)

The process-genre approach is considered as a modern option for ESL and EFL writing classes as it pays attention not only to the knowledge involved in a particular genre (such as register and vocabulary, style and format…) but also to the steps (process) the writer undertakes in order to achieve his/her objective. In this context, Badger & White claimed that 'writing involves knowledge about the language, the context in which writing happens and skills in using language. Writing development happens by drawing out the learners' potential and providing input to which learners respond" (Badger and White, 2000). Moreover, Hedgecock (2005) stated the main characteristics of process-based instruction in recent times:

. . . process-oriented pedagogies are marked by the following features, among others:

- Discovery and articulation of writers' authorial voices.
- Free writing, journaling, and private writing activities designed to enhance writer's fluency, creativity, and exploration of source texts.
- Localization of writing process and texts in authentic contexts to develop the writer's sense of audience and reader expectations.
- Constructing purposeful tasks that engage writers and promote their investment in creating meaningful texts.
- Modelling and monitoring of invention, prewriting, and revision strategies.
- Recursive practices such as multidrafting; that demonstrate that writing for an authentic audience is often a nonlinear, multi-dimensional process.
- Formative feedback from real readers in peer response workshops, student teacher conferences, collaborative writing projects, and so on.
- Provision of meaningful content for writing tasks, with a corresponding emphasis on representing ideas, rather than solely on producing grammatically accurate prose. (Hedgecock, 2005: 604–5 in McDonough et al. 2013, p. 192).

As Hedgecock asserted, the reference to both genre and process when writing is inevitable since the writer has to pay attention to features of both approaches either consciously or not.

The process-genre approach is based on the *process* writing that is recursive (pre-writing, drafting, revising and editing), and on *genre* writing that pays attention to the context, the purpose of writing and the text features of the concerned genre. To support this idea, Ajmal (2015, p. 3) posited that "process approach has good many features that need to be highlighted for clear writing pedagogy to achieve the communicative ability. And if we see both process and genre approaches together, again it looks quite practical to learn and acquire the processes of different genres". Besides, Nordin & Mohammad (2017) contended that "the

proposal to implement a process/genre-based approach in ESL writing pedagogy ensures that the usefulness and power of process writing pedagogy (prewriting, drafting, feedback, and revising) are not replaced entirely by the genre approach" (2017, p.82-3). That is, on the contrary, the two approaches (process and genre) are complementary. According to Raimes (1983, p. 266), teachers have to provide writing assignments which can "unite form and content, ideas, and organization, syntax, meaning, writing and revising, and above all, writing and thinking" (in Yan, 2005, p. 22) and the process-genre approach offers the integration of these features. In this line of thought, according to Badger and White (2000), an effective methodology for teaching writing should cover the strengths of different approaches (product, process and genre). They affirmed that

> Writing involves knowledge about language (as in product and genre approaches), knowledge of the context in which writing happens and especially the purpose for the writing (as in genre approaches), and skills in using language (as in process approaches), writing development happens by drawing out the learners' potential (as in process approaches) and by providing input to which the learners respond (as in product and genre approaches). (2000, pp. 157-158)

Writing is generally referred to as a complex language skill full of conventions and rules. It involves both cognitive and psychological processes since it appeals to students' knowledge and gives the writer the opportunity to express different thoughts and ideas. According to Kolin (2001, p. 38),

> Writing is a fluid process; it is dynamic, not static. It enables you to discover and evaluate your thoughts… a piece of writing changes as your thoughts and information change and as your view of the material changes… writing takes time… writing means making a number of judgment calls… writing grows sometimes in bits and pieces and sometimes in great spurts. It needs many revisions; an early draft is never a final copy.

Consequently, writing under the process-genre model would help learners in gaining time, as acquainting at first step with the genre, and helped by the peers and teacher improving their written production. Hyland (2003) proposed a general structure for the steps underlying the process-genre approach. This is shown in figure n°3:

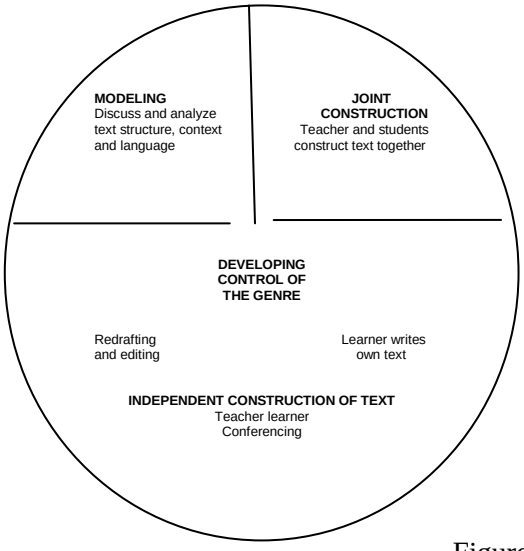


Figure n°3: Steps of Process-Genre Approach
Hyland, 2003, In Tribble, 2006, p. 448

3.1-Writing as a Process

The process-approach to teaching writing emerged in the 1970's when it started to replace the product-based approach.

Writing, seen as a process, refers to the steps the writer undertakes in order to achieve his/her objective-that is a meaningful text. In this context, White and Arndt (1991) stated that "writing is *re*-writing… *re*-vision-seeing with new eyes-has a central role to play in the act of creating text" (p. 5 quoted in Harmer, 2007b, p. 326). Moreover, Ajmal (2015, p. 3) posited that "process approach has good many features that need to be highlighted for clear writing pedagogy to achieve the communicative ability".

Proponents of process writing argue that it "helps learners to develop more effective ways of conveying meaning and better comprehend the content that they want to express…students can discover what they want to say and write more successfully…"

(Rahman, 2011, p. 4). However, considering writing only as a process implies neglecting linguistic features such as grammar, language and content organization writing a text requires.

3.2-Writing as a Genre

Swales emphasized that genre "is quite easily used to refer to a distinctive category of discourse of any type, spoken or written" (1990, p. 33). Hence, genre refers to types of oral or written texts made for specific aims or not. He saw "genres as types of goal-directed communicative events [and] genres as having schematic structures (ibid, p. 42), thus genres are structured differently from each other. In other words, "genre represents the norms of different kinds of writing" (Harmer, 2007b, p. 327).

The notion of "genre" implies that writing is situational. Indeed, as writing is a social act, it requires to social and contextual features in which it is written. Harmer stated that

> One of the reasons we can communicate successfully, especially in writing, is because we have some understanding of *genre*… a genre is a type of written organization and layout (such as advertisement, a letter, a poem, a magazine article, etc.) which will be instantly recognized for what it is by members of a *discourse community*- that is any group of people who share the same language customs and norms (Harmer, 2007b, pp. 30-1).

During the 1980's, researchers came to realize that "students would benefit from studying various genres" (Setyowati &Widiati, 2014, p. 21). This gave birth to the genre approach to teach writing which gained much popularity. Researchers (such as Martin, 1984; Swales, 1990; Kay & Dudley-Evans, 1998) held the same view that "all genres control a set of communicative purposes within certain social situations and that each genre has its own structural quality according to those communicative purposes" (in Rahman, 2011, p. 3). Furthermore, Rahman (2011) insisted on the fact that "most genres use conventions related to communicative purposes; a personal letter starts with a cordial question in a friendly mood because its purpose is to maintain good relationships with friends, and an argument essay emphasizes its thesis since it aims at making an argument" (p.3). Consequently, learner

writers need to be aware not only about the features underlying a given genre but also about the possible way to apply them in order to produce a coherent and meaningful essay.

Hyland (2003) argued that introducing and teaching different genres to students can offer "explicit and systematic explanations of the ways language functions in a social context" and helps them "consider the forces outside the individual that help guide purposes establish relationships, and ultimately shape writing" (p.18 in Setyowati &Widiati, 2014, p. 21). That is to say, genre writing helps learners acquaint with different language forms and functions, and opportunities to think of them in a reflective way. For that reason, knowing different genres is imperative for writers. As Harmer (2007b, pp. 31-2), clearly affirmed its "textual success often depends on the familiarity of text forms for writers and readers of the discourse community". In other words, genre knowledge is important and helpful for both readers and writers. For the readers, it helps in understanding the context and meaning, and recognizing the features, format and register. For the writers, it allows producing an appropriate piece of writing by considering the purpose, paying attention to the audience, and using appropriate layout and register.

The student, in genre writing, considers the purpose of writing because this determines the genre of the text to produce. The reader of a text instantly recognizes what genre it is because it is typical in its kind in terms of construction as well as in terms of language choice or register. That is to say, the characteristics of a genre make it different and recognizable from other genres, therefore, literary, scientific or political are clearly different in the construction and the register used. Knowledge and recognition of genres-"understanding how different purposes are commonly expressed within a discourse community" (Harmer, 2004, p. 17)-are essential for both the writer and the reader, since this helps the writer to convey specific meaning, choose specific register… and also helps the reader to understand the intended meaning in its context. Furthermore, Hyland (2002) observed that "texts are seen to

display intertextual activity in that they anticipate or respond to other texts, and this allows us both to identify them as belonging to a certain genre and to describe differences and similarities between genres" (Hyland, 2002. P.61). In this context, Lock et Lockhart illustrated how some genres are different in 'purpose' and 'structure' perspectives (1999 quoted in Hyland, 2002. P.62).

Figure 4: Schematic Structure of Some University Genres

Genre	**Purpose**	**Structure** (∧ = following stages; ^{n} = Recursion; () = optional
Analysis	Reasons For A Problem	Problem ∧ Reason^{n}∧ (Conclusion)
Discussion	Arguments For And Against Something	Issue ∧ Point of View^{n} ∧ Conclusion
Argument	Persuade For A Position	Thesis ∧ Argument^{n} ∧ Conclusion
Report	Persuade For Solution	Problem ∧ Reason^{n} ∧ (Remedies) ∧ (Conclusion) ∧ Recommendations

(Lock and Lockhart, 1999)

Following this idea, Hyland (2002. P.62) quoted Butt et al. (2000); and Rothery (1985) in order to highlight how genre helps to distinguish between an exposition and a report in terms of their different schematic structures.

Figure 5: Examples of Two School Genres

1. Exposition

Thesis	a good teacher needs to be understanding to all children
Argument	he or she must be fair and reasonable. The teacher must work at a sensible pace. The teacher also needs to speak with a clear voice so the children can understand.
Conclusion	that's what I think a good teacher should be like.

2. Report

Classification	the bat is a nocturnal animal.
Description	it lives in the dark**.** There are long-nosed bats and mouse-eared bats and also lettuce-winged bats. Bats hunt at night. They sleep in the day and are very shy.

(Butt et al., 2000; Rothery, 1985)

Another clear example provided by Harmer confirms how genres are different:

> All genres and sub-genres have relatively strict formulae governing their construction. Business people write letters that are very similar in terms of layout and text organization even where the content is different. Legal contracts have a standard construction. Wedding invitations follow set construction patterns and so do cooking recipes and car manual (2004. P.22).

Genres constrain writers by "imposing construction patterns that help them to express their purpose" (Harmer, 2004, p. 18). Harmer added that "text-construction constraints do not only apply to whole texts. Individual paragraphs within a text also tend to follow set patterns" (ibid. p. 20). In this path, Hyland set that "texts are similar or different because of the socio-cultural purposes they are intended to serve and the ways they are structured to achieve these" (2002. P. 61).

Writing in different genres helps people to be creative and thus achieve a personal satisfaction. Harmer argued that "because writing is used for a wide variety of purposes it is produced in many different forms" (2004, p. 4). He added that

> Writers frequently construct their writing so that people within that discourse community will instantly understand what kind of writing it is. We know what an advertisement is when we see it, we recognize poetry formats and we know what a formal letter should look like. Genre represents the norms of different kinds of writing (2007a, p.327).

Following this idea, Hyland confirmed that "genres help unite the social and the cognitive because they are central to how we understand, construct, and reproduce our social worlds" (2002. P. 65). As a matter of fact,

> Students who are writing within a certain genre need to consider a number of different factors. They need to have knowledge of the topic, the conventions and style of the genre, and the context in which their writing will be read, as well as by whom". "Approaches such … process-genre place audience, purpose and invention in the center of the writing tasks… writing is an act of discovery and knowledge creation by means of language (Samara in Trappes-Lomax & McGrath, 2001, p. 168).

Martin et al. (1987: pp.68-9 quoted in Hyland, 2002. P.82) listed the steps to follow when teaching writing within a genre in the classroom:

Figure 6: Genre Modelling in Schools

1) *Introducing a genre* – modelling a genre implicitly through reading to or by the class
2) *Focusing on a genre* – modelling a genre explicitly by naming its stages
3) *Jointly negotiating a genre* – teacher and class jointly composing the genre under focus; the teacher guides the composition of the text through questions and comments that provide scaffolding for the stages of the genre.
4) *Researching* – selecting material for reading; notemaking and summarizing; assembling information before writing.
5) *Drafting* – a first attempt at individually constructing the genre under focus.
6) Consultation – teacher–pupil consultation, involving direct reference to the meanings of the text
7) *Publishing* – writing a final draft that may be published in class.

Martin, Christie and Rothery (1987: 68-9).

Moreover, there is, in most of the time, someone who reads what we write unless we cut it. In this respect, Leki maintained that "anyone who writes in any language invents a reader to whom the writer is addressing the text; English students, too, get to invent this reader who will understand their English" (in Kral, 1999, p.171). More than this, Swales (1999) summarized, in the following quotation, what a genre is:

> A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style. Communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience (Swales, 1990, p. 58).

In other words, genre refers to types of texts which carry different purposes. Each genre is recognized by its specific structure or format, register and style. The genre pays attention to the audience-the reader of the text-an element that determines basically the type

of vocabulary to choose (register), and the purpose of writing- that is the text is written to achieve certain conditions pre-set by the writer. Swales (1990) also proclaimed that each genre comprises sub-genres which seem different but which share the same basics and layout. Hence, poems, ballads, sonnets… are all sub-genres of the literary genre.

4-Stages: How to Implement the Process-Genre Approach?

Badger and White (2000) are considered the conceivers of the process-genre approach. They designed a model that takes into consideration the view of writing, which is the analysis of the genre. In this respect, they stated that "writing is embedded in a social situation, so that a piece of writing is meant to achieve a particular purpose which comes out of a particular situation" (p.158). The model also takes into consideration the view of the development of writing, which refers to the steps to follow in order to write within a specific genre. These steps vary from a genre to another. Badger and White (2000)'s model encompasses six steps: *preparation, modeling, planning, joint constructing, independent constructing* and *revising.*

4.1-Stage 1: Preparation. The teacher prepares learners to write with the specific genre by anticipating the generic structure of the text. That is, the teacher defines a situation and introduces the genre. In the preparation step, the learners focus on an occurring situation which requires a text. It helps learners understand the purpose and activate their previous knowledge. Therefore, the aim of this stage is to activate students' background knowledge and catch their interest in the genre. In this context, Badger and White alleged that "teachers need to replicate the situation as closely as possible" (2000, p. 158).

4.2-Stage 2: Modeling. Exposure to the genre and the register used for the genre dealt with is of paramount importance because "if you don't know what the language looks like, you have little chance of reproducing it" (Roberts, 2002, p.1). Following this idea, Latham (2002) sustained that "in writing, because there is no input as in the receptive mode of

reading, children generally limit their textual levels to those that they can achieve" (Latham, 2002, p.52). Accordingly, using texts as models would help learners not only recognize the text genre features but also learn vocabulary and inspire for their own productions. In this step, the teacher provides a model text to students who consider the social function and structure of the text. In this respect, Harmer (2007b, p. 267) alleged that "especially where students are working with genre-focused tasks, written and spoken texts are a vital way of providing models for them to follow". This step helps the learners identify why, to whom and how they will produce a text based on a specific genre. That is to say; the learners are required to identify the audience, the style of the text, what information to include and how it should be organized (genre structure or format). In this sense, Harmer assumed that "much language production work grows out of texts that students see or hear" (2007b; 267), therefore; texts can be an effective stimulus for students' performance and productions.

The teacher can provide more than one model text and ask students to compare the texts. The aim is to highlight the genre features and the purpose of writing. In this sense, students can discover and understand, even, why a text is better than another. In this context, Nordin and Mohammad (2017, p. 82) claimed that "models of a particular genre can provide learners with highly specific information about the forms and functions of syntactical and lexical features required by that genre … the models can then be used to analyze the similarities of texts in the same genre". Moreover, Badger and White contended that "teachers need … to provide sufficient support for learners to identify the purpose and other aspects of the social context" (2000, p. 158). However, the texts should not be used for repetition and reproduction. That is to say, the students are not asked to replicate the text(s) they have read. Harmer sustained the idea that "productive work should not always be imitative, of course. But students are greatly helped by being exposed to examples of writing and speaking which show certain conventions for them to draw upon" (2007b; p. 267). In other words, the teacher

can use different examples and variations of the same genre in order to help the learners internalize the features of that genre and not reproduce it. Likewise, Richards and Schmidt (2002) argued that

> In constructing texts, the writer must employ certain features conventionally associated with from then genre in which he or she is writing. In reading a text the reader similarly anticipates certain features of the text based on genre expectations (p. 224).

4.3-Stage 3: Planning. Subsequently, students connect the topic with their personal experience; hence raise an interest and awareness of it as well as motivation while they are invited to complete activities such as discussing, brainstorming, reading associated materials…. According to Harmer (2004), three main issues should be considered in the planning stage: purpose, audience and content structure. The purpose of writing "will influence not only the types of text… but also the language [to] use, and the information… to include" (p. 5); the audience "will influence not only the shape of writing [essay format/structure]… but also the choice of language [register]" (p. 5); whereas, the content structure refers to "how best to sequence the facts, ideas, or arguments" (p. 5) to include in the essay.

4.4-Stage 4: Joint Constructing. This stage favors group and class writing. The teacher and students work in collaboration in order to produce a text on the basis of the genre analyzed. Harmer (2007b) admitted that "writing in groups, whether as part of a long process or as part of a short game-like communicative activity, can be greatly motivating for students, including as it does, not only writing, but research, discussion, peer evaluation and group pride in a group accomplishment" (329). In other words, both the teacher and the learners get involved and engaged when writing together; moreover, they play the roles of researchers, and evaluators. Therefore, as it is argued, "a large and diverse group working collectively

makes better decisions and recognizes what's 'best' better than a single individual can" (Pitler et al. 2007, p. 60).

The teacher facilitates and guides the writing process. The students provide ideas and information, and the teacher writes them on the board. The students are guided through planning and drafting activities. Hence, "when students working in cooperative groups, they make sense of, or construct meaning for, new knowledge by interacting with others" (Pitler et al. 2007, p. 139). Writing in cooperation has many advantages among which creativity and critical thinking. Moreover, "it reinforces a sense of belonging among group members… it is the preferred class style in many educational settings where students and teachers feel secure when the whole class is working in lockstep and under the direct authority of the teacher" (Harmer, 2007b, p. 161). It also increases class interaction and relationship between teacher-students and student-student. In this context, Richards and Rodgers (2001, p. 193) listed some main advantages of cooperative learning:

- To provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities.
- To provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings (eg., content-based, foreign language classrooms; mainstreaming)
- To enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks.
- To provide opportunities for learners to develop successful learning and communication strategies.
- To enhance learner motivation and reduce learner stress and to create a positive affective classroom climate.

Therefore, writing in groups is helpful for both the teacher and the students. In this context, Harmer (2007b) affirmed that "cooperative writing works well whether the focus is on the writing process, or alternatively, on the genre study" (p.328). Accordingly, the use of group writing in a process-genre classroom is required.

4.5-Stage 5: Independent Constructing. The students, in this stage, are invited to compose individually and construct a text independently. The teacher facilitates the writing process by helping, clarifying, reminding, and intervening when necessary. It refers to the drafting step which is "the first version of a piece of writing" (Harmer, 2007b, p. 5). The students, in this step, plan their work, gather information, arrange ideas, and make decisions to write the first draft.

4.6-Stage 6: Revising. After writing their first draft, students exchange them and peer- and teacher-feedback are provided. The learners rely on input from the model text, peer and teacher feedback in order to revise and correct their drafts, accordingly, realize a final product. This step deals with the different changes and corrections of the first draft. It is related to the order of information, paragraphs, ideas, ambiguity, word choice, grammar and spelling mistakes. This step involves revising, editing and peer assessment.

Revising refers to checking for sentence structure and ideas, and correcting them. Fine Clouse (2005) sustained that "when you evaluate your first draft to determine what to change and when you make those changes, you are revising" (p. 61). Editing is the process of finding and correcting mistakes of grammar, spelling, punctuation, capitalization….

Peer assessment is an important step in the writing process because it helps the learners to highlight the mistakes of their friends and by the way their own mistakes. According to Reid (2006, p. 101), peers can be "an excellent audience for student writing" because of many reasons as they:

- *Can serve as interested readers for the information in the paper,*
- *Know the assignment and the 'scenarios' for writing and so can offer good feedback,*
- *Are also focusing on the necessary writing strategies and skills to become competent academic writers, so it is in their best interest to be helpful,*
- *Can help writers better understand the expectations of the instructor,*
- *Are not evaluating or assessing grades, and so their feedback is nonthreatening.*

(Reid, 2006, pp.101-2)

Reid added that "peer response is an excellent way to teach students about reader(s) audience" (p. 103). In this way, when they write, they would pay more attention in considering their audience. In this context, Warburton upheld the idea that

> Even if your friends' essays are not particularly well written and miss most of the important points, you can still learn from them: you might get a sense of where your own strengths and weaknesses lie, your friends might include points that you failed to make, or they might be strong in an area in which you are comparatively weak. At the very least you get a sense of what it is like as a marker to read someone else's essay, how difficult it can be to unravel bad handwriting, how irritating basic errors of grammar, spelling and punctuation can be. Warburton (2007, pp. 96-7)

This recognition is for the benefits of the students as they unconsciously call for their own way of writing, their strengths and weaknesses; therefore, try to improve their writing.

This step requires from students not only to assess their classmates' essays but also revise and edit their own productions. Reid (2006) averred that "revision is an important part of the writing process… revision is an integral part of the learning process" (p. 40). He added that "revision… can include adding to or changing detail, changing the order or material in paragraphs, or eliminating parts of an essay" (ibid). Moreover, "…the best way to improve the finished result is to edit and, if necessary, rewrite it" (Warburton; 2007, p. 95).

The following figure (from Badger & White, 2000) summarizes the steps claimed by the process-genre approach to writing and shows the recursive relationship between the stages:

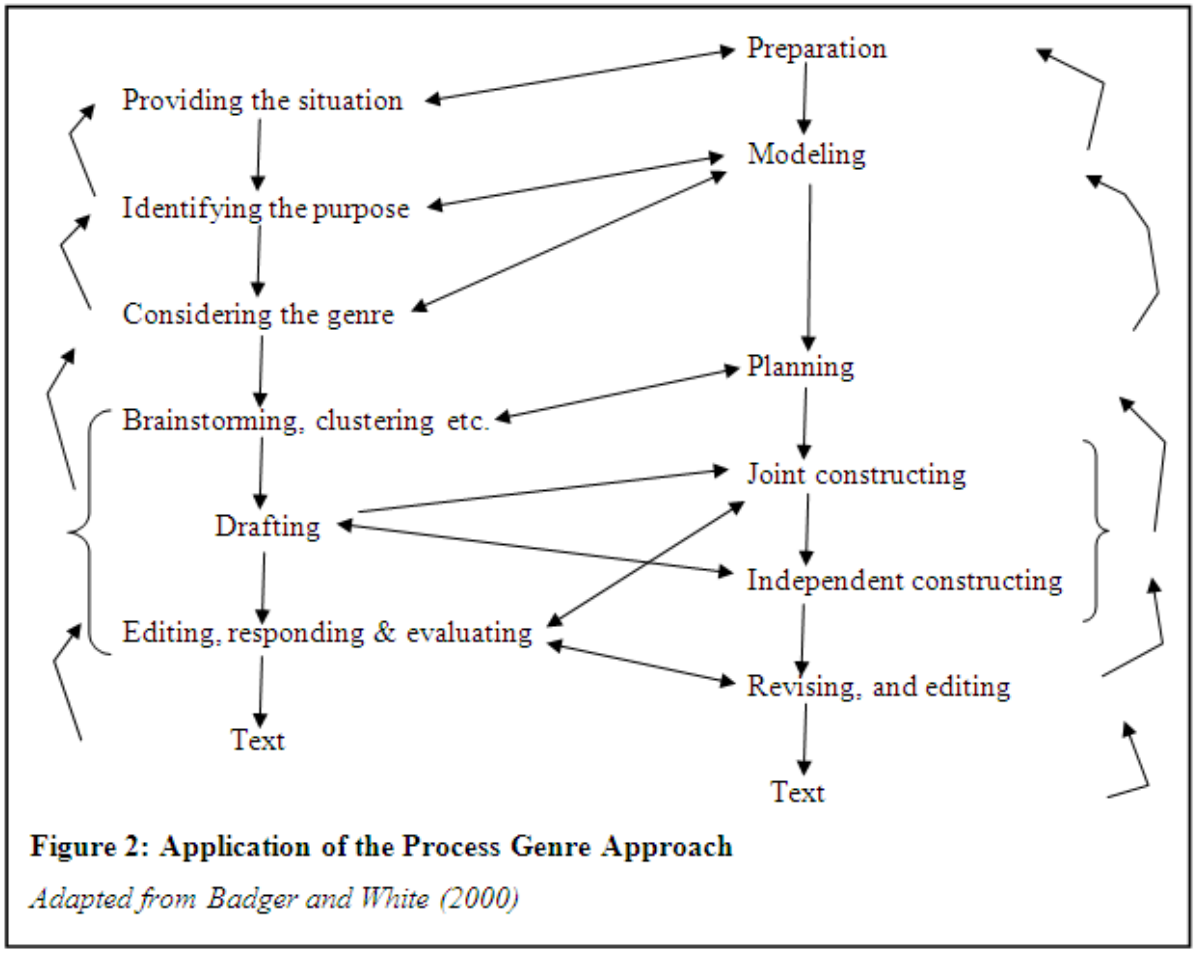


Figure 7: Application of the Process Genre Approach
Badger, R., & White, G. (2000 in Yan, 2005, p.21)

5-Other Examples of Proposed PGA Models

Moreover, Avesta (2017, pp.7-9), from her part, designed a model to the process-genre approach implementation in a writing class. She relied on Badger and White's model and proposed her own by specifying and allotting time to each stage. Avesta's model takes time, consequently it is adequate for writing courses which are given much time across the curriculum.

Furthermore, Du (2015), in a study entitled "raising process-genre awareness: a proposal of ESP writing lesson plan", suggested a process-genre model writing instruction procedure of 90 minutes that aimed to teach students how to write a letter in order to make a successful request for a leave from the host institution they visited, through emails. He proposed a seven-step model.

The first step, *discovering the goal and the features*, took thirty-30 minutes. The aim of this step was to help learners recognize the significance of analyzing the purpose, the addressee (reader), and the cultural difference. The teacher provided the situation, activated students' knowledge and drew attention to the specific genre features. After that, the teacher provided a model text. The students read the material, discoverdc genre features, language features, and social norms. The model text served as a stimuli and exploratory material for students. Then, the teacher asked questions related to purpose discovery…. In this context, Du (2015, p. 634) claimed that "the achievability of the goal is constrained by so many variables" that writing in a specific genre is not "so simplistic". This task motivated learners who started to plan their draft. At this level, the teacher could provide other model texts in order to highlight the genre. Therefore, students were required to read and compare them. This encouraged collaborative work and discussion. Du argued that this step enhanced students' "sense of involvement and engagement in classroom discourse" (2015, p.634) as they were encouraged in discovering by themselves what was useful and what made the model texts well-written (drawing on arguments, choice of words and style, coherence and organization…). The teacher could, then, construct with the students the necessary knowledge related to the genre, and explained the ambiguities. They analyzed together the structure or format of the text, the language and register used, the arguments and how the writer convinced the reader. It seems that the first step in Du's model is the most important as it

draws on purpose, the reader and the writer, and it takes the longest period achievement (30 minutes).

The second step, *language (vocabulary and sentence structure) scaffolding*, took twenty-20 minutes. According to Du (2015), this was a "deconstructing" phase in which learners' attention was drawn on the language used by the writer in the model text. The emphasis in this stage was put on vocabulary and grammar practice, and text structure.

The third step, *modeling*, took five-5 minutes. Students, in this stage, were encouraged to write sentences following the model texts and write down some key expressions specific to the genre. The teacher summarized what was done and said previously.

The fourth step, *mutual/joint construction of the draft*, took ten-10 minutes. The teacher and learners worked together and started writing by paying attention to appropriate vocabulary and expressions. This drafting stage aimed to make learners reflect on their own writing. The teacher and learners wrote together the text.

The fifth stage, *individual construction of the text*, took five-5 minutes. In this step, students wrote individually. Students relied on what was learned -genre features- and worked on their own without interruption from either the teacher or peers.

The sixth step, *peer review and revision*, took ten-10 minutes. At this point, students stopped writing and handed their productions to peers. The students were required to read and assess their peers' writing through reflecting on what was studied before – genre features. In this respect, Du (2015, p. 636) observed that "the assessment will also help them review what they have learned in the classroom and internalize what have been learned into their existing knowledge system".

The last step, *summary, free discussion and assignment*, took five-5 minutes. The teacher, at this point, asked students to write another text on the basis of what was studied. Du claimed that an assignment at the end of the course tried "to motivate students to be critical about other writings as well as their own composition by anchoring themselves to the role of the email writers to understand the relationship between writer intention, reader expectation, and the purpose" (2015, p. 636).

The model proposed by Du seems to fit third year course requirements. However, we think that the time allocated to each stage is not suitable. That is to say, the time allotted to genre study and process practice is not equal. We do assume that students need more time to write on their own.

Consequently, on the basis of the models discussed above, we proposed our own process-genre model to writing instruction. The model takes into consideration both genre analysis activities and process writing activities. Since the aim is to help the students develop writing skills in different genres, additional time is allotted to writing activities. The model is described in the research methodology chapter.

6-Characteristics of the Process-Genre Approach

The process-genre approach to writing instruction is based on four-4- basic characteristics: *purpose, tenor, field* and *mode*.

Purpose (why). Writing is the process of communicating ideas, thoughts and feelings. This act is performed for a specific reason. That is to say, there is always a *"why to writing"* in any written production, either to inform, to explain, to expose, to report, to tell or even for pleasure. In this context, McDonough et al. (2013) stated that "our writing has different addresses: family, colleagues, friends, ourselves, officials, students and many more" (p. 182). In other words, as writing is a social act, learners should know the situation in which they are

performing. Knowledge of text genre is essential in order to help them identify how writing can vary in different social contexts (Badger & White, 2000). This is, in essence, beneficial for students who are required to complete different types of writing in different situations.

Tenor (who). The student-writers should take into consideration their readers and their backgrounds (audience). This does not only motivate the writer but it also helps him/her in the choice of ideas to include and vocabulary. Harmer (2007b) considered that

> Part of our speaking proficiency depends on our ability to speak differently, depending upon our audience and upon the way we absorb their reactions and respond to them. Part of our writing skills depends upon our ability to change our style and structure to suit the person or people we are writing for (p. 277).

Accordingly, the audience determines largely the type of language to use and the way of presenting this language. That is to say, the genre of the production-format of the text, vocabulary, register…-is re-selected because of the reader of our production.

Moreover, Hedge (2005), ensured that writing fulfills a communicative purpose for a real audience, though, the audience of the learners most of the time represents the teacher as an evaluator. In this line of thought, McDonough et al. (2013) affirmed that "it is likely that, in the great majority of situations, our students still write primarily for their teachers, or perhaps for an examiner, both acting in the role of evaluator" (p. 189).

Field (what). Learners tend to select and include ideas on the basis of the readers' expectations. Therefore, providing a model text would help learners to recognize different aspects such as: schemata, features of the genre (layout, organization and style).

Mode/process (how). Providing students with a model text could help them in how to organize their production since essays written within the same genre follow the same format and procedure. This can be helpful mainly in text coherence, ideas explanations, and arguments support.

7-The Role of the Teacher in a Process-Genre Classroom

Yan (2005, p. 20) summarized three roles of the teacher in a process-genre writing class. The teacher has to adopt the role of assistant and guide. That is to say, the teacher should encourage students provide helpful feedback and suggestions, offer positive and constructive advice, make efforts to arouse students' curiosity and self-confidence by matching their interests to the writing topic and should be sensitive to any individual difference. Besides, the teacher has to directly train students about writing strategies. Finally, the teacher should integrate the listening, speaking, and reading skills in the writing class in order to promote the students' language competence. Yan (2005) emphasised that the integration of the four language skills in process-genre approach is feasible since reading takes place in prewriting activities as students read the model text, speaking and listening occur along the different stages as students discuss, negotiate and give feedback.

Nordin & Mohammad (2017, p. 82)), on the other hand, listed four-4- basic roles for writing teachers using the process-genre approach: *audience*, *assistants*, *evaluators* and *examiners.* As an audience, teachers are, most of the time, readers of their students' written productions. As assistants, teachers assist and help their learners to produce a more effective piece of writing, determining the purpose and language used in the genre. As evaluators, teachers are always giving comments on students' weaknesses and strengths and the overall performance, for the purpose of improving their future works. At last, teachers are examiners because they assess students' writing proficiency on the basis of their productions.

8-Advantages of the Process-Genre Approach

Since the process-genre approach combines the effective features of two approaches (process approach and genre approach), it is believed to help learners overcome their writing difficulties, therefore develop a writing proficiency. This proficiency would lead them to

become autonomous language writers. That is to say, the process-genre approach helps learners to acquire language ability meanwhile to develop writing skills. Accordingly, Badger & White (2000) ascertained that since the process-genre approach is a synthesized version of the advantages of the process approach and of the genre approach, it could be effective in fostering students' writing skills. In other words, the process-genre writing helps students develop awareness in the genre within which they write, in addition to the language and the style involved in that genre while developing their writing skills through process writing steps.

Sari and Saun (2013) listed the advantages of the process-genre approach steps, drawn from its implementation in their study which proved its effectiveness. The preparation step helps *learners anticipate the structural features of a particular genre from the beginning of the lesson*. The modeling and reinforcing stage helps *learners understand the social purpose, the target audience, the text structure and language features of the text*. The planning stage helps learners *develop their interest in the topic*. The joint constructing step *facilitates group writing*, therefore helps learners develop a group spirit, cooperative writing strategies and critical thinking. The revising step helps students *check, discuss and evaluate their work with peers and teacher.* This leads to reflect on their mistakes and way of writing. Self- and peer-assessment and even teacher-assessment are part of the learning process and a strong motivating tool.

In order to gather and organize information in a coherent way, learners can move forward and backward through stages in order to achieve their objectives because the process steps claimed by the process-genre approach are recursive and not linear. In other words, learners have an opportunity to revise, omit, correct irrelevant information and add new ideas.

Avesta (2017) ascertained that among the benefits of adopting the process-genre writing instruction: *developing students' writing skills, English language proficiency and high order skills; heightening students' genre awareness (such as audience, text knowledge and structure, vocabulary…).*

Consequently, students enrolled in a process-genre writing class are more likely to develop their language knowledge related to the genre dealt with and the skills needed in writing within these genres. This promotes creating thinking and writing.

9-Disadvantages of the Process-Genre Approach

Most researchers look at the process-genre approach as a new trend which can foster students' writing skills at all levels. Still, the approach is time-consuming especially when implemented in programmes that do not allot much time to teaching writing. The teacher tends to give additional importance to each stage, because as Pujinto et al. (2014) declared, low-achieving students need longer modeling and teacher-student conference stages (referred to in Agesta and Cahyono, 2017).

10-Related Studies on the Process-Genre Approach

Gupitasari (2013 in Sumarno, 2015, p. 95) implemented the process-genre approach in order to teach students how to write a business letter. The results of her study proved a significant progress in students' writing ability and their awareness in the effective use of the process-genre approach to learn to write.

Du (2015), in his study on "raising process-genre awareness: a proposal of ESP writing lesson plan", implemented the process-genre approach to teaching writing to Chinese learners who are required to pass a national exam helped by Chinese Scholarship Council in order to go abroad. Du aimed to teach his students how to write a successful request letter for

a leave from the host institution they visited through emails. The procedure followed by Du was summarized in the previous sections. After the experiment, Du arrived to some results: *the students are fully aware of the "genre" as the first crucial point; the students have learned how to recognize the purpose of the genre; they raised an awareness of the appropriate vocabulary to use in that genre; they raised an awareness of sentence structure and tense to use in such genre; they achieved to write an email letter that used the genre features treated in class and used expressions that helped them to support their arguments.* The results arrived to from the implementation of the process-genre writing in Du's experiment prove the effectiveness of the approach.

Besides, Agesta & Cahyono (2017) conducted a research on the effects of students' writing achievement when the process-genre approach is implemented. The evaluation of students' written productions showed that students who learned to write through the process-genre approach have better achievement in writing report than those who did not. Accordingly, the results proved the effectiveness of the process-genre approach on writing criteria such as organization, vocabulary, grammar, and mechanics.

In the Algerian context, the process-genre approach also attested to be salient for developing students' essay writing. Saihi Kihal (2015), in her work entitled *"the impact of process-genre oriented instruction on essay writing: a case of third year students of English language at Biskra University"*, conducted a process-genre instruction on 3rd year students at the university of Biskra and arrived to the conclusion that it "proves to be an effective instructional approach to EFL writing classes..." (p. III). According to her, PGA increases learners' knowledge about essay content, organization, vocabulary and language use, and mechanics; hence, it fits the learners' needs regarding essay writing. She ensures that "the process-genre approach is more student-centred that opens more opportunities to develop

students‟ abilities to address the rhetorical concerns of writing through process strategies” (2015, p. 331).

Conclusion

This section provided an insight on the process-genre approach to teaching writing. It is proposed as a solution to fix students’ writing difficulties as it offers opportunities for students to develop their writing skills in different genres. It discussed the motivation of the researcher to choose such approach; historical overview of the PGA, aside its definition and characteristics; it mentioned the advantages and the drawbacks; as it provided some previous studies on the PGA. The next section deals with the literature related to essay writing.

Section 3: Essay Writing

Introduction

The third section of the first chapter deals with the literature underlying essay writing. It encompasses two main parts: essay writing and genres of writing. The essay writing part includes definitions of an essay, characteristics of an essay, and structure of an essay. The second part labelled genres of writing, encompasses: definitions of a genre, the academic genre as the main genre of study, and the modes or types of the academic genre (expository, narrative, descriptive, and argumentative). The section ends with a conclusion.

1. Essay Writing

1.1. Definition of an Essay

The word "essay" means to "*try out*" or "*test*". Hence, the learners try to write something that carries meaning and purpose. Essay, in general, refers to a piece of writing rather long, which provides the reader with information and support about a specific topic. In this context, Richards and Schmidt (2002) stated that an essay is "a longer piece of writing, particularly one that is written by a student as part of a course of study or by a writer writing for publication which expresses the writer's viewpoint on a topic" (p. 186). Longknife & Sullivan (2012) asserted that essays are written for three major reasons: to inform, to explain and to persuade.

It encompasses a set of paragraphs that turn around one main idea. A typical essay consists of five paragraphs: introduction, three body paragraphs and a conclusion. The writer sets down his/her thoughts about a given topic and tries to sustain his/her ideas. Zemach et Rumisek (2005) also maintained that an essay "is a group of paragraphs written about a single topic and a central idea. It must have at least 3 paragraphs but a five-paragraph essay is a common length for academic writing" (p. 56).

Paragraph is defined as “one or more sentences about a single idea ... one of a writer’s most important tools. They [paragraphs] divide the text into manageable pieces of information, and lead the reader by signalling the introduction of ideas” (LearningExpress, 2006, p. 71).

The essay represents the central medium of most of the work mainly in the Arts and Humanities field. Therefore, it is a means for developing lifelong skills which aimed to be transferred to real and work life. In this context, Warburton set that “essay writing is at the heart of education. Whatever you study, at some point you will be asked to write an essay” (2007, p. 7). This is mainly true and done in language learning. Moreover, students’ success or failure depends largely on their writing. In this path, Warburton added that “in humanities subjects-literature, history, philosophy and so on-students are judged on their essays” (2007, p.7). In other words, most of academic study demands essay writing. Accordingly, writing is a powerful tool for both writing and learning. In this path, Broady (2005) sustained that “as well as being a skill in its own right, writing is a significant support for learning” (p. 62).

1.2. Characteristics of an Essay

Because writing is both a means and an end in language learning, learners have no choice than practice and master it. It is a means since most of university content is done through writing, and an end since it is one of the pillars of language mastery-a language skill. Hence, the learners are evaluated on the basis of their writing knowledge and skill. In this context, Fabb and Durant ascertained that

> ... The assessed ‘output’ almost always consists of *writing*. Sometimes that writing takes the form of short written answers to prescribed questions (as it does in exams); sometimes it consists of extended coursebook essays or dissertations. It is these written pieces, rather than your work in class or participation in seminar discussion, that form the main basis-in many cases the only basis-of the grades you are awarded (Fabb and Durant, 2005, p. 1).

In order to assess students' writing, many criteria are considered by different teachers and researchers. This research treats those characteristics taken as a basis in the intervention programme.

1.2.1. Focus and Details

The focus and details element of writing is related to the consistency of ideas and analytical abilities of the writer. That is to say; the writer needs to generate ideas and details that critically engage in multiple perspectives on the issue. Thus, the details should show precision in thought and purpose as they should examine potential implications on the issue.

The "focus and details" element deals with the development of the thesis statement and the logic orientation of the supporting details to sustain it as well as a reinforcing conclusion. That is, it deals with the content included and the way it is expressed. A good essay should show clarity in the ideas and should focus on one topic at a time. The ideas should show the writer's thinking and reasoning abilities by generating ideas that critically engage the readers in insightful reflexion and analysis.

1.2.2. Organization

The organization of the essay is related to essay structure or format, transitions, cohesion and coherence; therefore the way the information is presented so as to attract the reader and convince him/her about the issue raised. Hence, the essay organization helps both the writer and the reader. It lets the writer check whether the various ideas s/he generated fit within the framework or not and helps the reader to know where s/he puts his/her feet.

In an organized essay, all the parts of the essay are included. The introduction clearly orients the reader to the topic. The body part encompasses evidence, details and support for the main idea and each paragraph treats one idea related to the main idea. The body paragraphs are well structured and contain necessary sections (topic sentence, detailed and

supporting sentence and a concluding sentence). The conclusion provides an effective closure to the issue. The essay is coherent and cohesive as it uses a variety of transitional devices to connect between sentences, paragraphs and ideas. Bailey (2006) defined coherence as the process of "linking phrases together so that the whole text is clear and readable" (p. 73). Likewise, Zemach and Rumisek (2005) reinforced this definition and claimed that coherence "is related to unity. Ideas that are arranged in a clear and logical way are coherent. When a text is unified and coherent, the reader can easily understand the main points" (p. 82).

The essay should show a logical progression of ideas with the use of appropriate structure and transitional words; hence there is a flow of thought. In other words, the essay should be coherent. That is, coherence is the smooth presentation of ideas in a consistent and clear manner. Coherence helps the reader to understand the purpose whereas cohesion is related to linking constituents of the text, and use of specific lexical and grammatical means.

Cohesion is related to the use of transitional words and phrases to keep essay coherence. Zemach and Rumisek (2005) argued that "cohesive devices are words and phrases that connect sentences and paragraphs together, creating a smooth flow of ideas" (p. 82). The essay organization also entails the use of transitional devices to create and keep coherence and cohesion of the essay. Longknife and Sullivan (2012) emphasized that "one device that helps your readers follow a train of thought is the use of transitions. Transitions provide the glue that holds an essay together" (p. 34). Transitional devices include connective words and phrases that help to show relationships; repeated keywords that maintain the reader on track; pronouns and demonstrative adjectives that hook and connect ideas and prevent repetition of the same words; and parallelism that refers to an agreement in number and gender of the nouns used and their pronouns and demonstrative adjectives. Bailey (2015) made the idea clearer when saying that "cohesion means joining a text together with reference words (e.g. he, theirs) and conjunctions so that the whole text is clear and readable" (p. 100).

1.2.3. Voice

The voice refers to the way(s) the writer approaches the purpose and audience of his/her writing. Longknife and Sullivan (2012) maintained that "strong writing, also referred to as a *strong voice*, not only enhances your effectiveness in conveying your message to your audience but also helps make you and your message more memorable" (p. 83).

The learners should know who they are writing for (reader-audience) and why they are writing it (reason-purpose). Audience and purpose not only determine "how" to write but also "what" to include (process and content). Accordingly, the style, language and tone are largely determined by the target audience. In this path, it is argued that "audience and purpose not only determine *how* you write; they shape your content or *what* you write as well" (LearningExpress, 2006, p. 19). Therefore, before starting writing, a consideration of the purpose and audience is crucial. To achieve this latter, three major questions are to be asked by the learner-writer are:

- *To whom I am writing?*
- *What expectations does the audience have?*
- *What is the relationship between the reader and I?* This in fact, circles the language or register to use.

Therefore, the writer should show a strong sense of interaction with the reader as if s/he knows him/her closely. In this respect, Fabb and Durant put down that

> Every act of speaking or writing involves an **addressee**, the person you are speaking to or writing for. This addressee is either real or imagined, and guides the various linguistic choices the speaker or writer spontaneously makes. Writing an essay without even *imaginary* addressee in mind may well lead to unplanned shifts of style and inconsistencies as regards what you take for granted and what you feel is worth saying (2005, p. 37).

Moreover, the voice of the writer is achieved by means of a particular style. In this sense, Fabb and Durant held that "our choice of register contributes to the voice we write in"

(Fabb and Durant, 2005, p. 91). Hence, the accurate usage of vocabulary is a key element in expressing and understanding meaning. Longknife and Sullivan (2012, p. 82) set key elements that contribute to a writer's style that attract the reader's attention-thus show a strong voice:

- *Use precise vocabulary*
- *Use strong active verbs*
- *Avoid "to be" verbs*
- *Avoid expletive sentences*
- *Use vivid examples*
- *Be aware of connotation*
- *Check for coherence*
- *Use active voice*

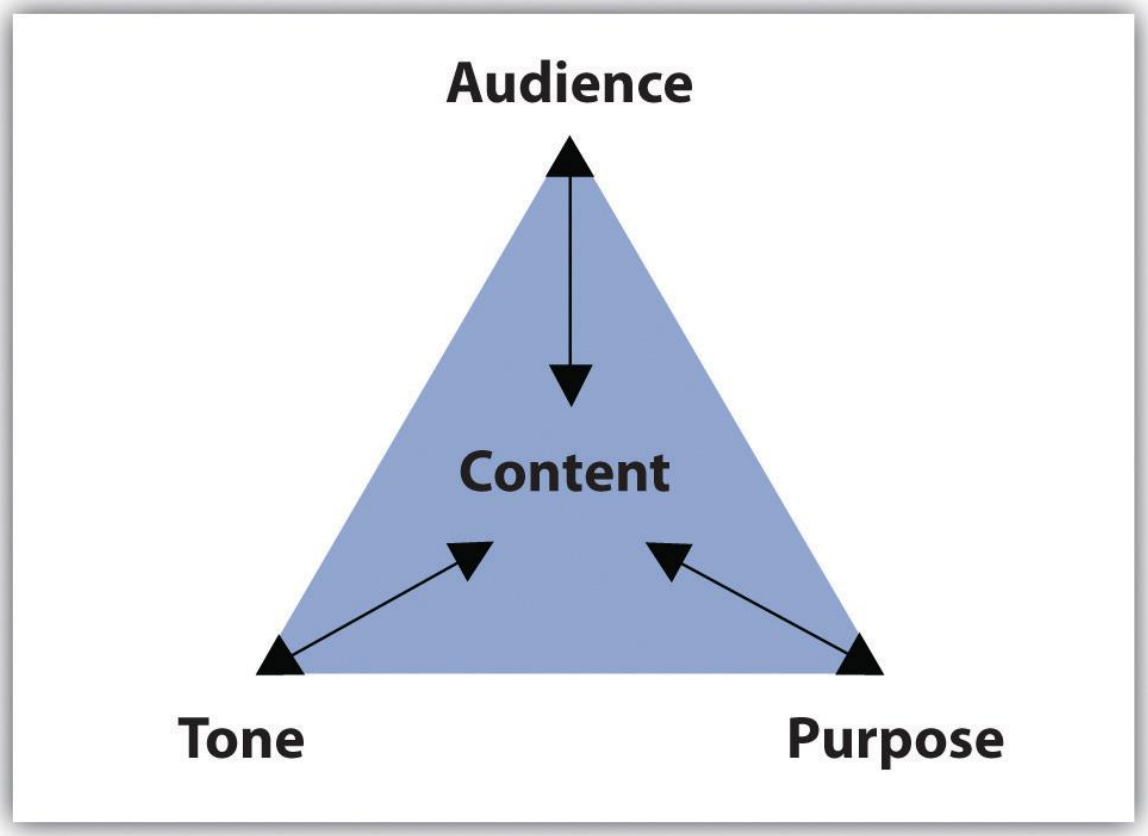


Figure n°8: **Purpose, Audience, Tone, and Content Triangle**
Source: McLean, S. 2012. P. 296

Tone is related to "the attitude the writer conveys about the paragraph's subject" (McLean, 2012, p. 265).

Together, the audience, the purpose and the tone shape and determine the content of the essay as well as the genre and format.

1.2.4. Word Choice

Word choice is determined by the register selected for writing. Register is related to the language style used in a situation, thus to the vocabulary used in a genre. In this context, Harmer (2004) explained that "register is a word used to denote the actual language that we use in a particular situation when communicating with a particular group of people" (p. 26). Therefore, register refers to the vocabulary used in a particular situation or field. Moreover, "once a genre has been chosen and identified, it is the register the writer chooses that determines the choice of words" (Harmer, 2004, p. 26).

The word choice criterion refers to the appropriate selection of words that fit not only the content of the essay; that is "register, then, involves the choice of topic vocabulary to suit the subject matter of the piece (Harmer, 2004, p. 26), but mostly the communicative purpose the writer wants to reach to the reader's mind. In this state of mind, Starkey (2004) sustained that the right word "ensures that your audience understands what you are writing" (p. 21).

Students need to acquire a wide range of vocabulary in order to write well. This way, they would not face a writing block and thus produce better essays. McLean affirmed this idea as he says that "having a solid everyday vocabulary will help you while writing..." (2012, p. 171).

1.2.5. Sentence Structure, Grammar, Mechanics, and Spelling

This element is related to the correct use of sentence structure and types, grammar rules and structures, punctuation and correct spelling. Grammar consists of rules and structures. It embodies tenses, parts of speech, sentence structure, use of active/passive forms, articles; prepositions.... The sentences should be consistent and varied. Hence, correct use of

language (that is to say, mastery of language conventions) is necessary to avoid understanding impediments. This element of writing helps the reader's understanding and helps him/her from shifting the focus from content and meaning to language mistakes. Duigu (2002) claimed that grammar and vocabulary represent the two legs without which the essay cannot stand right. Moreover, Harmer (2004) affirmed that "... writing in a particular genre tends to lead to the use of certain kinds of text construction" (p. 27). A good writer is the one who manipulates the language in order to express his/her thoughts clearly and achieve his/her objectives successfully.

Accordingly, the mastery of grammar structures and rules is crucial for developing writing skills. In this context, Starkey (2004) stated that "no matter how original an idea you come up with, the inability to express yourself clearly and accurately through the written word will hinder the success of your essay (p. 39). In other words, a lack of knowledge of these grammar rules will lead to poor writing.

Punctuation is another important element of effective writing. Punctuation replaces the segmental and supra-segmental features of speech, such as stress, intonation and rhythm, thus contribute much to the meaning of the piece of writing. In view of that, McLean asserted that "punctuation marks provide visual clues to readers, telling them how they should read the sentence... punctuation marks tell you not only when a sentence ends but also what kind of sentence you have read" (2012, p. 130). Accordingly, Bailey (2015) added that

> Accurate punctuation and use of capital letters help the reader to understand exactly what the writer meant. While some aspects of punctuation, such as the use of commas, can be a matter of individual style, correct punctuation in areas such as quotation is vital" (2015, p. 132).

1.3. Structure of an Essay

The essay encompasses three main sections: introduction, body and conclusion. Thus, it usually consists of one paragraph introduction, one to three paragraphs development and

one paragraph conclusion. Besides, the parts of the essay "should show the logical and rhetorical relationship between them" (Fabb and Durant, 2005, p. 109). In view of that, Mayor (2011, pp. 12-3) provided a general outline of an essay regardless of its type:

TITLE _____

I. Introductory paragraph

A.General/background statements _____

_____

B.Thesis statement _____

_____

II. Body Paragraph #1

Topic sentence _____

_____

1. Support:

_____

2. Support:

_____

3. Support:

_____

III. Body Paragraph #2

Topic sentence _____

_____

1. Support:

_____

2. Support:

_____

3. Support:

_____

IV. Body Paragraph #3

Topic sentence _____

_____

1. Support:

_____

2. Support:

_____

3. Support:

_____

V. Concluding paragraph

Mayor, 2011, pp. 12-3

Figure n°9: Essay Outline

1.3.1. Introduction

The introduction or the introductory paragraph is the first paragraph of the essay. It opens the essay. It generally consists of three to five sentences. It is "best seen as a microcosm

of the essay as a whole" (Taylor, 2009, p. 91). In other words, it shows the reader the idea or topic to discuss in the essay. Longknife & Sullivan (2012) stated that the introduction "grabs the reader's interest and sets your subject" (p.4). It creates the first impression; therefore, it should be as strong and attractive as possible. It focuses on the reader's attention. It makes the reader decide whether to follow reading or not. It establishes the tone of the essay. It should have a thesis statement. It provides background information the reader needs in order to set the context of the essay. It is also called the "opening paragraph" because it opens the writer's thoughts and point of view. Besides, the introduction usually provides an answer to a question, and supplies the reasons and criteria taken into consideration for such answer.

Duigu (2002, p. 40) set three main aims for the introductory paragraph. It helps the reader to know:

a) *The topic*
b) *The aspect of the topic being dealt with*
c) *The stand (attitude) taken by the writer to the topic.*

A well-written introduction should engage the reader and create interest. It is claimed that "a helpful first paragraph offers the reader a 'menu' of what will follow and at the same time begins the essay's argument" (Fabb and Durant, 2005, p. 123). Therefore, there is a need to set a good introduction. Moreover, Bailey (2006) explained that "an introduction is crucial, not just for what it says about the topic, but for what it about tells the writer's style and approach" (p.52). In addition to this, the introduction "often summarize[s] the writer's conclusion or angle on the question asked and drive[s] the essay forward from that point" (Warburton, 2007, p. 41).

There are different types of introductory paragraphs: *funnel* introduction, *anecdote* introduction, *statistics and facts* introduction, *turn-about* introduction, *question* introduction, and *definition* introduction. The funnel introduction introduces a general view of the topic

then narrows down to a specific view in the thesis statement. The anecdote introduction generally speaks about a story near to the essay's topic. Thus, on the one hand, the writer attracts the reader, and on the other hand, introduces the topic. Longknife and Sullivan (2012) stated that telling a story "is often the best way to capture the reader's attention because the audience is intrigued and will want to know what happens" (p. 53). In the statics and facts introduction, the writer starts by setting numerals and statistics that would attract the reader's attention. The turn-about introduction starts with a contradiction of the idea to discuss later. The question introduction asks directly the reader about the topic and the definition introduction begins with a definition of the issue to deal with. In view of that, the essay introduction can:

- Ask an intriguing question
- Use a startling fact
- Use a quotation
- Tell a story.

The introduction is characterized by two main aspects; a hook and a thesis statement. A hook is the sentence that catches the reader's first impression and attention to follow reading the whole essay. It is argued that "a good hook contains an element of creativity and an awareness of the reader's needs" (LearningExpress, 2006, p .95).

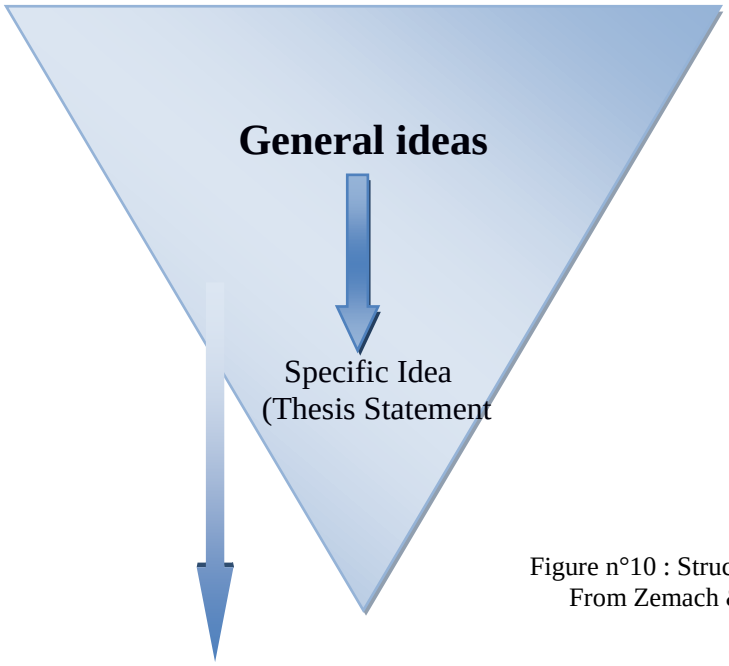


Figure n°10 : Structure of the Introduction
From Zemach & Rumisek, 2005, p. 71

1.3.1.1. Thesis Statement

The introduction explains the topic in general and specifies it in the thesis statement. The thesis statement is the main idea around which the whole essay is turning around. It is the sentence "that tells the main idea of the whole essay ... it usually comes at or near the end of the introductory paragraph" (Zemach & Rumisek, 2005, p. 56). It should interest both the writer and the expected reader (audience). The thesis statement obviously proclaims a significant and compelling view point or position. Accordingly, a thesis statement is "a sentence, usually at the end of your introductory paragraph, that sets the whole essay; it has a subject and a controlling idea" (Longknife & Sullivan, 2012, p. 1). Say it differently; it is a sentence which gives the central information of the whole essay. The characteristics of the thesis statement are:

- It should be concise, precise and specific.
- It should address one idea so that it
- Can guide the reader to what is coming.
- It helps the writer to organize the whole essay.
- It often takes a position on one issue or answers a question.

Accordingly, the thesis statement not only helps the writer to organize his/her ideas, to choose the genre of the essay, but also helps the reader to expect what the coming lines are about. McLean (2012, p. 449) listed six qualities for a strong thesis statement:

- *Specificity*; the thesis statement should imperatively focus on one aspect of the topic,
- *Precision*; the topic should be clear and not confusing,
- *Ability to be argued*; the writer should present relevant arguments. That is; the thesis statement should be supported with evidence,
- *Ability to be demonstrated*; the thesis statement should appeal to reasons and examples to sustain arguments. In other words, the topic should be feasible.
- *Forcefulness*; the tone of the thesis statement should show force and assertion in the selected view point. That is to say, the writer should demonstrate that she is sure of what s//he writes

- *Confidence*; the reader must feel writer's confidence in the position held, that is convincing the reader in other words, choosing the appropriate words is imperative

1.3.2. Body

1.3.2.1. Definition

The body part of the essay refers to the paragraph(s) after the introduction. It deals with the argumentation related to the idea introduced in the first paragraph, thus justifies, illustrates and supports the thesis statement. The body paragraphs "develop the points of your essay. Each starts with a topic sentence that sets up the point to be developed in that paragraph" (Longknife & Sullivan, 2012, p. 45). The body, also referred to as development, consists of details and necessary information to achieve the writer's purpose. Therefore, it explains clearly the topic, illustrates and argues, provides details and examples about the topic. In this part, relevant information and details are provided from a variety of sources including personal experiences, observations, and prior knowledge to sustain and make the main idea clearer. In the view of that, the aims of the body are "to develop arguments, to deploy evidence, to evaluate the strength of counterarguments apparent counter-evidence, and to demonstrate their relevance to the question with which you began" (Taylor, 2009, p. 112). Accordingly, the body part of the essay aims to provide support and evidence for the thesis statement. This lies in specific examples, reasons, causes, facts, statistics, descriptions and anecdotes, expert opinion and analysis, quotations and author reference.

1.3.2.2. Parts of the Body Paragraphs

According to Warburton (2007, p. 42), each paragraph of the body should do three things: "-make a relevant point, -back it up with some kind of evidence, quotation, argument or example, -a sentence showing the relevance of what you have just said to the question asked". In other words, each body paragraph includes three sections: ***topic sentence***, ***subsequent*** or ***detailed sentences***, and ***final sentence***. In this context, Shciach (2009) explained that

> The individual paragraphs of your essays must have a coherent structure: a key sentence that makes the key point of the paragraph, followed by a development of that point using specific example and illustration. A closing sentence should round off the paragraph acting as a summary of the paragraph's content, perhaps drawing an immediate conclusion and/or pointing the way to the next paragraph. (Shciach, 2009, p. 33)

The ***topic sentence*** introduces the main idea of the paragraph and makes a link with the previous paragraph. The ***detailed/subsequent sentences*** justify, illustrate and defend the main idea. The detailed sentences encompass two aspects: the evidence that refers to sentences which support the main ideas such as quotes and facts; and analysis that refers to sentences which explain the evidence in the writer's words. The detailed sentence or support "consists of evidence, examples, or facts that show, explain, or prove your main point, or thesis" (Anker, 2009, p. 88). The ***final sentence*** summarizes the paragraph and introduces the next paragraph; this sentence is the transitional sentence that links between two paragraphs.

1.3.3. Conclusion

The conclusion or concluding paragraph is the last paragraph of the essay. It generally reiterates the thesis statement. It reminds the reader about the relevance of the issue. In this stream of thought, Warburton claimed that "the ending of your essay pulls threads together and makes sure that your readers get the point of everything else included in the essay" (2007, p. 43). Accordingly, it restates the issue, summarizes the main points and provides the final conclusions. In other words, the conclusion summarizes the introduction and the body so that it answers the issue. Moreover, "a concluding paragraph should refer back to the question, preferably picking up on the keywords of the question, and state very clearly your angle towards it" (Warburton, 2007, p. 43). Additionally, a conclusion may or may not include comments, suggestions, implications.... Accordingly, the aim of the conclusion is to "wrap things up in a way that makes readers feel satisfied with their reading and experience. Writers create this sense of satisfaction by:

- Restating the thesis in different words
- Offering a new understanding
- Providing a sense of closure
- Arousing the reader's emotions" (LearningExpress, 2006, p. 99).

A conclusion is reached from the assessment and analysis of the evidence provided in the body part. It can include a quotation, an anecdote, a prediction, a solution and a recommendation, or a call to action.... Hence; the conclusion needs to be thought-provoking and leaves the reader with a sense of discovery.

Say it another way, the conclusion represents the last chance to make things clear and achieve the writer's purpose. It generally starts with a transitional phrase such as: in conclusion, at last, to sum up..., restates the thesis statement and summarizes the main points of the body section. Furthermore, a conclusion is the 'global statement' or 'call for action' sentence that appeals the reader to discussion. It provides a reverse hook.

2. Genres of Writing

2.1. Definition of a Genre

A genre refers to a type of writing that comprises conventions, structure and rules that distinguish it from other kinds of writing. In this context, Richards and Schmidt (2002) maintained that

> A type of discourse that occurs in a particular setting, that has distinctive and recognizable patterns and norms of organization and structure, and has particular and distinctive communicative functions. For example: business reports, new broadcasts, speeches, letters, advertisements, etc (p. 186).

Moreover, Harmer (2004) reinforced this claim and said that

> When writers put together texts in a particular genre, they follow the constraints of the genre either because they feel obliged to (as in a job application letter) or perhaps because they have got into the habit of doing so (as in a holiday postcard)(2004, p. 22).

As writing at university entails a specific genre of writing, it requires specific criteria. Thus, the learners need to master the genre within which they are writing and be acquainted with its features in order to achieve their communicative objectives. In this essence, Latham (2002) ascertained that

> The maturity of the writer is, of course, revealed in the compositional elements. While the content may be the essence of what is to be communicated, the structure itself contributes to this meaning, enabling, aiding and enhancing the message. Where structural skills are limited or immature, the messages possible are inhibited or attenuated; as these skills develop, the content is also able to develop and expand in breadth, depth, amount, in detail and elaboration (2002, p. 74).

2.2. Academic Writing

Academic writing is related to essays and studies. It goes from writing assignments in the classroom to articles, theses.... academic productions, then, vary from essays, exam answers, to articles, conference and research papers, books, book reports, dissertations and theses. In order, then, to write for academic purposes, one needs to develop reasoning and analytical skills, logical and critical thinking. The learners must to rely on different sources in order to answer logically the issue raised before beginning to write.

The academic genre of writing takes the form of essays, compositions, term papers or research papers that follow a specific structure and style using particular conventions in terms of grammar, vocabulary....

The format of the academic writing falls under three main elements regardless the topic and the length. The first element represents the introduction that sets the topic and the thesis statement. The second element deals with the body that treats the topic in a logical way and supports the topic with arguments. The third element refers to the conclusion that circles the whole work and displays the answers and the final comments or recommendations.

2.2.1. Modes of Academic Writing

The choice of a genre and a type of essay depends largely on the writer's goal. As learners are required to write for either learning other subject matters or for developing their writing skills, the academic genre of writing is most of the time prevalent. Hence, the type of essay derives from the student's reason to write; that is the purpose: is it for telling a story or an experience, describing something or someone, explaining, demonstrating, showing, convincing, classifying.... there are four major academic essay modes students are required to master at all levels: narrative, expository, descriptive and argumentative writing.

2.2.1.1. Expository Genre

2.2.1.1.1. Definition

The expository essay usually exposes an idea from a point of view. Richards and Schmidt (2004) claimed that expository writing "provides information about and explains a particular subject" (p. 337). It encompasses many patterns: *process* tells how to do something such as a recipe; *comparison and contrast* shows similarities and differences; *cause and effect* demonstrates how something results or is caused by something else; *problem/solution* presents a problem or a phenomenon and alternative solution(s). *Definition* provides different definitions of a topic and achieves a consensus. *Classification* puts a subject into categories and groups, and explains the reasons of this categorization.

Process writing is a step-by-step writing. That is to say, it is based on a certain sequence of a process and provides advice of how to implement each step for successful achievement. In other words, it "follows a series of steps, in chronological order, to help the readers understand how something works or how to do something" (Longknife & Sullivan, 2012, p. 26).

Compare/contrast essay is necessary when two things are involved and represent the main idea of the whole essay. Hence, the writer provides the similarities and differences that exist between the two things. In this context, Longknife & Sullivan (2012) sustained that comparison "examines how two or more things are similar. Contrast examines how two or more things are different" (p. 28).

Problem/solution essay exposes a problem and alternative solutions. It describes the problem and convinces the reader that such problem needs solving. Then, it proposes a solution, explains it and argues it as the best solution.

Definition essay explains the meaning of a word, term, or concept. The subject can be either concrete or abstract. It discusses the word's denotation (literal or dictionary definition), and its connotation with its relations to other concepts and surroundings (e.g. a butterfly, love, engagement, darkness…).

Classification essay defines a subject according to its category and group. It exposes the most general category and then defines and gives examples of each specific classification (e.g. an awl).

2.2.1.1.2. Cause/Effect Essay Writing

This research deals with one subtype of expository writing: cause/effect writing. The cause/effect essay discusses the reasons that make something happen and the consequences of something that happened. Cause "is the reason an event took place. An effect is the result of an event. Cause leads to effect" (Longknife & Sullivan, 2012, p. 30).

Anker (2009, p. 272) set four basics for cause/effect writing. 1-*the main point reflects the writers' purpose (to explain the cause, effect, or both)*. 2-*if the purpose is to explain the causes, it presents concrete causes*. 3-*if the purpose is to explain the effects, it presents real*

effects. 4-*it gives readers clear and detailed examples or explanations of the causes and effects*.

2.2.1.1.3. Characteristics of Cause/Effect Essay

Present in a logical order. The essay should present the information according to its degree of importance. That is, minor causes come first and then come the most important one or present the most important cause first and then backtrack to more minor, underlying ones.

Surprise reader. The essay should start with expected causes and/effects from the readers, then give later what they do not know as the main reasons.

Don't mistake effects for causes. Mixing between causes and effects misses the reader and cuts the line of comprehension. Hence, causes come before effects.

Add sustainable evidence. Provide support by using statistics, anecdotes, case histories, historical evidence, examples, descriptions, expert opinions, quotes, and scenarios in order to convince the reader about the real causes and the danger of the effects.

2.2.1.1.4. Cause/Effect Essay Structure

The cause/effect essay encompasses three main structures:

Outline A:

Introduction _____

Body _____

Paragraph 1 _____

Cause – effect _____

Paragraph 2 _____

Cause – effect _____

Conclusion _____

Figure n° 11: Cause/Effect Structure A

Outline B:

Introduction _____

Body _____

Paragraph 1 _____

Cause 1 _____

Cause 2_____

Cause 3 _____

Paragraph 2 _____

Effect 1 _____

Effect 2 _____

Effect 3 _____

Conclusion _____

Figure n°12 : Cause/Effect Structure B

Outline C :

Introduction _____

Body _____

Paragraph 1 _____

Effect1 _____

Effect 2 _____

Effect 3 _____

Paragraph 2_____

Cause 1 _____

Cause 2 _____

Cause 3 _____

Conclusion _____

Figure n°13: Cause/Effect Structure C

2.2.1.2. Descriptive Genre

2.2.1.2.1-Definition

The descriptive essay presents a picture to the reader. Schacter (2016) claimed that descriptive writing "describes a person, place, or thing in a way that enables the reader to visualize it" (p.5). Moreover, Longknife and Sullivan added that "a description is an account that creates a mental image" (2012, p. 25). It is based on language and images that relate the five senses. Besides, anker (2009) sustained that description is "writing that creates a clear and vivid impression of the topic. Description translates your experience of a person, place, or thing into words, often by appealing to the senses-sight, hearing, smell, taste, and touch" (p. 185). In this sense, the writer relies on his/her own feelings, attitudes and emotions towards the topic and ties to transfer them to the reader. Moreover, Richards and Schmidt (2004) claimed that a description "provides a verbal picture or account of person, place or thing" (p. 325).

Anker (2009. P. 185)) argued that descriptive writing is qualified by three basics: 1-*it creates a main impression-an overall effect, feeling, or image-about the topic*. This helps the writer to select the suitable details to include and helps the reader to understand the purpose of the description. 2-*it uses specific examples to support the main impres*sion. It helps the writer to make a choice of tone, diction and attitude. 3-*it supports those examples with details that appeal to the five senses: sight, hearing, smell, taste, and touch*. This helps the reader live the story. In this context, Blaber (n.d) stated that the purpose of description is "to involve the reader enough so he or she can actually *visualize* the things being described" (p. 4). 4-*it brings a person, place, or physical object to life for the reader*. In this way, reading the story becomes an enchanting experience.

The objective of descriptive writing, therefore, is to highlight the characteristics, either physical or psychological, of someone, something… to the reader. Furthermore, a description

should not just tell but should show; that is the writer should help the reader to get inside the image and see as well as feel what the writer sees and feels. Schacter (2016, p. 5) proposed four main aims for writing descriptive essays in class. This helps:

- Organize students' thinking,
- Search for and communicate details,
- Define people, places and things, and
- Write with clarity and purpose.

2.2.1.2.2-Characteristics of Descriptive Essay

Schacter (2016, p. 5) affirmed that such type of writing encompasses many features such as:

- Sensory details,
- Precise language,
- Comparisons;
- Strong verbs,
- Hyperbole.

Accordingly, the characteristics of the descriptive essay are *capturing reader's interest*, *visualization*, *sensory experience*, and *objective vs. Subjective* viewpoint. Capturing the reader's interest is the major concern of the descriptive essay, thus attracting him/her to the topic. For this to happen, the reader should consider the reader's preferences, the choice of words and expressions to include. In other words, it should be a description that intrigues the reader to read. Visualization is related to the fictional image the writer should create in the reader's mind about the topic. Accordingly, the writer appeals to the reader's imagination, emotions and perceptions. For this to happen, it is necessary to use strong adjectives and adverbs, metaphors and similes.... Sensory experience deals with the use of the five senses. The descriptive essay puts a great deal on the senses because it appeals to personal feelings and emotions to describe the subject at hand and because the sensory details call for the reader's imagination. The writer also needs to use figurative language such as similes and metaphors. Objective vs. Subjective description is related to the content or data to include in the description. The essay can be objective comprising concrete and factual information such

as size, colour, distance... or subjective (personal) data reflecting personal opinions, feelings and attitudes about the topic, or the writer can include both objective and subjective information in one essay. The choice of the content depends on the writer's purpose, intention and emotion.

2.2.1.2.3-Structure of Descriptive Essay

A descriptive essay generally consists of five paragraphs: an introduction, a three-paragraph body and a conclusion. The introduction states the reasons for describing the subject (a person, a place, a situation, an object...). The first paragraph of the body provides a vivid portrait of the subject; that is the writer deals with all the important details that portray the subject to describe. The second paragraph gives a clear description of the atmosphere and the surrounding of the topic described. The third paragraph appeals to the writer's five senses in order to make the description alive for the reader. The conclusion restates the subject and states its importance. The following figure summarizes, in general, the format of a descriptive essay:

- *Introduction*: reasons for description in the thesis statement.
- *Body*:
    1. Paragraph 1: portraying the subject with the observed details
    2. Paragraph 2: describing the atmosphere and the surrounding of the subject
    3. Paragraph 3: sensory experience o make the description alive
- *Conclusion*: thesis restatement and the importance of the described subject

Figure n°14: Descriptive Essay Format

2.2.1.3-Narrative Genre

2.2.1.3.1-Definition

The narrative essay usually tells a story. Longknife and Sullivan (2012) declared that "narration is an account of events, most often told in chronological order, to make a specific point" (p. 23). Therefore, a narrative essay reports events or tells a story using, most of the time elements of fiction. The story narrated can be true or fictional. It generally includes a plot, characters and details and follows a chronological order. Richards and Schmidt (2004) maintained that narrative essay "reports an event or tells the story of something that happened" (p. 325). The account can be real or fictional.

Latham put that "narrative is the genre with which children are familiar from early days, listening to stories, and as such it forms a basic pattern and foundation from which other sorts of writing can develop" (2002, p. 94). Furthermore, "narrative may underlie texts written to entertain and amuse, explain, persuade, agree, and even some kinds of reportage" (Latham, 2002, p. 94).

According to Anker (2009, p. 147), narration consists of four basics: 1-"it reveals something of importance to you (**main idea**)". 2-"it includes all of the major events of the story (**primary support**)". 3-"it uses details to bring the story to life for your audience (**secondary support**)". 4-"it presents the events in a clear order, usually according to when they happened".

2.2.1.3.2-Characteristics of Narrative Essay

The narrative essay encompasses characteristics such as characters and setting, literary techniques, chronology and a moral to the story. *Characters and setting* are storytelling elements that give life to the narrative essay. Characters refer to the actors of the story who depict actions and dialogues. Setting refers to visual details such as sounds, tastes and smells,

measurements such as shape, time and size. *Literary techniques* refer to the use of writing techniques such as: figurative language (similes and metaphors), in addition to the use of monologues, humor and suspense in order to increase the reader's interest. *Chronology* refers to the order of occurrence of the events in the story; it is illustrated by the use of transitional devices in order to cue the passage of time (such as first, second, third...). The narrative essay is characterized also by flashback sequences that give context to the story. *The moral of the story* refers to key point or reflexion of the story; it is the lesson learned from the story and generally falls at the end (concluding paragraph of the essay).

The narrative writing answers questions such as who, what, when, where, why and how in order to set its characteristics. That is to say, who and what provide information about the content and the characters involved in the story, when and where provide information about the setting and chronology of events, whereas why and how lead to highlight the moral of the story.

2.2.1.3.3-Structure of Narrative Essay

Introduction

Body paragraphs

- Describe the problem
- Convince the reader the problem needs solving
- Explain the solution proposal
- Argue that this is the best solution
- Refute objections

Conclusion

Figure n°15: Narrative Essay Outline

2.2.1.4. Argumentative/Persuasive Genre

2.2.1.4.1. Definition

The argumentative essay usually tries to convince the reader about something or an idea. Persuasive or argumentative writing "is any type of writing that attempts to persuade us to adopt a point of view, agree with an opinion, take an action, form a belief, etc. It is any type of writing that involves an *argument*" (DiPrine, 2005, p. 9). Furthermore, Longknife and Sullivan (2012) asserted that persuasion "means constructing logical evidence to convince the readers to accept an opinion, take some action, or do both" (pp. 31-2). In other ways, it is based on acts, expert opinions, arguments, statistics, illustration, quotations.... In this sense, argumentation exists in our everyday life and encompasses several forms such as: advertisement, editorial.... Argumentation, thus, is often used in opinion and editorial newspapers; advertisements or commercials; reviews (of books, music, movies, restaurants...); letters of recommendation; letters of complaint; cover letters.... Accordingly, Richards and Schmidt (2004) declared that argumentative essay "attempts to support a controversial point or defend a position on which there is a difference of opinion" (p. 337). In addition to this, Knapp & Watkins confirmed that

> The genre of arguing is an important and influential language process, essential for dealing with many aspects of school knowledge and effective social participation. It is a process that involves reasoning, evaluation and persuasion (Knapp & Watkins, 2005, p.187).

Accordingly, teaching and learning argumentation is, nowadays, of paramount importance. It is shown that

> Learning the art of persuasion has never been more important. Everywhere we turn in modern society, from political pundits to marketing schemes, we are bombarded with persuasive tactics. Today's students need to learn the art of persuasion both to use it themselves and to deal with it in their everyday lives (DiPrine, 2005, p. 5).

Moreover, argumentation is writing that "takes a position on an issue and offers reasons and supporting evidence to convince someone else to accept, or at least consider, that

position" (Anker, 2009, p. 290). Hence, the writer defends an opinion/a view or recommends following a trend or acts in a certain way.... Longknife and Sullivan (2012, p. 32) listed three ultimate aims for an argumentative essay:

- *To stir the readers to action*
- *To change the readers' minds*
- *To help the readers understand your point of view.*

Furthermore, Anker (2009, p. 290) listed four basics for argumentative writing: 1-*it takes a strong and definite position on an issue or advises a particular action*. 2-*it gives good reasons and supporting evidence to defend the position or recommended action*. 3-*it considers opposing views*. 4-*it has enthusiasm and energy from start to finish*.

2.2.1.4.2. Characteristics of Argumentative Essay

Persuasive writing is characterized by presenting an opinion and providing details, proofs and arguments in order to convince the reader that this opinion is the correct one. Opinion "is simply a point of view that someone holds" (DiPrine, 2005, p. 13) about someone, something.... The argumentative essay is characterized by four main elements: *position*, *reasons*, *evidence*, and *counterarguments*/*counters*.

Position is concerned with the point of view or the side on which the writer is held about an issue. Reasons relate to why the writer believes in this way (his/her position) and takes this view or side and not another. Evidence concerns facts and data related to the issue that support the reasons such as statistics, quotations, illustrations.... Counterarguments are the reasons why the other positions or viewpoints about the issue are wrong and should not be followed.

2.2.1.4.3. Structure of Argumentative Essay

The argumentative essay can be structured in three different outlines though the aim of the essay is the same; that is to convince the reader:

Outline A:

The argumentative essay can be structured with outline A and thus encompasses an introduction which introduces the topic and claims the position of the writer about the issue at hand; a body section of four paragraphs: the first paragraph presents the writer's first claim and its supporting details and evidence; the second paragraph discusses the second claim with evidence and support; the third paragraph deals with a counterargument that refutes the first claim of the writer and the last paragraph deals with a counterargument that refutes the second argument of the writer, and a conclusion paragraph that restates the position of the writer. The figure below summarizes the argumentative essay format A:

- Introduction/thesis-claim
- Body:
    1. Paragraph 1: presents the writer's first point and supporting evidence
    2. Paragraph 2: presents the writer's second point and supporting evidence
    3. Paragraph 3: refute 1 which is the opposition or counterargument of point 1 from the first paragraph
    4. Paragraph 4: refute 2 which is the opposition or counterargument of point 2 from the second paragraph
- Conclusion/thesis restatement

Figure n °16: Argumentative Essay Format A

Outline B:

The outline B of the argumentative essay is the opposite of the outline A. It comprises an introduction which introduces the topic and claims the position of the writer about the issue at hand; a body section of four paragraphs: the first paragraph deals with the first counterargument that refutes the first claim of the writer not yet provided, the second paragraph deals with the second counterargument that refutes the second argument of the writer for the second claim, not yet discussed; the third paragraph presents the writer's first claim and its supporting details and evidence; the second paragraph discusses the second claim with evidence and support , and a conclusion paragraph that restates the position of the writer. The figure below summarizes the argumentative essay format B:

- Introduction/thesis-claim
- Body:
    1. Paragraph 1: refute 1 which is the first opposition or counterargument of the issue
    2. Paragraph 2: refute 2 which is the second opposition or counterargument of the issue
    3. Paragraph 3: presents the writer's first point and supporting evidence
    4. Paragraph 4: presents the writer's second point and supporting evidence
- Conclusion/thesis restatement

Figure n°17: Argumentative Essay Format B

Outline C:

In contrast, the outline C of the argumentative essay presents only three paragraphs in the body section. Hence it includes an introduction paragraph that announces the claim and

the position of the writer, the three paragraphs-body: the first paragraph deals with the presentation of the first argument and its evidence to sustain the claim, and its refute as well; the second paragraph discusses the second argument, its evidence as well as its refute; the third paragraph discusses the third argument and refute, and finally a conclusion paragraph that restates the claim and the position of the writer. The figure below summarizes the argumentative essay format C:

- Introduction/thesis-claim
- Body:
    1. Paragraph 1: presents the first point and its supporting evidence about the issue, and also refutes it by providing counter claims
    2. Paragraph2: presents the first point and its supporting evidence about the issue, and also refutes it by providing counter claims
    3. Paragraph 3: presents the first point and its supporting evidence about the issue, and also refutes it by providing counter claims
- Conclusion/thesis restatement

Figure n°18: Argumentative Essay Format C

Conclusion

This section underlined the theory surrounding essay writing. Thus, it provided information about essay writing in general and academic essay writing in particular. It focused on the modes of essays on which this research is based namely expository, narrative, descriptive and argumentative. It offered a general overview on how these types are written and structured. The next chapter deals with the description of the methodology and tools adopted for accomplishing this work.

Research Design Chapter

Chapter 2: Research Design

Introduction

The research methodology chapter describes the research tools and methods adopted in order to answer the questions raised at the beginning. Thus, it reiterates the questions and hypotheses set at the beginning of the research. It discusses the sample and the population of the study, the research methods and tools, the data collection analysis procedure, and the description of the tools of research as well as the model of the process-genre approach adopted in this research. Moreover, the chapter offers a detailed description of the lessons adopted in the experiment.

1-Restating the Research Questions

1. ***What is the current situation regarding third year Learners' ability in writing?***
   - 1.1. A needs analysis inquiry: What are 3rd year students' writing difficulties, preferences and wishes regarding text genres?
   - 1.2. What approaches are used in teaching the writing skill to 3rd year students?
   - 1.3. What are teachers' beliefs and practices regarding learners' writing ability?
2. ***To what extent does the process-genre approach prove salient in fostering the sample's writing skills?***
   - 2.1. Do students develop their writing abilities through the process-genre instruction regarding *focus and details*, *organization*, *voice*, *word choice*, and *sentence structure grammar, mechanics and spelling* and essay writing in general?
   - 2.2. To what extent does the process-genre instruction to writing boost students' writing skills regarding *focus and details*, *organization*, *voice*, *word choice*, and *sentence structure grammar, mechanics and spelling* and essay writing in general?

2.3. What are the kinds of attitudes developed by students when taught writing following the process-genre approach?

2-Hypotheses

"The 3rd year EFL students would develop their writing skills through the intervention programme: the process-genre approach to writing instruction".

In other words:

- Students who receive writing instruction through the process-genre approach would develop their writing skills more than the others.
- Students who receive writing instruction through the process-genre approach would significantly develop their writing skills regarding *focus and details, organization, voice, word choice,* and *sentence structure grammar, mechanics and spelling*.

3-Population and Sample

The population under study is composed of third year EFL students for the academic year 2017/2018 at the university of Bejaia. The whole number of the students is 150.

The sample of our intervention programme consists of 1 group of 34 students and a number of teachers (20) of writing, for whom a questionnaire is handed. The teachers' answers are meant to reinforce and validate the results.

4-Research Methods

Depending on the nature of the study-that is experimental, a mixed method of research is required through which both quantitative and qualitative data are analyzed and discussed. The quantitative data concern mainly the questionnaires administered to both learners and teachers, in addition to the analysis of the results of the checklist in terms of essay evaluation.

The qualitative data concern students' essays on the different genres dealt with in the experiment.

5-Tools of Research

In order to shed light on the 3rd year current situation (that is responding the first question of our research), we opted for questionnaires and a diagnostic test. For Wallace (1998), a questionnaire contains the respondents' beliefs and views. Thus, it is usually classified as "introspective" or subjective. It consists of questions which must be well-selected according to the topic precisely and carefully written to avoid ambiguity (p. 124).

A "student's pre-course" questionnaire (appendix n°3) is administered to 3rd year EFL students in order to identify students' preferences, wishes and needs regarding the text genres to study in order to justify our choice in the genres to implement in the experiment. A "student's writing questionnaire" (appendix n°4) is also handed to the whole population. It aims to highlight the difficulties and weaknesses of our population in terms of the writing skill.

Another questionnaire (appendix n°5) is handed for teachers of writing, mainly of 3rd year writing classes (those who are currently teaching and those who used to teach the writing skill to the 3rd year level), in order to shed light on their practices regarding learner ability development in writing.

A "diagnostic test" (appendix n°17) which asked the sample learners to write an essay on free topics, is relied on. It aims at scaling students' level in writing, before implementing the process-genre approach to teaching writing, in order to localize possible areas of weaknesses. Diagnostic essay writing is made "as part of getting to know the students' writing... [and] assess individual strengths and weaknesses..." (Reid, 2006; p. 33). Moreover, Reid adds that

> A diagnostic writing sample... (a) gives the teacher insights into the writing proficiency of the students, and (b) acts as needs assessment for the class... [it] should provide information about students' abilities to: -address a given topic for an academic reader and –demonstrate the competencies required in the previous writing class (Reid, 2006; p. 33).

The researcher relied on a diagnostic essay in order to probe the participants' writing level and abilities before the intervention programme. In this way, she would be able to evaluate students' development during and after the experiment under the process-genre approach to writing. In this respect, Klapper (2005) states that "these tests identify strengths and, in particular, weaknesses in the FL, so that tutors can devise appropriate programmes of work ... Diagnostic testing can be helpful in assessing entrants to a degree course..." (p. 91).

In order to respond to the second question, an experiment was necessary, that is the intervention programme through the process-genre writing instruction. For this purpose, a process-genre model is designed on the basis of the related literature. In order to assess the effectiveness of the approach on our students' learner writing skills, various instruments were adopted and designed. In this experiment, essay assessment is required. The research material that seems best suit our objectives is a checklist of defined criteria. The criteria are chosen on the basis of the independent and dependent variables of our research; that is to say, the genre-process approach and writing ability. Consequently, to assess students' essays, we relied on "readwritethink" essay-rubric scoring, 2013(appendix n°6). A peer-assessment rubric (appendix n°7) is also designed for students in order to assess their peers' writing process development. This checklist is believed to be adequate, because we cannot teach, observe and evaluate at the same time. The peer checklist is used as an additional instrument; hence, it is not adopted as part of the research tools.

After the experiment, a post questionnaire (appendix n°8) is designed in order to check students' progress in writing and attitudes towards the process-genre writing instruction. It is

handed in order to reinforce our findings about the use of the process-genre approach in order to develop students' writing skills and to highlight their attitudes towards the model adopted.

The table below summarizes the tools adopted in this research:

	Time	**Research Question**	**Instruments**	**Sample Size**
1	Before the experiment	***1. What is the current situation regarding third year Learners' ability in writing?*** 1.1. A needs analysis inquiry: What are 3rd year students' writing difficulties, preferences and wishes regarding text genres? 1.2. What approaches are used in teaching the writing skill to 3rd year students? 1.3. What are teachers' beliefs and practices regarding learners' writing ability?	1-Students' questionnaires on: -a pre-course questionnaire (to find out text genres preferences) 1-Writing questionnaire 2-A teacher's questionnaire 3-A diagnostic test (asking students to write an essay before the experiment)	150 students 20 teachers 34 students
2	**During**	***The intervention programme through: The process-genre approach***	1-Students' Essays 2-Essay evaluation rubric 3-Peer assessment checklist for students as an aid for students	34 students
3	**After the experiment**	***2. To what extent does the process-genre approach prove salient in fostering the sample's writing skills?*** 2.1. Do students develop their writing abilities through the process-genre instruction regarding *focus and details, organization, voice, word choice,* and *sentence structure grammar, mechanics and spelling* and essay writing in general?	1-A post-questionnaire on "learner writing ability development". 2-A post-test essay	34 students

		2.2. To what extent does the process-genre instruction to writing boost students' writing skills regarding *focus and details*, *organization*, *voice*, *word choice*, and *sentence structure grammar, mechanics and spelling* and essay writing in general? 2.3. What are the kinds of attitudes developed by students when taught writing following the process-genre approach?		

Table n°4: Research Instruments

6-Data Analysis Procedure

The results obtained from the questionnaires were analysed both quantitatively and qualitatively. The quantitative analysis provides the percentages and the qualitative analysis provides students' and teachers' responses, points of view and attitudes.

The data gathered from the essays were treated both quantitatively and qualitatively. The quantitative data analysis corresponds to the holistic scoring approach and the qualitative data analysis corresponds to the analytic approach.

In this research, the essays are assessed with two types of scoring: holistic and analytic scoring. The holistic approach gives a general insight of the essay, thus supplies the researcher with an overall impression of the essay. In other words, the participants were attributed a mark on the whole essay with a general appreciation from the teacher corrector. According to Weigle (2002, p. 112), "in a typical holistic scoring session, each script is read quickly and then judged against a rating scale, or scoring rubric, that outlines the scoring criteria". However, the analytic approach to essay scoring gives more detailed information about the essay. That is to say, the essays are judged on the basis of specific pre-selected elements of writing. In this context, Weigle (2002; p. 114) states that "depending on the

purpose of the assessment, scripts might be rated on such features as content, organization, cohesion; register, vocabulary, grammar, or mechanics". In this research, the criteria taken into consideration are based on the fact that the research work aims to assess both features of general essay writing and of the genre dealt with in class. Consequently, the teacher was inspired from the "ReadWriteThink" rubric (appendix 6).

7-Students' Questionnaires Description

7.1-Students' Pre-Course Questionnaire

7.1.1-Objectives

The pre-course questionnaire (appendix n°3) is used as a tool for needs analysis which seeks to highlight students' needs, wishes and preferences in learning to write. The results obtained intend to justify the choice of genres treated in the experiment, since it is unfeasible, regarding time constraints, to introduce all the existing genres in English to the students.

Accordingly, it tries to:

- Know whether students like writing or not
- Know their level in writing
- Know their preferences in writing
- Know their needs in writing
- Take into consideration their suggestions in teaching writing
- Chose the genre to implement
- Justify the genres chosen

7.1.2-Description

The pre-course questionnaire is designed for third year students of English at the university of Bejaia. It contains 19 questions. It is divided into three parts.

The first part "background information" encompasses five questions that deal with general information about the respondents. It asks about their age and gender; and whether English studies are their choice or not. It also asks them to rank the four language skills

(speaking, listening, reading and writing) according to their personal discernment; that is, from most important to less important.

The second part deals with students' perceptions, preferences and attitudes towards the teaching and learning of the writing skill. It encompasses 13 questions which aim to shed light on students' perceptions regarding the writing skill and its teaching and learning in their affiliated institution. The first and second questions search about how they recognize writing (easy, difficult, interesting, boring, enjoying, complex and motivating). The third and the fourth questions examine their level in writing –as they judge it (very poor, poor, average, good, very good, excellent). The fifth and the sixth questions deal with students' preferences regarding the content to write about. The seventh and eighth questions target what students think they need to write about (wishes) in the 3rd year level by justifying the answer. The ninth question seeks to know whether the teachers of writing involve the students in the choice of topic to study or not. The tenth question requires from the respondents to choose, among eleven genres, which ones they think they need in the third year level (academic, literary, practical and business, scientific, political, legal, creative, fiction, technical, professional, and journalism writing). The questions n°12 and n°13 deal with the approaches to teaching writing and their importance.

The last part deals with students' suggestions and/comments about the teaching of the writing skill.

Justification for the pre-course questionnaire: the choice of the genres studied in this experiment depends largely on the students' needs and wishes. In this context, Harmer states that "the choice of writing tasks will depend, therefore, on why students are studying English" (2004, p.39). Hence, the pre-course questionnaire plays the role of needs analysis that highlights what to include in the intervention programme. Hyland (2002) explains it clearly:

> …the teacher's best methods are flexibility and support. This means responding to the specific instructional context, particularly the age, first language and experience of the students; their writing purposes, and their target writing communities, and providing extensive encouragement in the form of meaningful contexts, peer involvement, prior texts, useful feedback and guidance in the writing process (Hyland, 2002, p.78).

7.2-Students' "Writing" Questionnaire

7.2.1-Objectives

The "students' writing" questionnaire (appendix n°4) aims at shedding light on the teaching and learning of writing in general for 3rd year LMD students. It aims to highlight students' difficulties in writing as well as the strategies adopted by the students while writing.

We intend, from this questionnaire, to identify eventual students' difficulties in writing for the purpose of attempting to overcome them in the intervention programme.

7.2.2-Description

The questionnaire is designed for 3rd students of English. It encompasses 7 questions. It is handed to 180 students enrolled in the third year at the university of Bejaia. However, the number of the questionnaires collected was 150 out of 180. The student's questionnaire is divided into three parts. Part I: *writing difficulties*; part II: *writing strategies*; and part III: *further suggestions*.

The first part "writing difficulties" comprises one question that lists 25 items related to writing. The students are required to give their personal appreciation (strongly agree, agree, no opinion, disagree and strongly disagree) on each item. The appreciation is ranked from strongly agree to strongly disagree. In other words, they are asked to assess their process writing and give their perceptions towards writing.

The second part of the questionnaire "writing strategies" is divided into five questions. The first one deals with the first step students undertake after reading the assignment; hence a number of alternatives is provided to them with an opportunity to add any other ones. The

second question appeals to students' perceptions regarding the importance given to elements of writing such as: content organization, vocabulary, grammar, the reader, the context.... an opportunity to supply further elements of writing is made available. The third question asks students to classify the steps of writing according to their difficulty (eg. Generating ideas, editing, considering the genre...). Questions 4 and 5 search students' perceptions towards the time allotted to the "written expression" module in the third year level.

The third and last part "further suggestions" requires from the respondents to provide their comments and suggestions concerning the teaching and learning of the writing skill.

8-Teacher's Questionnaire Description

8.1-Objectives

The teachers' questionnaire (appendix n°5) aims at gathering data about teachers' perceptions regarding the writing skills and eventually the strategies adopted by each in teaching writing. The results obtained from the questionnaire intend to help the researcher and sustain students' responses.

8.2-Description

The questionnaire is designed for teachers of English at the department of English at the university of Bejaia. The teachers are selected on the basis of their experience regarding the "written expression" module. It is handed to 20 teachers: those who are currently teaching and those who used to teach before the writing skill to 3rd year students.

The questionnaire is divided into four parts. Part I: *background information;* part II: *teachers' perceptions about teaching writing;* part III: *teaching writing* has 2 sub-sections: a-syllabus of "written expression" module, b-teaching writing strategies; part IV: *further suggestions.*

The first part: "background information" aims to identify the participant-teachers; it encompasses five questions. The first four questions investigate teachers' professional information: grade, gender, teaching English experience and teaching writing experience. The fifth question asks the teachers to classify the four language skills (listening, speaking, reading and writing) according to their views and the importance they give to each.

The second part:"teachers' perceptions about teaching writing" includes six questions to which teachers are asked to provide their opinions about students' level in writing, the factors hindering EFL writing development, the genres needed by third year students and the writing skill.

The third part: "teaching writing" is broken up into 2 sub-sections: a-syllabus of "written expression" module which includes four questions and b-teaching writing strategies which covers ten questions. The first three questions deal with students' difficulties in writing from the point of view of the teacher. The questions from four to seven deal with the teaching approaches the teachers adopt/adopted to teach writing. The three remaining questions deal with writing assignments and genre writing.

The last part of the questionnaire "further suggestions" gives the respondents the opportunity for further suggestions and comments in relation to teaching writing to 3rd year students of English.

9-A Process-Genre Lesson Plan Description

On the basis of the literature referred to in the third chapter, mainly Badger and White (2000)'s process-genre approach, we designed our own model which we assume fits the objectives, time constraints and our sample's needs regarding teaching and learning writing. What follows is the description of our suggested model:

- ***The time frame:***180 minutes (as the time allotted to teaching writing in the third year level corresponds to one hour and half-90 minutes per week, we tried to respect such constraint). Hence, we accomplished the model for each genre in two sessions.
- ***The general aim:*** this refers to the overall purpose of teaching and learning a specific genre
- ***The specific objectives:*** these refer to the outcomes expected from the learners after analyzing and writing within the chosen genre. The specific objectives cut down the general aim.
- ***The procedure:*** the model proposed is based on seven-7 steps. The time devoted to each step is done on purpose because of our conviction of the importance of each stage:

9.1-Step1: **preparation** (20 mns). Preparation is a brainstorming step. It refers to one or two activities which aim to warm up students and raise their background on the topic and genre. Brandon and Brandon (2011) allege that "brainstorming features important words and phrases that relate in various ways to the subject area or to the specific topic you are concerned with" (p. 35). It can be, for example a picture analysis, a question/answer activity, a filling in the gaps…. The choice of the activity(ies) depends on the genre requirements.

In this step, the researcher relied on pictures as a tool to warm up students and activate their background knowledge. In this respect, Doff (1988) sustains that "showing visuals focuses attention on meaning, and helps to make the language used in the class more real and alive... keeps the students' attention, and makes the class more interesting" (p. 82). The use of pictures is one way to help students develop their thinking skills and imagination. Pictures can be used for many purposes such as: understanding, drills, prediction, discussion, ornamentation and communication (Harmer, 2007b). Accordingly, this study adopts pictures for the purpose of communication. Harmer (2007b) claims that pictures are very efficient for

several communication activities. Hence, they promote and engage students in communicating either orally or in writing. He adds that pictures are also used for creative writing. That is the teachers ask the students to invent a story relying on the pictures provided. Furthermore, Schiffer Danoff summarizes the pre-writing stage in:

> Generating ideas for writing through activities that involve listening to read-alouds and class discussions, reading mentor texts, questioning or interviewing others who can share information about a writing topic, and brainstorming ideas. It is any activity you do before actually writing a draft (2008, p.67).

***9.2-Step 2*:** **modelling:** discovering the elements of the genre (40 mns). This step deals with discovering the elements of the genre dealt with. The activities adopted in this stage aim to consider the purpose, the structure and organization of the text genre, the vocabulary and grammar used as well. The step is based on reading a text model provided by the teacher. This phase takes 40 minutes because we assume that students need time to notice, understand and internalize genre features. Harmer claims that "where students are writing within a recognized genre, they will benefit from first analyzing that genre before writing within it" (2004; p. 91).

Using reading texts in the classroom entails many purposes. That is; they can be used for reading comprehension hence to develop reading skills; they can be used as a way to present new vocabulary and/or grammar structures; they can be used for language practice.... Moreover, reading texts can be used to highlight the features of the text genres. Consequently, they can help learners identify and recognize the basic elements of the genre that would help them produce or perform within that genre successfully.

Accordingly, the students are invited to read the text model silently for maybe 5 minutes, then two or three students are asked to read aloud. At the same time, the teacher asks the other students to listen carefully and answer the questions provided.

9.2.1-The Choice of the Texts Adopted in the Experiment

There are many criteria to take into account when choosing a text for class. Among theses: level of difficulty, age level, objectives, reading time, students' interest and engagement....

The level of difficulty. The text should not be too difficult for the learners to read and comprehend but not too easy because it should give them a little bit of challenge, since this challenge is supposed to encourage them to work.

Student's interest and engagement. The topic of the text should attract and interest students in order to strengthen their involvement in both reading and writing.

Reading time. The choice of texts depends largely on the amount of time allotted to reading. In other words, the teacher has to choose carefully the texts according to how much time reading would take in class.

Objectives. Appropriate texts that depict clearly the text structure aimed to be taught. That is to say, it would be better to choose a text which vehicles the features of the genre and the text type the teacher want to instruct.

9.3-Step 3: **planning** (30 mns). The planning stage involves activities such as discussion about any of the features analyzed in step 2, reading of other text models; comparing texts…. The aim is to reinforce students' awareness and knowledge about genre features. That is to say, to help students internalize the genre features so as they could be able to reinvest their knowledge when writing an essay within that genre.

9.4-Step 4: **collaborative writing** (20 mns). This step invites the teacher and the learners to cooperate in order to construct a text based on the genre treated in the previous stages. The students provide ideas and information; and with the teacher, they write them on the board. In

this context, Harmer claims that "one way of making collaborative writing successful is to have students write on the board. This gets them out of their chairs... it allows everyone to see what is going on" (2004, p. 73). Therefore, they, together, should pay attention to text structure, genre format, language and grammar. Harmer adds that "collaborative writing... has the power to foster the writing habit in a unique way" (2004, p. 73). Furthermore, Harmer (2007b, p. 161) lists a number of advantages to whole class work:

- *It reinforces a sense of belonging among the group members.* In this way, all the students get involved in the activity and the relationships between teacher-students and student-student are endorsed.
- *It is also more cost-efficient, both in terms of material production and organization, than other groupings.* In other words, the students would together produce a better piece of writing (or any other activity) since each of them provides a plus to the information.
- *It allows teachers... to get a general understanding of the student progress.* The students working in group feel more secure and thus get involved better. Their participation helps the teachers evaluate their understanding and progress.
- *It is the preferred class style in many educational settings.*

***9.5-Step 5*: independent writing** (30 mns). This phase is the most important because it gives the learners the opportunity to write individually, reinvest what they have acquired and produce a personal text. The teacher guides and helps when necessary. We believe that the teacher should monitor the writing process which is much demanding.

***9.6-Step 6*: Revision and Assessment** (20 mns). This phase is characterized by work exchange and revision. The students hand their drafts to their peers who read and assess them. The teacher provides a peer assessment checklist (appendix, n°7) which intends to help the

learners assess the strengths and weaknesses of their peers' productions. This activity is motivating because it helps learners reflect on others' works, and simultaneously reflect on their own writing besides being instructive. In this path, McMealan (2012) states that "revising and editing are the two tasks you undertake to significantly improve your writing..." (p. 424). Hence, revising entails for adding, cutting, moving or changing information and details in order to make ideas more interesting, attractive, understandable and convincing as well as accurate and clear; whereas editing entails the ways ideas are expressed; it involves changing words, adding or omitting, fixing grammar and punctuation mistakes, sentence structure....

Additionally, the teacher can also assess the students' drafts. In this context, Harmer, (2004, p. 5) states that "another reader's reaction to a piece of writing will help the author to make appropriate revisions". He adds that "peer review is a valuable element in the writing process. It has the advantage of encouraging students to work collaboratively... it also gets round the problem of students reacting too passively to teacher responses" (2004, p. 115). Peer assessment is, then, a valuable way that shed light on the students' own errors while reading their friends' productions. Moreover, teacher's correction and feedback represent a precious means to build up students' writing and overcome current difficulties. In view of that, "researchers have typically found that writers who received feedback on their errors showed improvement" (Ferris & Roberts, 2002; p. 380). Furthermore, Schiffer Danoff summarizes the revising and editing stage in:

> Reviewing the writing independently, with peers, or with a teacher, to determine changes and improvements that will make the writing easier to read and more appealing to the intended audience. Sometimes revising and editing are treated as separate steps so that the teacher can teach mini-lessons on revising and editing separately (2008, p.67).

9.7-Step 7: **Rewriting the Final Text** (20 mns). The last phase of our model demands from students to take into consideration their peers' and teacher's remarks, correct their work and

submit a final copy to the teacher. As a final lesson point, the teacher gives a home work assignment that requires writing another essay within the same genre and handing it the next session.

A detailed description of the lesson plan model, the aim and objectives, the content and activities adopted is supplied for each genre analysis.

10-Essay Assessment Rubric

Assessing an essay is, in fact, difficult since it appeals not only to the teacher's evaluation about students' mistakes but to the teacher's subjectivity regarding the topic, the style… as well. Consequently, relying on a method of essay assessment is of paramount importance; namely in order to ovoid teacher's subjectivity and to provide validity to the results.

There are many essay assessment techniques, rubrics and checklists through the literature on writing assessment. However, this research relies on "readwritethink" essay-scoring rubric (by the international reading association, 2013) as we assume that it provides clear evaluation criteria for essay writing (appendix n°6). It also includes genre features used in essay writing. The basis of this study is process-genre writing; accordingly, "readwritethink" essay-scoring rubric provides us with knowledge in terms of students' content and genre writing. "Readwritethink" rubric seems appropriate since it allows the teacher to reflect on what was taught in the course; accordingly, on the goals of a particular genre writing. The rubric seems to be successful for evaluating students' essays and assessing aspects of their writing both globally (as it gives an overall score out of 20) and locally (as it describes each aspect development), because it measures appropriate aspects of the students' performance.

The “readwritethink” rubric is based on a scale from -1- as the lowest score to -4- as the highest score for each writing element. In this way, the teacher can assess students’ progress from one essay to another. The assessment criteria selected in this rubric encompass five-5 categories: focus and details, organization, voice, word choice and sentence structure, grammar, mechanics and spelling. The *focus and details* category discusses the essay topics, the clarity of ideas, the use of examples and supporting ideas in an appropriate manner and the accuracy of information. Examples, illustrations and/or arguments are used to support each point (**expressions used in a given genre**). The *organization* criterion is related to the way ideas and paragraphs are organized and unified. The structure of an essay is respected (**genre format**). The *voice* examines the clarity of the author’s purpose of writing and the audience. The *word choice* is concerned with the appropriateness and clarity in the use and choice of words to convey the intended meaning (**language involved in a genre**). The last category *sentence structure grammar, mechanics and spelling* is concerned with the appropriate use of transitional devices and relationships between ideas, the correct use of grammatical structures (such as sentence structure) and rules (such as tense use) as well as spelling, punctuation and capitalization mistakes.

11-Peer-Assessment Checklist

Besides, an additional tool-a peer assessment checklist- is handed to the students in order to determine what to assess in their classmates’ essays (appendix n°7).

11.1-Objectives

This checklist aims to reinforce students’ acquired knowledge and its use as it gives an outside sight for the writing in general, on the one hand, and as a tool used in the revising step of our process-genre model in order to help us achieve the approach’s requirements, on the other hand, in addition to being an important component of collaborative learning. Therefore,

Sumarno states that the process-genre approach includes group discussions during which feedback is provided and "learners may learn by actively give their opinions…and may think and reflect more when they read their friends' feedback" (2015, p. 96). Consequently, the peer-assessment checklist enhances students' reflective thinking on their peers' works as well as on their own, and helps them hand a better piece of writing. In other words, learners would reflect on their peers' strengths and weaknesses on the one side and on their own ones. That is to say, the student has to play the role of the teacher and analyses his/her peer's work, gives feedback; accordingly discovers his/her mistakes, and positive and negative points. The peer assessment checklist is not intended to be part of the results to discuss in this research. Its main aim is to help students discover their mistakes and reflect on their writing on the one hand, and to work collaboratively and help each other-hence, play the roles of monitor and tutor, on the other hand.

11.2-Description

The peer assessment checklist covers 13 questions that aim to guide the student-reviewers on the way to assess their peers' works. The first question deals with the general structure of the essay (introduction, body and conclusion). Thus, it aims to check students' understanding and knowledge. The second question deals with grammar mistakes and demands from the reviewers to cite or list them. This question aims to raise students' awareness of not only the mistakes made in the essays of the peers but also in their own works.

The third question incites students to spot on the format or structure of the genre dealt with as different genres require different formats. The question n° 4 aims to raise students' awareness and reinforce their knowledge about the genre features dealt with in the classroom such as purpose, language, tense...

The item n° 5 asks the assessors about whether the writer has provided a thesis statement or not. This aims to make students differentiate between the hook and the main argument of the essay. Questions n°6 and n°7 ask learners to highlight the use and consistency of the arguments; hence develop their critical skills. Questions n°8 and 9 treat the clarity, ambiguity and coherence of sentences. The question n° 10 discusses the relevance or irrelevance of the vocabulary used. Question 11 considers the purpose of the writer. Finally, questions n°12 and n° 13 examine the general strengths and weaknesses of the essay. Here, the students explain their positive and negative appreciations on the whole work.

How does the peer assessment rubric work?

The students produce an essay on the basis of the genre treated in class and hand it to their peers who are required to read it and complete the checklist with as much objectivity as possible. After that, the student-writers take back their essays with the assessors' checklists and remarks (appendix n° 23). Subsequently, they rewrite their essays taking into consideration the remarks and suggestions of their reviewers and hand a final copy to their teacher.

12-The Students' Post-Questionnaire

12.1-Objectives

The students' post-questionnaire (appendix n°8) aims at shedding light on the students' attitudes and perceptions towards the process-genre model after the experiment. Moreover, it aims to answer the last question of the second main question of this research, that is: *"what kind of attitudes students have emerged when learning to write with the process-genre approach?"*.

12.2-Description

The students' post-questionnaire comprises 15 questions arranged into two main parts. The first part: *writing strategies* encompasses 14 questions ranged between close and open ended questions. The first question asks students about their general attitudes toward the way they dealt with while writing; that is the process-genre model implemented in class. The second, third and fourth questions ask students whether the approach adopted in class responded to their needs or not. Questions 5 and 6 shed light on students' regards towards the different steps followed in class (steps of the process-genre model to writing). Questions 7 and 8 ask students about the peer-assessment checklist used in the intervention programme and its impact on their essay writing. Questions 9, 10, 11 and 12 discuss students' attitudes and perceptions about the use of text models and their impact on students' writing. The thirteenth and fourteenth questions deal with students' attitudes towards the improvement of their writing skill and their writing performance, after the intervention programme under the process-genre model. The second part of the students' post-questionnaire includes one question. It deals with any additional comments or suggestions students want to provide regarding the process-genre approach to writing and the way they have studied writing during the third year level.

13. Course Description

Introduction

This part represents a detailed description of the intervention programme under the process-genre approach. It describes four courses on the basis of the four modes of the academic genre dealt with (expository, narrative, descriptive and argumentative).

- ***The time frame:*** 180 minutes for each mode. That is, two sessions (a session per week).

- ***The general aim:*** the students will develop their essay writing in different genres.
- ***The specific objectives:*** developing the elements of writing such as grammar, voice, audience, vocabulary, coherence and cohesion....
- ***The procedure:*** the model proposed is based on seven-7 steps: preparation; modelling; planning; collaborative writing; independent writing; revision and assessment; rewriting the final text.

Second Semester: the experiment started in the second semester of the academic year 2017/2018. The first semester was exclusively concerned with paragraph writing since the student-participants expressed their need about paragraph writing instruction.

Introductory course: essay writing (three sessions)

The first lecture of the second semester was devoted to essay writing in general. The teacher and the learners discussed the definition, structure and features of an essay. Then, the teacher asked the students to write an essay on a free topic. The teacher explained that the performance would not be marked because they pretended not to know how to write an essay.

13.1. <u>Sample Lesson:</u>

Definition of an essay: it is a short piece of writing on a particular subject. It gives the author's view by providing arguments, explanation, definitions, reports, stories, facts….

Parts of an essay: the essay is a set of paragraphs dealing with a subject or topic. It is composed of three parts: introduction, body and conclusion. The first /introductory paragraph orients the topic and introduces what to discuss about. The following paragraph(s)/body support(s) the topic with details and arguments. The last paragraph of the essay/concluding ends up the discussion and closes the essay.

13.1.1. Introductory Paragraph: it is the first paragraph of the essay. It has two aims: -to introduce the topic, -to attract the readers' attention and convince them to carry on reading. It also lists the details to analyze in the body (a brief summary of the arguments/ideas to treat in the body). It contains the thesis statement (it is the main argument of the essay. It is usually one sentence and occurs at the end of the introduction. It tells the reader what to expect in the rest of the essay).

13.1.1.1. The Introductory Paragraph Structure: these are the main parts of the introduction, however, not all essays comprise them:

The topic: why the topic under discussion is interesting and what are its boundaries.

The structure/methodology: the essay's main sections. Why they come in that order. How the writer proceeds to deal with the issue.

The thesis statement: the general claim about the information available and/or the consequences of the first claim.

13.1.1.2. How to Write an Introductory Paragraph:

1-Start the introduction broad, but not too broad: it should contain what to discuss in the essay. It should contain some background information that set the context in order to help the reader understand.

Eg. Pollution is a major social phenomenon that harms the entire world. It takes different forms and is present in many places.

2-*provide the thesis statement that circles the topic.*

Eg. There are three core types of pollution: water pollution, air pollution and soil pollution.

3-*provide only relevant information*. Do not load the reader down with many and useless information.

Activity 1: read the following introductions and sort out their structure.

Activity 2: write an introductory paragraph on: ‘why do students listen to a particular type of music?’

Activity 3: write an introductory paragraph on ‘why do you especially enjoy a particular teacher’?

13.1.2. Body/Development Section: it is the main part of the essay. It generally includes three or more paragraphs. It aims to support the thesis statement. It provides details, examples, illustrations, explanations, arguments…. Each body paragraph conveys one main idea which is stated in the form of a topic sentence.

Eg. P1: water pollution is the contamination of water in sees, rivers, lakes… by fuel, petroleum….

P2. Air pollution is the contamination of the air and environment by gazes, smoke and cars.

P3. Soil pollution is the contamination of soil by chemical substances…

13.1.2.1. The Body Structure: each paragraph should constitute of:

Main idea: this is the topic sentence of the paragraph.

Evidence: sentences that support the main idea (examples, arguments, quotes, facts…)

Analysis: sentences that explain and discuss the evidence in the writer’s words.

Transition: devices that appear at the beginning of a paragraph to link the previous and the next paragraph (moreover, but, yet, in addition…).

The last paragraph of the body deals with the idea emphasised in the body and that supports the thesis statement. The last sentence of this paragraph summarizes the subject.

Activity 1: read the following body paragraphs and discuss them.

Activity 2: write a body section for the introduction about ‘‘why do students listen to a particular type of music?’’

Activity 3: write a body section for the introduction about ‘‘why do you especially enjoy a particular teacher’?

13.1.3. Conclusion: is the last paragraph of the essay. It summarizes or answers the thesis statement. It brings closure to the reader. It reviews the main points and responds to the introduction.

Activity1: read the following conclusions and discuss them.

Activity 2: write a conclusion to ‘‘why do students listen to a particular type of music?’

Activity 3: write a conclusion to ‘‘why do you especially enjoy a particular teacher’?

Closing the session: this session consisted of reading the essays and discuss the different parts. Students read and others make remarks and discuss.

The next session was devoted to write an essay on a free topic. The students were informed at the beginning of the session that their productions would be taken by the teacher but would not be submitted to official evaluation; hence they felt secure. The essays performed were gathered and used as a diagnostic evaluation. They were given to the teacher-corrector who relied on the “ReadWriteThink” essay scoring rubric for evaluation.

13.2. Pre- Experiment Session

The aim of this session was to help students acquaint and get familiarized with the process-genre procedure. A whole session was devoted to explain each step in details, provide its objectives and describe the way to proceed.

13.2.1. Course1: the Expository Essay

Objectives:

- Students will learn how to expose an idea, a concept…
- Students will learn the kind of language (register) to use in expository writing
- Students will learn the grammar and punctuation to use in expository writing
- Students will learn the type of audience for whom to expose
- Students will learn the features of an expository essay
- Students will learn expository essay format
- Students will learn to write in group
- Students will produce an expository essay

The expository essay was the first genre dealt with in the intervention programme under the process-genre model. The first session went through two steps. The first step-*preparation*- took 35 minutes because of students arriving late. In this step, the students analyzed pictures (appendix n°27) and were asked to explain the relationship between the sentences (cause/effect) of the pictures. Then, they were asked questions such as: *what kind of text can be expressed by such pictures? Justify your answer*... In the second step-*modelling*, the students read the text model together with the teacher, discussed the difficult vocabulary, and then asked to answer questions related to the expository genre (appendix n° 27 text).

After the discussion, the teacher provided information about the general theory regarding the expository writing.

The second session was divided into three steps. The third step-*planning*- is related to the discussion of the genre features. The students were asked to perform some activities (appendix n° 27) and analyse a second text model. The participants took time to perform the activities. The fourth step-*collaborative writing* required from the learners and the teacher to write together an essay on "why are you interested in a particular career?" on the board.

In the independent writing phase, students were asked to write individual essays about three different topics: stress, cheating in exams, what makes a criminal? The topic had been decided after agreement with the whole class.

In the revision and assessment phase, students were handed a peer-assessment checklist (appendix n°8) and exchanged their essays. They were asked to read their peers' work and complete the checklist. In the rewriting the final text step, the students handed back the essays and completed the checklist. Then, they were asked to rewrite their essays taking into consideration their friends' remarks. At the end, they submitted the final work for the teacher.

Home work: the students were asked to write at home a cause/effect essay on:

"Why do you like or don't like working in group/pair?

13.2.2. Course 2: the Narrative Essay

Objectives

- Students will learn how to narrate a real or fictional story
- Students will learn the kind of language (register) to use in narrative writing

- Students will learn the grammar and punctuation to use in narrative writing
- Students will learn the type of audience for whom to narrate
- Students will learn the features of a narrative essay
- Students will learn narrative essay format
- Students will learn to write in group
- Students will produce a narrative essay

The narrative essay was the second genre dealt with in the intervention programme under the process-genre model. The first session went through two steps. The first step-*preparation*- took 35 minutes because of the students arriving late. In this step, the students analyzed pictures (appendix n°28-1) and asked to write a story by linking the words of the pictures. Then, they were asked questions such as: *what type of text have you produced? Justify your answer*... the second step-*modelling*- took 45 minutes. The students read the text model together with the teacher, discussed the difficult vocabulary, and then asked to answer questions related to the narrative genre (appendix n° 28 text). After the discussion, the teacher provided information about the general theory regarding the narrative writing.

The second session comprised three steps. The third step-*planning*- is related to the discussion of the genre features. The students were asked to perform some activities (appendix n° 28) and analyse a second text model. It took 20 minutes. The participants took time to perform the activities. The fourth step-*collaborative writing*- took 20 minutes. It required from the learners and the teacher to write together an essay on "a memorable moment"; or "an event that marked a turning point in your life" on the board. The fifth step-*independent writing*- took 45 minutes. The learners were required to write a narrative essay on "*you are a prince/ess and you met your half but the royal conventions of your family prevent*

you from marrying him/her". The topic had been decided after agreement with the whole class.

The third session covered the two remaining steps of the model. The sixth step-*revision and assessment*- took 45 minutes. The students exchanged their drafts for peer remarks and assessment. The last step-*rewriting the final text*- took 35 minutes. The students, in this step, took back their drafts and corrected eventual mistakes before handing it to the teacher.

It is worth noting, that the teacher and the students lost 5 to 10 minutes each session as they took time to arrange themselves and get ready to start. The narrative essay took more time than the other genres. That is, instead of two sessions, the class achieved it in three sessions because the students found difficulties in recognizing genre features.

Explanation: the teacher explains what is a narrative essay? The characteristics of a narrative essay, the climax in a narrative essay and the procedure to write a narrative essay.

Planning*:*

- Activity 1: don't tell. Show
- Activity 2: use the five senses to create imagery details.
- Activity 3: climax (appendix n°28-4).

Collaborative writing*:* class writing

- The teacher and students wrote together an essay on "an event that marked a turning point in your life". They tried to pay attention to the elements of narration and essay structure.

***Independent writing**:* students were asked and given time to write an essay on "*you are a prince/ess and you met your half but the royal conventions of your family prevent you from marrying him/her*".

***Revision and Assessment**:* the students were handed a peer-assessment checklist (appendix n°7) and exchanged their essays. They were asked to read their peers' work and complete the checklist.

***Rewriting the Final Text**:* the students handed back the essays and the completed checklist. Then, they were asked to rewrite their essays taking into consideration their friends remarks. At the end, they submitted the final work for the teacher.

Home work: write a narrative essay on "if I had a billion dollars!"

13.2.3. Course 3: the Descriptive Essay

Objectives

- Students will learn how to describe a person, an object…
- Students will learn the kind of language (register) to use in descriptive writing
- Students will learn the grammar and punctuation to use in descriptive writing
- Students will learn the type of audience for whom to describe
- Students will learn the features of a descriptive essay
- Students will learn descriptive essay format
- Students will learn to write in group
- Students will produce a descriptive essay

The descriptive essay was the third genre dealt with in the treatment programme. It took two sessions. The first session encompasses the steps 1, 2, 3 and 4.

The text chosen (appendix n°29-2) was long with a difficult language; consequently, students took time to understand it. The text, though lengthy with difficult vocabulary, was chosen on purpose. The descriptive essay is known for the use of adjectives, metaphors and similes. And so, this text was adequately perfect to show the characteristics of descriptive writing.

Step 4: the teacher provided some topics which did not attract students' interest. Therefore, she asked them to choose a free topic**.**

Preparation*:*

Activity 1: find who am I?

I have four legs, I have milk, I like to eat grass, I have a big body, I have two colours.

Activity 2: the class is divided into five groups and asked to use the five senses to complete the following sentences (each group with a sentence):

- *Winter sounds .....*
- *Winter smells .....*
- *Winter feels .....*
- *Winter looks .....*
- *Winter tastes .....*

Activity 3: what is this type of writing and what is its purpose?

Activity 4: read the following sentence and find who, what, when, where and why.

All the day, my beautiful fish swam in her tank in my room because she was happy.

Modelling*:*

Activity 1: read the following text and sort out (appendix n°29-2)

-the structure

-the elements

-who, what, when, where, and why

Planning*:* the teacher drew on the theoretical foundations of descriptive writing, the use of the five senses and the "wh" concepts.

Collaborative writing*:* the students worked in pairs and asked to write a descriptive essay on one of the following topics:

- *Your favourite place*
- *Your favourite teacher's class*
- *Your best friend*
- *Your phone*
- *Your pet/dog*

Independent writing*:* write a descriptive essay on

- *Spring season*
- *A garden*
- *A favourite picture*

Revision and Assessment*:* the students were handed a peer-assessment checklist (appendix n°7) and exchanged their essays. They were asked to read their peers' work and complete the checklist.

Rewriting the Final Text*:* the students handed back the essays and the completed checklist. Then, they were asked to rewrite their essays taking into consideration their friends' remarks. At the end, they submitted the final work for the teacher.

Home work: write a descriptive essay on: "your happiest memory" or "your pet".

13.2.4. Course 4: the Argumentative/Persuasive Essay

Objectives

- Students will learn how to argument about an idea, a concept… and convince the readers
- Students will learn the kind of language (register) to use in argumentative writing
- Students will learn the grammar and punctuation to use in argumentative writing
- Students will learn the type of audience to convince
- Students will learn the features of an argumentative essay
- Students will learn argumentative essay format
- Students will learn to write in group
- Students will produce an argumentative essay

The argumentative essay was the last genre dealt with in the intervention programme under the process-genre model. In the first step-*preparation*, the students analyzed pictures (appendix n°30-1) and asked to discuss the content of the pictures. The pictures represent advertisements about gums. Then, the participants were asked questions such as: *what type of text have you produced? Justify your answer*.... In the second step-*modelling*, the students read the text model together with the teacher, discussed the difficult vocabulary, then asked to answer questions related to the argumentative genre (appendix n° 30 text). After the discussion, the teacher provided information about the general theory regarding the argumentative writing.

The third step-*planning*- is related to the discussion of the genre features. The students were asked to perform some activities (appendix n° 30) and analyse a second text model. The participants took time to perform the activities. The fourth step-*collaborative writing* required from the learners and the teacher to write an essay on "is reading e-books better than reading

printed books?" on the board. The fifth step-*independent writing*- took 45 minutes. The learners were asked to write a narrative essay on "do marks reflect the real level of students?"

The sixth step-*revision and assessment*- took 45 minutes. The students exchanged their drafts for peer remarks and assessment. The last step-*rewriting the final text*- took 35 minutes. The students, in this step, took back their drafts and corrected eventual mistakes before handing it to the teacher.

Home work: write an argumentative essay on "what is the impact of social media on family relationship".

The following and last session of the semester was devoted to write an essay about a free topic. This essay was used as a post-test essay in the current study. The researcher did not restrict the choice of the topic or even the type of essay presuming that students would feel better to write about something in which they have more knowledge and vocabulary.

Conclusion

This section reviewed the research methodology and tools adopted in completing the experiment. Hence, it discussed the different questionnaires designed for both students and teachers before and after the experiment. It also described the process-genre model adopted in the treatment programme. The next chapter deals with the interpretation and analysis of the data gathered from both questionnaires and students' essays.

Data Analysis and Interpretation Chapter

Chapter 3: Data Analysis and Interpretation

Introduction

This chapter is related to the interpretation and analysis of the data gathered from both the questionnaires and students' essays. It is divided into two sections. The first section deals with the analysis of the data gathered from the questionnaires (students' and teachers') before the intervention programme. The second section deals with the analysis and interpretation of students' essays during the experiment and students' questionnaire after the experiment.

Section 1: Data Analysis of the Questionnaires

Introduction

The first section of the data analysis and interpretation chapter is devoted to the interpretation of the results obtained from the students' pre-questionnaire, the students' questionnaire, and the teachers' questionnaires before the treatment.

1-Students' Pre-Questionnaire Data Analysis

The pre-questionnaire was handed to the students on October 2017 with the beginning of the new academic year 2017/2018. 180 pre-questionnaires were handed to 3rd year students of English at the university of Bejaia. However, only 150 were handed back. This represents 100% of our population.

The students' pre-questionnaire (appendix n°3) is divided into three parts. The first part deals with the information related to the students. The second part treats the learners' perceptions and preferences regarding the writing skill and its teaching and learning. The third and last part is devoted to students' suggestions about writing and its teaching and learning.

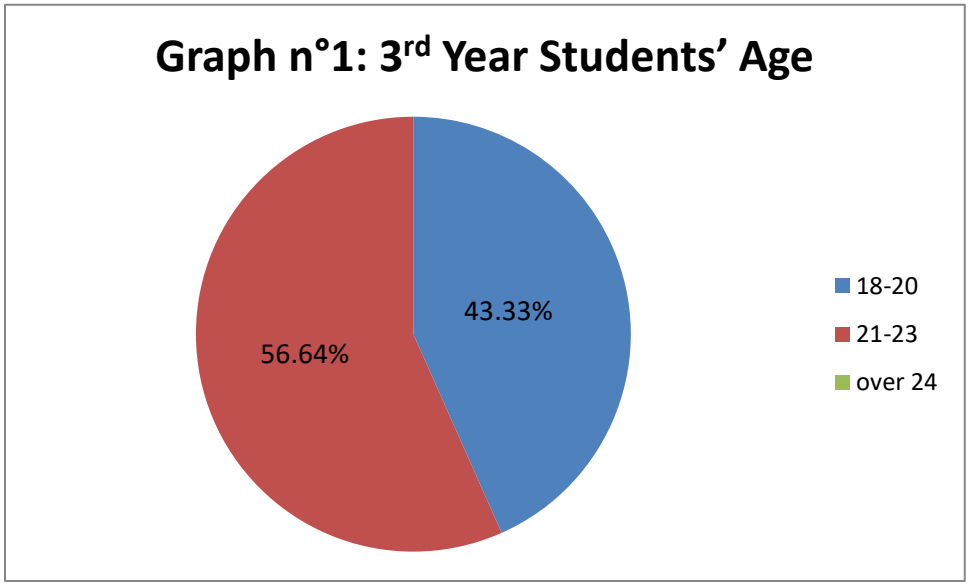
1.1.Part one: Background Information

This part encompasses five questions. The first question deals with our population age. It mainly aims to shed light on the mean age of our respondents. The second question examines the gender of our population. The third question discusses the students' choice for English studies. This is mainly because when the students choose a subject they are more likely to engage in learning and get more motivated. The fourth and the fifth questions ask the respondents to classify the four language skills (listening, speaking, reading and writing) on the basis of the importance they grant to each one, and then justify their answer.

Question n°1: students' age

Age	Number of Students	Percentage
18-20	65	43.33%
21-23	85	56.64%
Over 24	0	0%
Total	150	100%

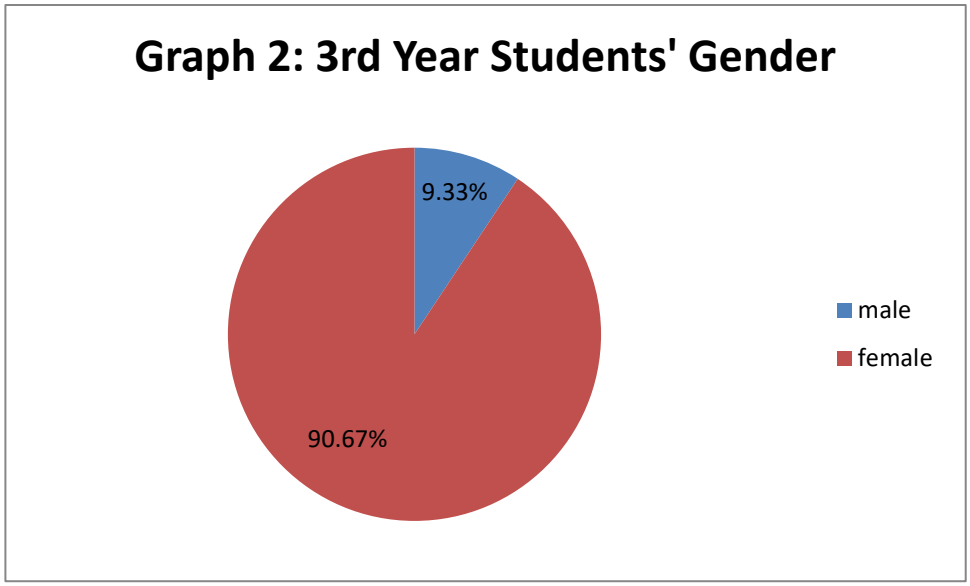
Table n°5: 3rd Year Students' Age



Question n°2: students' gender

Gender	Number of Students	Percentage
Male	14	9.33%
Female	136	90.67%
Total	150	100%

Table n°6: 3rd Year Students' Gender



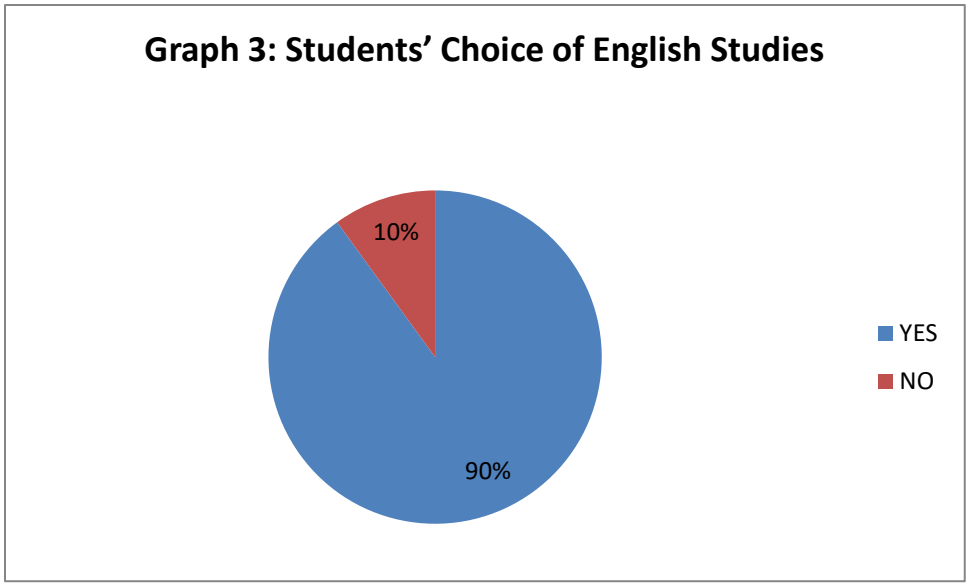
The mean age of the students ranges from 18 to 23 years old (43.33% from 18 to 20 years old and 56.67% from 21 to 23 years old). The majority of the respondents are females (90.67%) and the minority represents the males (9.33%). This may be due to the fact that girls are more likely to prefer languages than boys who opt more for scientific fields such as maths and physics (Hill et al. 2010; Trusz, 2020)

Question n°3: Are English studies your own choice?

For the third question of the first part, 135 students -that is the majority- have claimed English studies at university as their own choice (90%). The remaining 15 students -10%- answered by "no".

Answer	Number of Students	Percentage
Yes	135	90%
No	15	10%
Total	150	100%

Table n°7: Students' Choice of English Studies

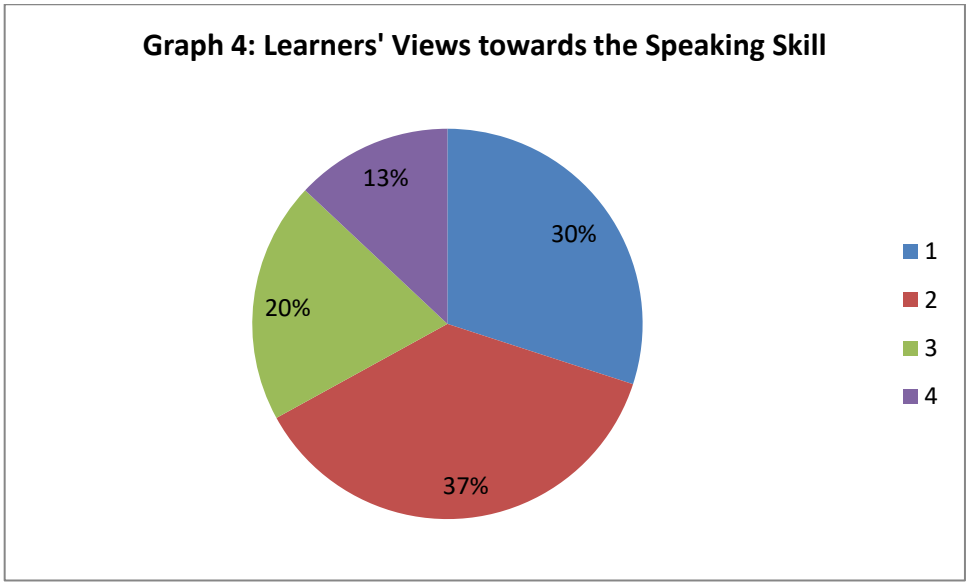


Questions n°4 &n°5: Classify these skills (speaking, listening, reading, writing) according to the importance you give to each. Please, justify your answer.

The speaking skill:

Level	**1**	**2**	**3**	**4**
Percentage	**30%**	**37%**	**20%**	**13%**

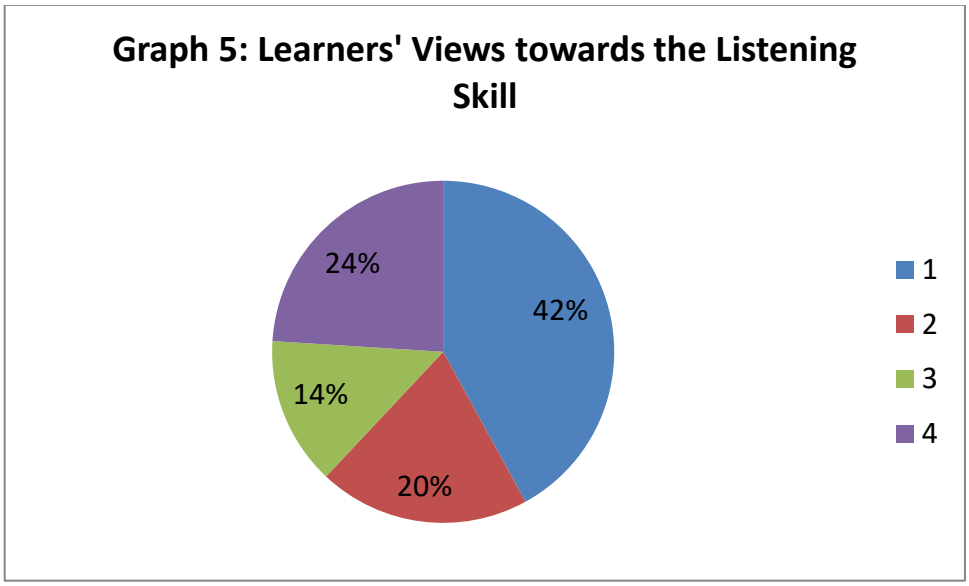
Table n°8: Learners' Views towards the Speaking Skill



The listening skill:

Level	1	2	3	4
Percentage	42%	20%	14%	24%

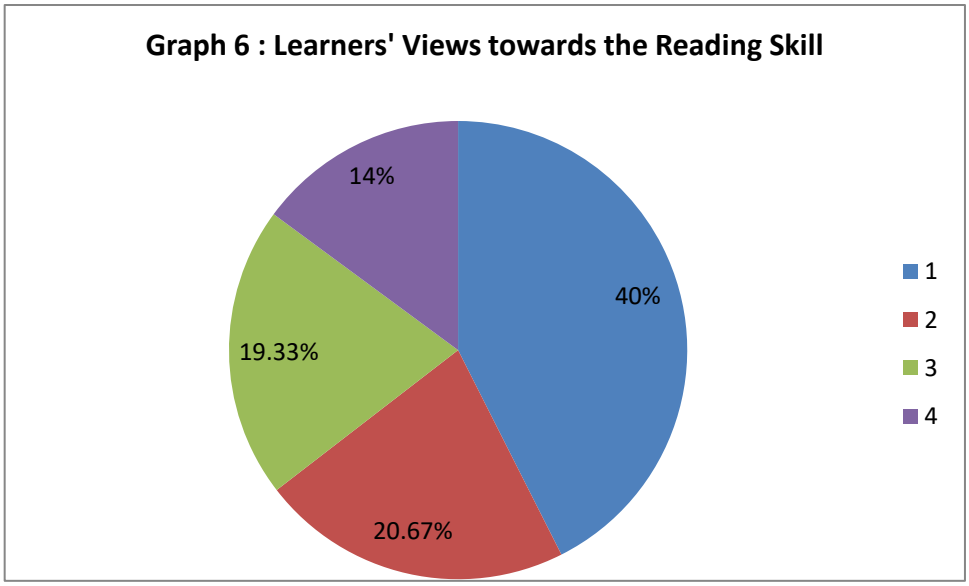
Table n°9: Learners' Views towards the Listening Skill



The reading skill:

Level	1	2	3	4
Percentage	40%	20.67%	19.33%	14%

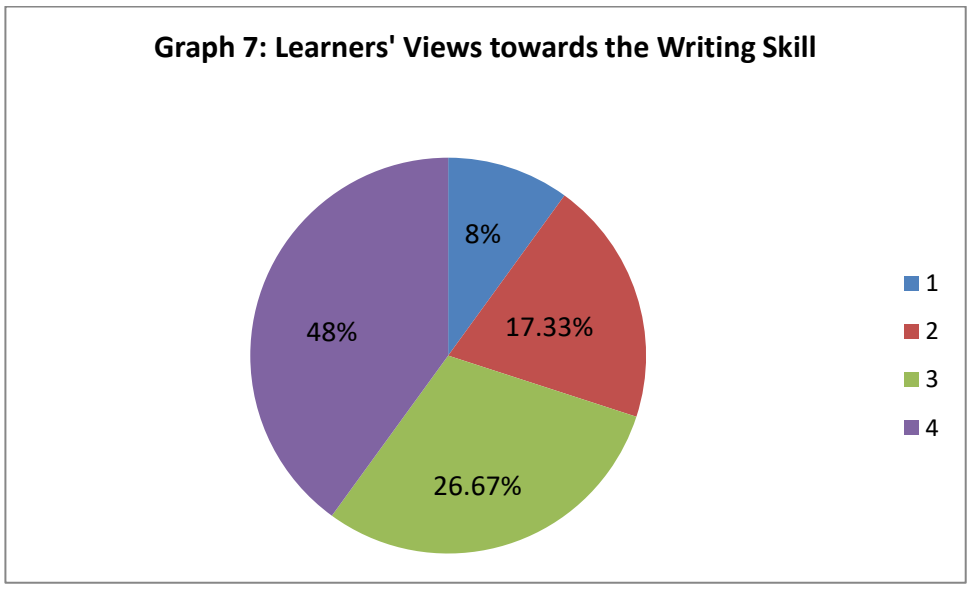
Table n°10: learners' Views towards the Reading Skill



The writing skill:

Level	1	2	3	4
Percentage	8%	17.33%	26.67%	48%

Table n°11: Learners' Views towards the Writing Skill



The tables and charts above summarize the students' perceptions of the four language skills. In other words, they highlight the importance given by the third year students to the

language skills (speaking, listening, reading and writing). This importance ranks from number 1 as the most important to number 4 as the least important.

The importance given to the language skills, in the fourth question, is not the same for the respondents. Thus, for 45 students -30%, speaking is the most important language skill to develop in learning a foreign language. However, for 37% of the population, speaking is the second skill to acquire, for 20%, it is the third skill and for 13%, it is the least important skill to develop. On the other hand, listening is considered by the majority of the respondents as the most important skill (42%). 20% of the respondents perceive listening as the second skill. 14% consider it as the third skill. 24% believe that listening is the least important skill to develop. Besides, for the majority of the students (40%), reading is the most important skill. 20.67% judge reading as the second skill. 19.33% rank reading in the third place and 14% as the least important skill to develop. Moreover, for 8% of the students, writing is classified as the most important skill to develop in foreign language learning. 17.33% judge writing as the second skill and 26.67% as the third skill, whereas, for the majority of the students corresponding to a rate of 48%, writing is considered the least important skill to develop. On the basis of the results obtained, it is clear that most of the students do not prefer writing. They rather prefer listening.

1.2.Part Two: the Writing Skill

The second part of the pre-questionnaire is the most important since it investigates students' perceptions and beliefs regarding the writing skill. It includes thirteen-13 questions. The first and second questions (n°6 and n°7) shed light on the respondents' beliefs on the writing skill. The questions n°8 and n°9 consider the students' perceptions towards their own level. The questions n°10 and n°11 deal with the students' preferences regarding the theme to write about. The questions n°12 and n°13 deal with what the students think they need (wishes)

to write about in the third year level. The question n°14 asks about whether the teachers of the written expression module provide the opportunity for students to choose the topics to write about. The questions n°15 and n°16 deal with the writing genres students think they need to analyze in the classroom. The questions n°17 and n°18 deal with the students' perceptions towards the three main pillars of writing (the final product, the process of writing and the genre within which writing is performed).

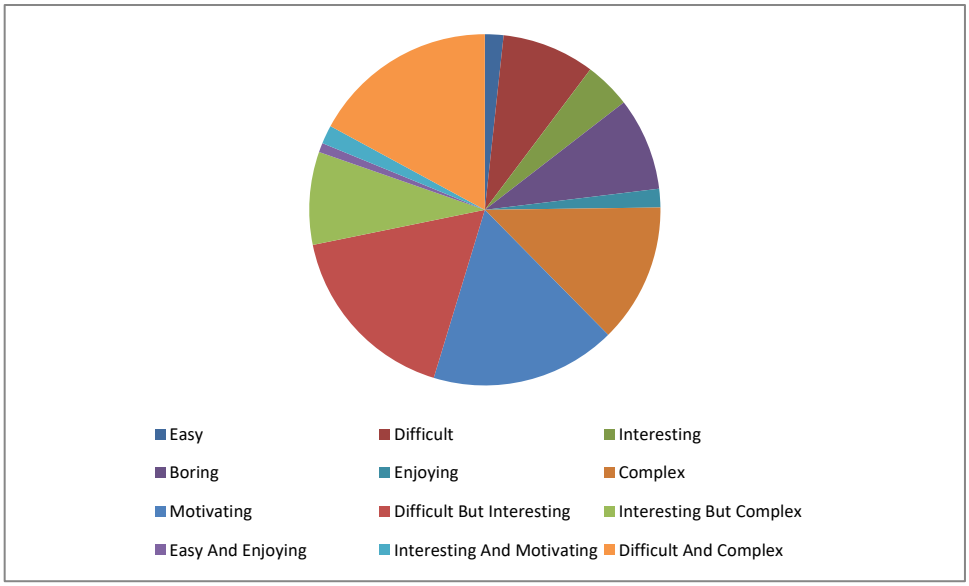
Questions n°6 & n°7: According to you, writing is (you can choose more than one option)

Easy, Difficult, Interesting, Boring, Enjoying, Complex, Motivating

Please, justify your answer.

Adjectives	Percentages
Easy	2%
Difficult	10%
Interesting	5%
Boring	10%
Enjoying	2%
Complex	15%
Motivating	20%
Difficult But Interesting	20%
Interesting But Complex	10%
Easy And Enjoying	1%
Interesting And Motivating	2%
Difficult And Complex	20%

Table n°12: Students' Perceptions towards Writing



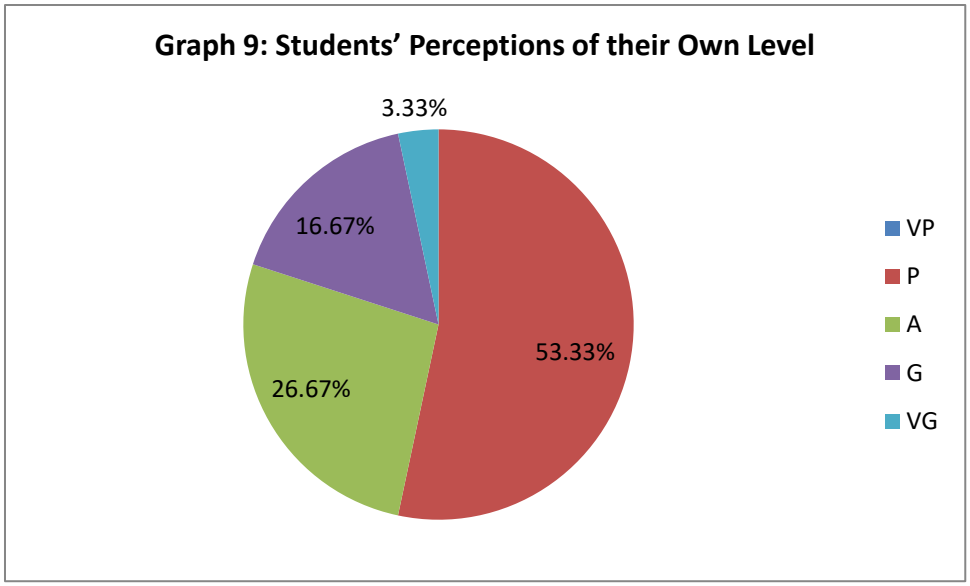
Graph 8: Students' Perceptions towards Writing

The responses to the question n°6 are wide-ranging. Therefore, writing is easy (2%), is difficult (10%), interesting (5%), boring (10%), enjoying (2%), complex (15°) and motivating (3%). On the other hand, writing is difficult but interesting at the same time (20%). It is interesting but complex (10%). It is both easy and enjoying (1%). It is both interesting and motivating (2%). And finally, it is both difficult and complex (20%). Accordingly, though for students, writing is interesting, enjoying and/motivating (33% of the whole population) but it is rather difficult and complex (75% of the whole population). Consequently, writing is perceived as demanding and challenging. This, in fact, justifies the results of the question n°4 above.

Questions n°8 & n°9: How do you classify your level in writing (Very poor, Poor, Average, Good, Very, good, Excellent)? Please, justify your answer.

Level	Very poor	poor	average	good	Very good
Percentage	0%	53.33%	26.67%	16.67%	3.33%

Table n°13: Students' Perceptions of their Own Level

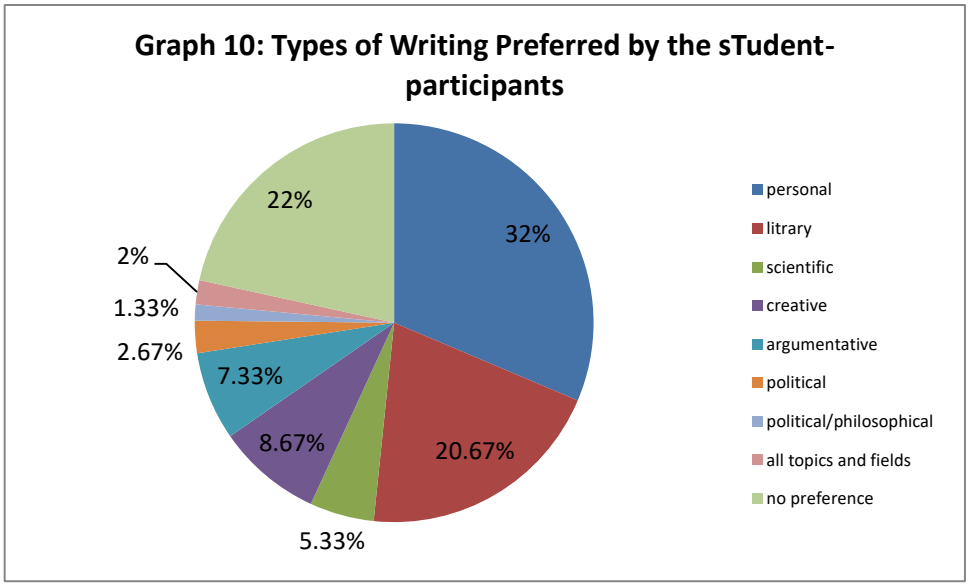


In the eighth question, students provided their perceptions of their own level. That is, the way they perceive their level in writing. Hence, 53.33% consider their level in writing as poor. The majority of them do not master the writing skill. 26.67% claim an average level in writing. 16.67% claim a good level in writing whereas 3.33% that is five students judge themselves as very good writers. In fact, most of them have got poor scores in their writing.

Questions n°10 and n°11: What do you prefer to write about? Please, justify your answer

Type of writing	Personal writing	Literary writing	Scientific writing	Creative writing	Argumentative writing	Political writing	Political and philosophical writing	All topics and fields	No preference at all
Percentage	32%	20.67%	5.33%	8.67%	7.33%	2.67%	1.33%	2%	22%

Table n°14: Types of Writing Preferred by the Student-Participants



The writing preferences of the learners are diverse and rich as they want to write about several topics and fields. 32% of the population, that is the majority, prefer writing about personal issues such as feelings and plans. They use writing to describe feelings, emotions, experiences, hobbies, future plans, family and social problems as well as describing celebrities, games (such as football).... 20.67% of the respondents prefer literary writing. They argue narration, romantic writing, poetry, stories and children stories as their preferences. 5.33% opt for scientific writing. 8.67% like creating stories (creative writing). 7.33% of them favour argumentative writing, while 2.67% opt for political issues. Finally, 1.33% of them respond political and philosophical writings are their favourites. The remaining 22% do not have any preferences in writing, thus they can write about any topic, while 2% claim that they do not like writing at all, therefore, have no preferences.

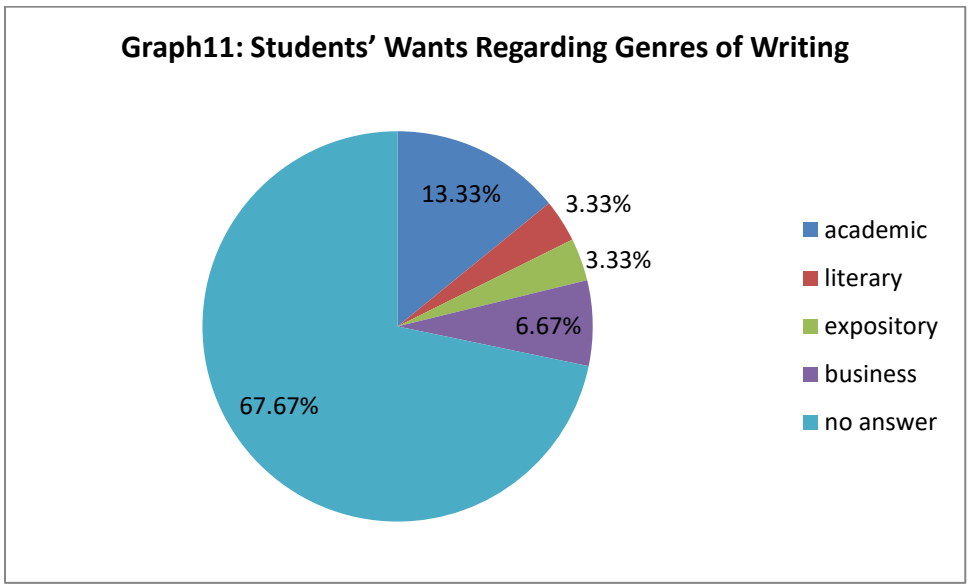
Accordingly, learners like to write about familiar topics for them. In other words, they prefer topics about which they possess sufficient knowledge and vocabulary. For most of the students, writing represents a means through which they express their thoughts, ideas, feelings and emotions and that helps them get some freedom. For others, writing is a pleasure so that

the topic to write about does not matter. For another set of students, writing is an obligatory activity to perform; they do it only when they are asked to.

Questions n°12 and n°13: At the 3rd year level, what do you need to write about**?** Please, justify your answer

Genre of writing	Academic	Literary	Expository	Business/practical	No answer
Percentage	13.33%	3.33%	3.33%	6.67%	67.67%

Table n°15: Students' Wants Regarding Genres of Writing

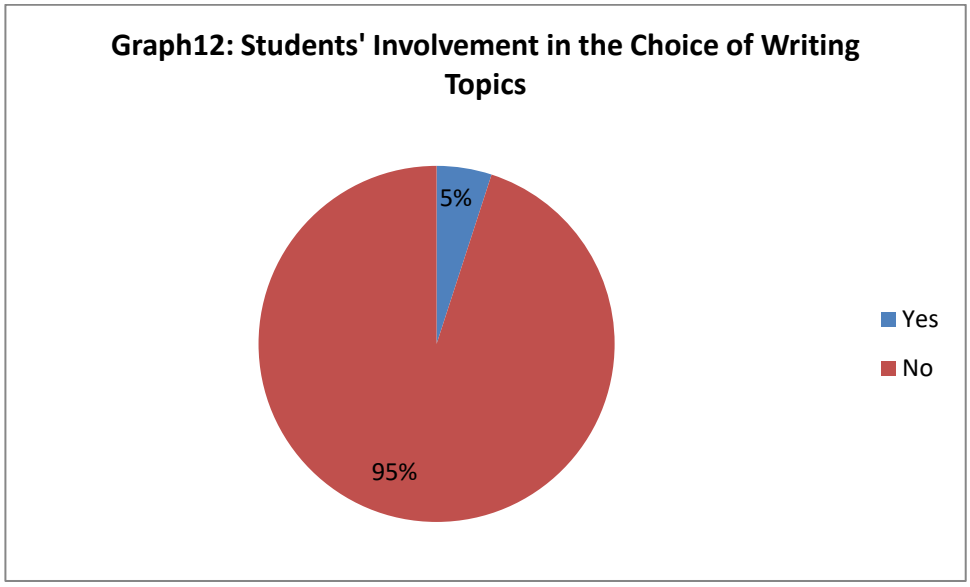


The question n°12 refers to what Hutchinson and Walters (1987) name as "wants", that is what the students think they need to learn (to write about in this research). These wants are mainly related to learners' readiness, motivation and attitudes to learn. Most of the students (66.67%) provided no answer. In other words, the majority of third year students of English are not aware of what they really need to write about. 13.33% of the population believe that they need to write more about academic topics such as education, teaching methods and processes... since they aim to become future teachers. 3.33% think they need more literary writing and 3.33% opt for expository writing and real life issues; that is exposing political, social and economic issues. The remaining 6.67% believe that business and practical writing is the most needed.

Question n°14: Do the teachers of writing involve you in the choice of the writing topics?

Students' answer	Yes	No
Percentages	5%	95%

Table n° 16: Students' Involvement in the Choice of Writing Topic

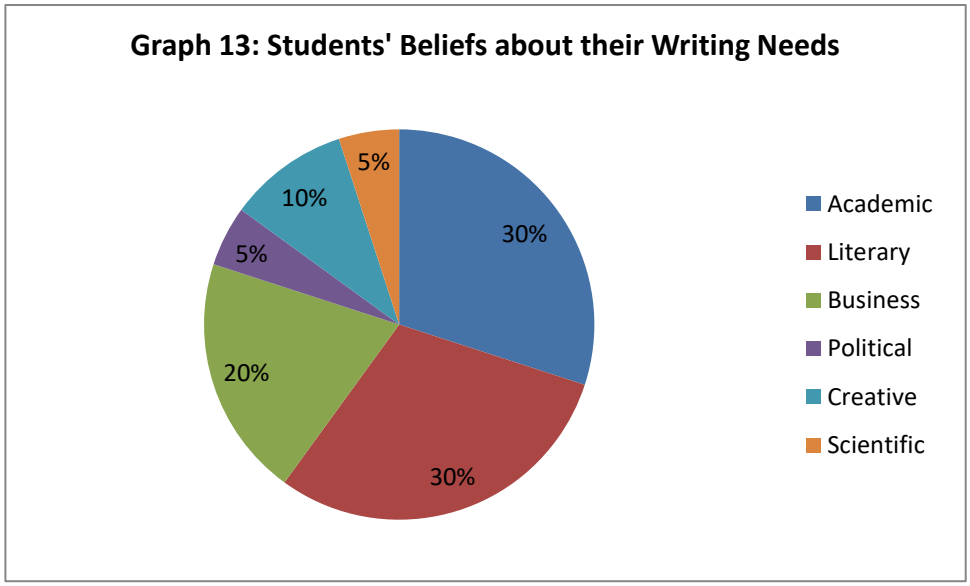


The question n°14 asks about students' participation and involvement in the choice of writing topics dealt with in class. The results show that the majority of the respondents (95%) reply that their teachers do not involve them in such choice. That is to say, the teachers decide alone about the topic of the writing assignment. The remaining 5% acknowledge that their teachers engage them in decision-making regarding the topic assignment. In fact, the module of written expression for third year students is taken in charge by different teachers.

Questions n°15 and n°16: Among the following genres of writing, which **ones** do you think you need more this year (3rd year)? Please, justify your answer

Students' answers	Academic writing	Literary writing	Business writing	Political writing	Creative writing	Scientific writing
Percentages	30%	30%	20%	5%	10%	5%

Table n°17: Students' Beliefs about their Writing Needs

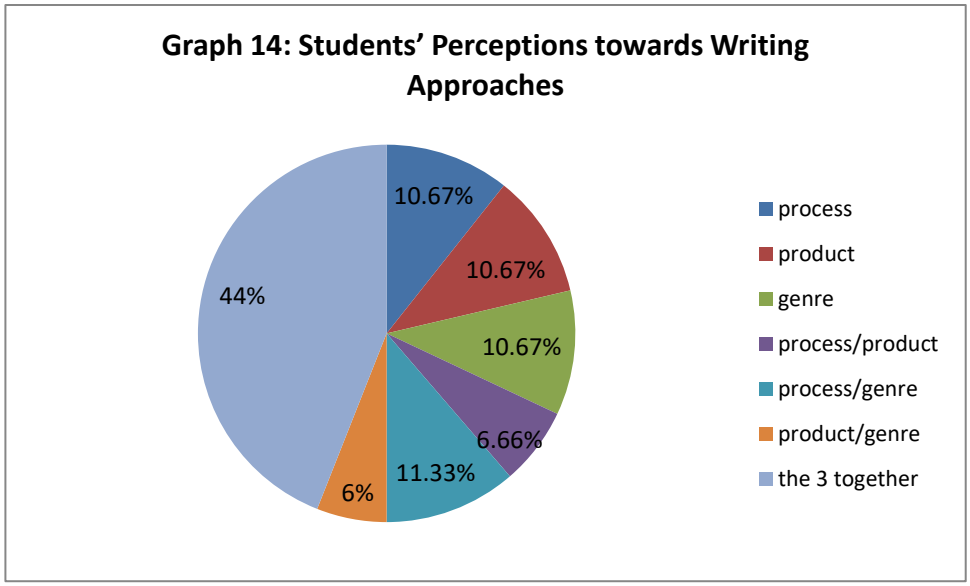


The students are asked to choose among different genres the ones they think they need to write about in the third year level. 30% opt for academic writing. 30% of the students chose literary writing. 20% of the learners think they need more business/practical writing. 5% of the students opt for political writing as the most needed. 10% of the respondents think they need more creative writing. Finally, only 5% of the learners think that scientific writing is mostly needed.

Questions n°17 and n°18: According to you, which of these is/are more important when writing (you can choose more than one option: Please, justify your answer

Choices	Process	Product	Genre	Process and product	Process and genre	Product and genre	The 3 together
Percentages	10.67%	10.67%	10.67%	6.66%	11.33%	6%	44%

Table n°18: Students' Perceptions towards Writing Approaches



The same proportion of the students opts for one approach to teaching writing. That is 10.67% for the process writing; 10.67% for the final product and 10.67% opt for the genre approach. However, 44% of them claim the use of three approaches together since they are all equal and important. 6.66% consider the integration of process and product approaches as the most appropriate. 11.33% believe that process and genre approaches together are the most important and finally 6% claim the adoption of both product and genre approaches.

1.3.Part Three: Further Suggestions

Question n°19: In the space below, please feel free to add any comments or suggestions concerning the topic under study.

The last part of the pre-questionnaire is devoted to the respondents' suggestions and comments about the teaching of the writing skill. Hence, it gives them the opportunity to express their opinions, needs and interests about what and how to write in written expression sessions. This part includes only one question.

The suggestions provided by some of the respondents can be gathered in the following headings: *choice of the topic* (learners believe that participating in choosing the topics of their writing would help them improve their writing skill), *further practice* (students claim more

time for practice and writing than studying the theoretical part related to writing), *reading* (students are aware of the importance of reading for writing development so they claim text integration in the class), *working in groups* (collaboration seems to be an important element for students to develop their writing) and *writing strategies* (it is important to fluctuate in teaching strategies in order to fit all the learners).

2. Students' Writing Questionnaire

The students' writing questionnaire aims at shedding light on the teaching and learning of writing in general for 3rd year LMD students. It aims to highlight students' difficulties in writing as well as the strategies adopted by the students while writing.

The questionnaire is designed for 3rd students of English. It encompasses 7 questions. It is handed to 180 students enrolled in the third year at the university of Bejaia. However, the number of the questionnaires collected was 150 out of 180. The student's questionnaire is divided into three parts. Part I: *writing difficulties*; part II: *writing strategies*; and part III: *further suggestions*.

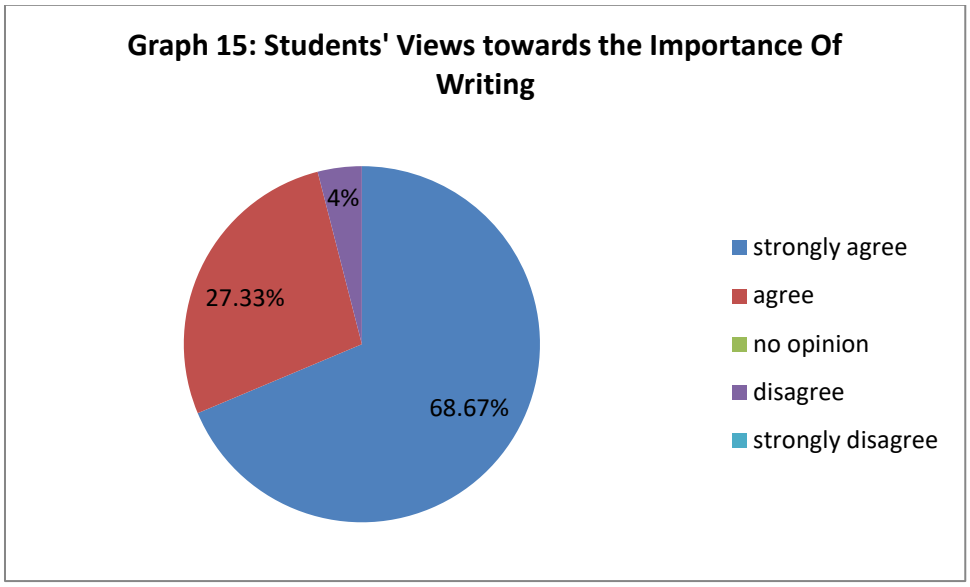
2.1.Part 1: Writing Difficulties

The first part "writing difficulties" encompasses one question that lists 25 items related to writing. The students are required to give their personal appreciation (strongly agree, agree, no opinion, disagree and strongly disagree) on each item. The appreciation is ranked from strongly agree to strongly disagree. In other words, they are appealed to assess their process writing and give their perceptions towards writing.

Item1: Writing is an important skill

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	68.67%	27.33%	0%	4%	0%

Table n°19: Students' Views towards the Importance of Writing

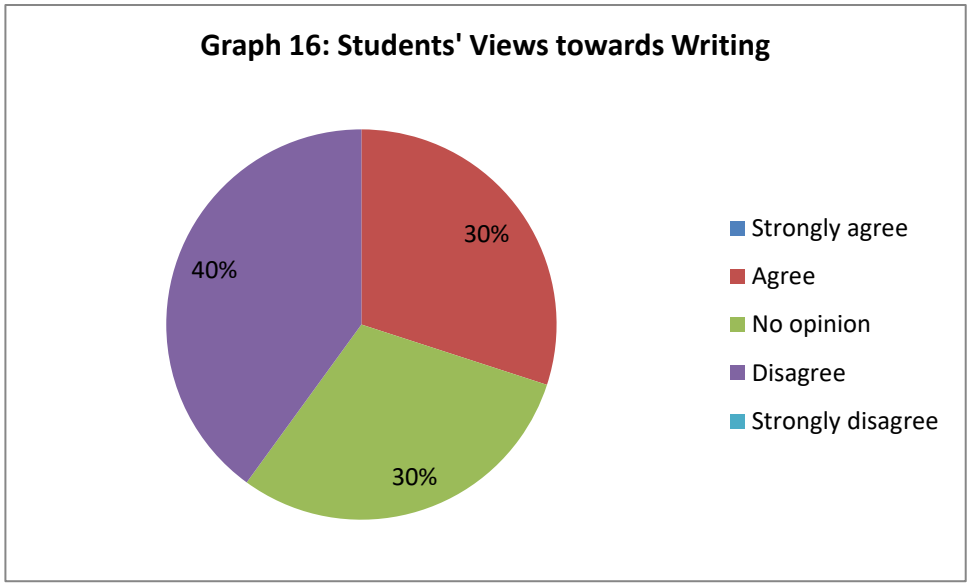


The majority of the respondents (68.67%) 'strongly agree' on the first item; that is writing is a key component in language learning. Moreover, 27.33% 'agree'. While 4% 'disagree'; that is to say, the respondents are not aware of the value of writing as both a means and a skill on its own. Accordingly, most of 3rd year students of English are aware of the crucial role of writing in and for their studies.

Item2: Writing is about planning, brainstorming, drafting…

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	0%	30%	30%	40%	0%

Table n°20: Students' Views towards Writing

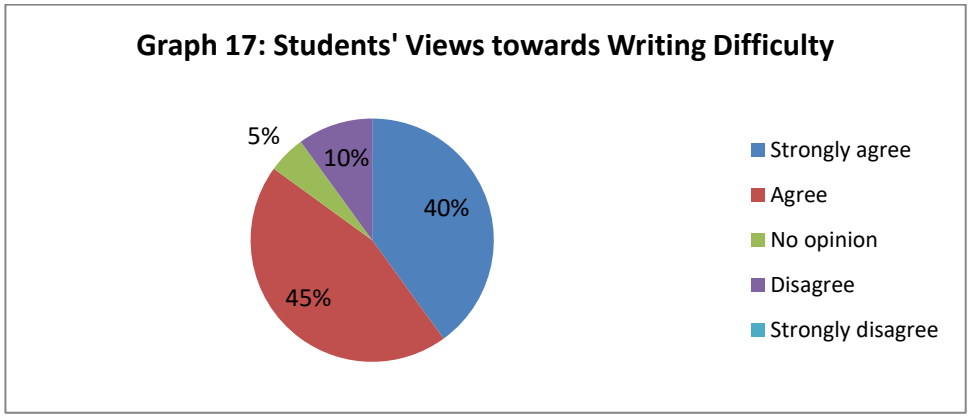


30% of the population 'agree' on the fact that writing involves steps such as planning, brainstorming and drafting. However, 40% 'disagree' and 30% have 'no opinion'. That is to say, the majority of the students are not aware of the process involved while writing. Say it differently; these students do not follow any of the steps of process writing.

Item3: Writing an essay is very difficult for me.

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	40%	45%	5%	10%	0%

Table n°21: Students' Views towards Writing Difficulty

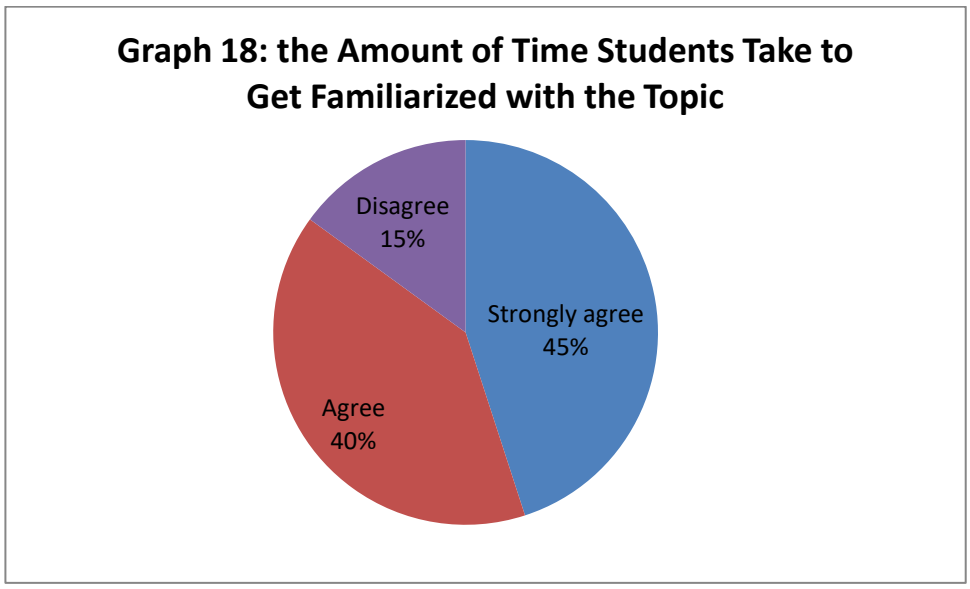


40% of the students strongly agree and 45% agree on this item. Hence, most of the respondents (85%) find difficulties in writing an essay. Nevertheless, 10 % of the population disagree; that is to say, they do not face difficulties in writing an essay. 5% of the learners have no opinion about the item.

Item4: I spend a lot of time to get familiarized with the topic

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	45%	40%	0%	15%	0%

Table n°22: the Amount of Time Students Take to Get Familiarized with the Topic

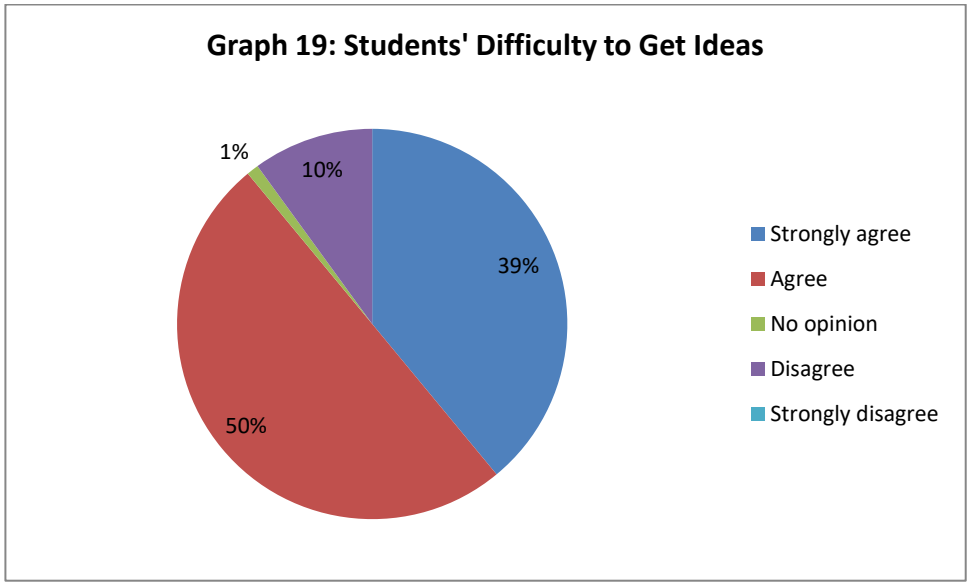


Most of the students spend a lot of time to put themselves in the topic picture (45% strongly agree and 40% agree). Such difficulty could be explained by the fact that they are not familiar with the theme or do not possess enough vocabulary. Whereas 15% of the students 'disagree'; that is to say, they get in touch with the topic easily.

Item5: It is difficult to get ideas about the topic

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	39%	50%	1%	10%	0%

Table n°23: Students' Difficulty to Get Ideas

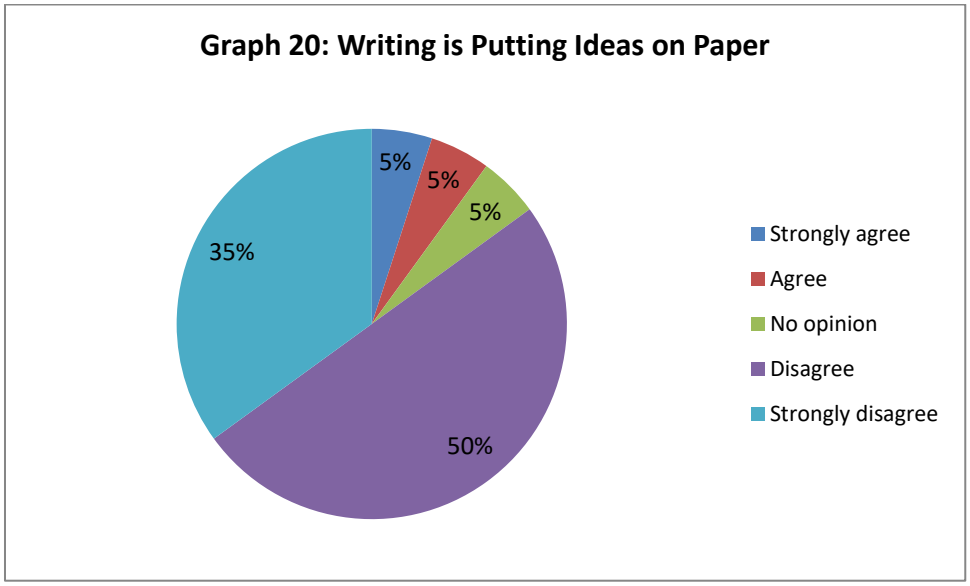


39% of the respondents 'strongly agree' and 50% ''agree on the fifth item. In other words, most of the students find difficulties to generate ideas about the topic under study may be because of the lack of vocabulary or unawareness of the theme. This result coincides with and confirms the result of item n°4 as most of the participants spend a lot of time to get familiarized with the topic. 1% of the population provided 'no answer', thus they are not aware about whether they have difficulties or not whereas 10% 'disagree' on this item. That is to say, they do not find difficulties in generating ideas about the topic of the assignment.

Item6: Writing is putting ideas on paper

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	5%	5%	5%	50%	35%

Table n°24: Writing is Putting Ideas on Paper

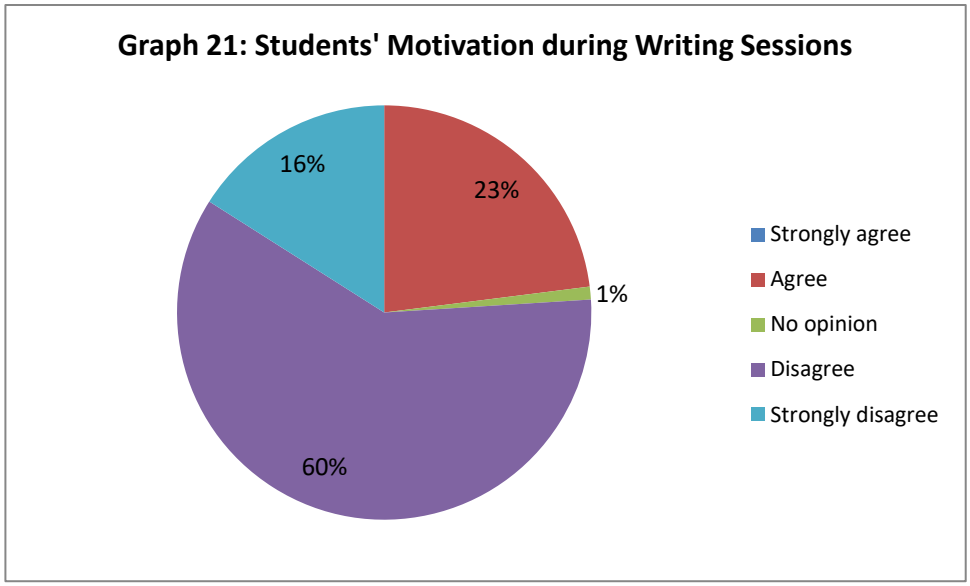


5% of the population 'strongly agree' and 5% 'agree' on the fact that writing is simply putting words together on paper. 5% have no opinion. However, 50% of the students 'disagree' and 35% 'strongly disagree' that writing is not just ink on paper filling with words. In other words, writing is much more than this since it involves numerous strategies and abilities such as the use of cognition and meta-cognition when planning and thinking.

Item7: I am motivated during the writing sessions

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	0%	23%	1%	60%	16%

Table n°25: Students' Motivation during Writing Sessions

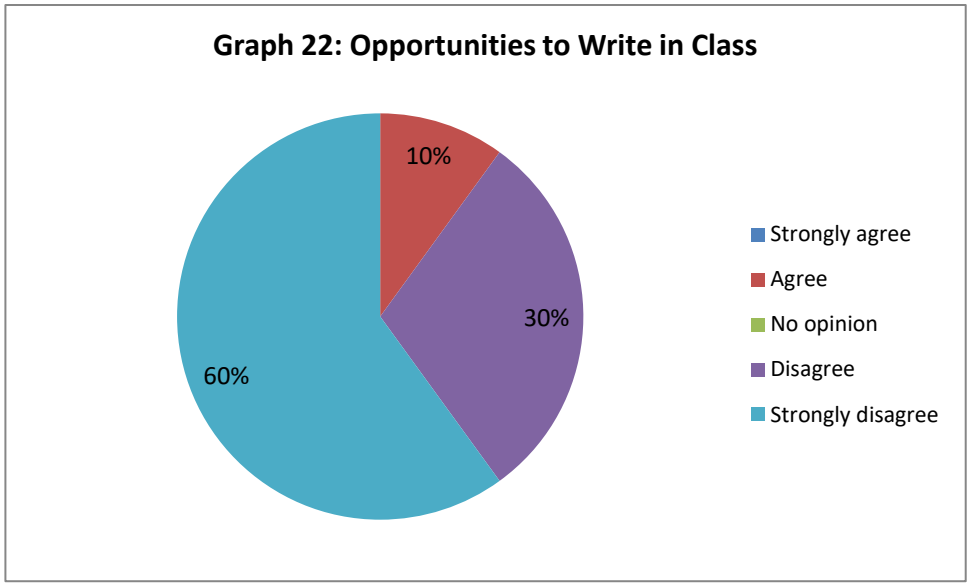


23% of the students feel motivated during writing sessions. 1% of them do not know whether they are motivated or not; whereas 60% disagree and 16% strongly disagree on this item. In other words, most of the population do not feel any motivation in writing sessions.

Item8: There are a lot of opportunities to write in class

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	0%	10%	0%	30%	60%

Table n°26: Opportunities to Write in Class

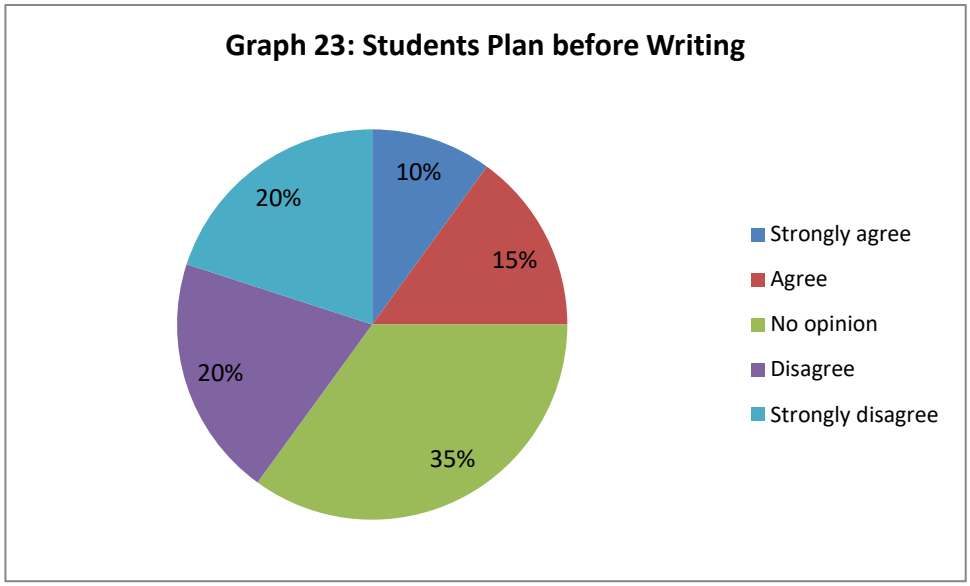


10% of the students argued with "yes" that is, many opportunities to practice writing in class are offered to them. However, 30% 'disagree' and 60% 'strongly disagree'. In other words, most of the students think that there is not satisfactory practice regarding writing in class. This is, in fact, mainly due to the short and insufficient time allotted to this crucial language skill.

Item9: I plan my topic before I start writing

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	10%	15%	35%	20%	20%

Table n°27: Students Plan their Topic before Writing

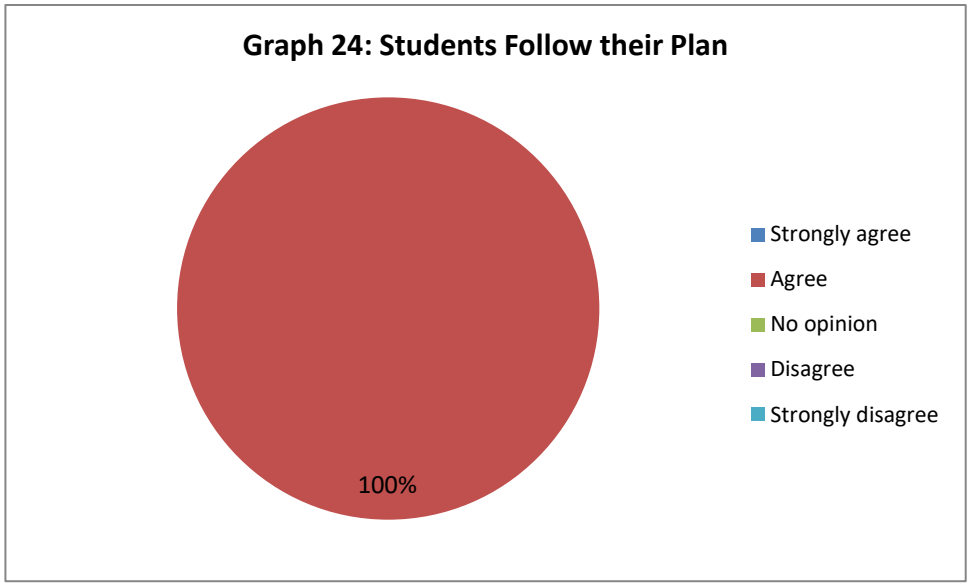


The responses to the ninth item varied from 'strongly agree' to 'strongly disagree'. 10% of the respondents 'strongly agree' and 15% 'agree' that they plan their topic before starting writing. Say it differently, they are aware of the first step of process writing and they perform it. On the other hand, 40% (20% 'strongly disagree' and 20% 'disagree') do not believe that planning before writing is a crucial step, while 35% of the population have 'no opinion'. In other words, they do not plan before writing or they are not aware of the existence of this step.

Item10: I usually follow the plan I have designed before writing

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	0%	100%	0%	0%	0%

Table n°28: Students Follow their Plan

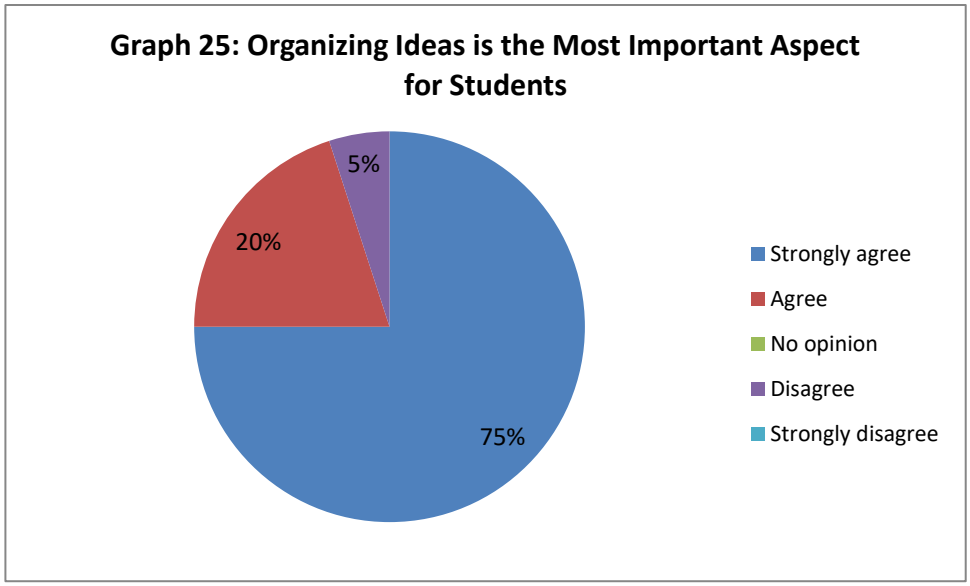


The item n°10 is answered only by those who agreed on item n°9 (25% of the whole population). All of these learners agree on this item and argue that they follow the plan they designed before starting to write.

Item11: Organizing my ideas is the most important aspect

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	75%	20%	0%	5%	0%

Table n°29: Organizing Ideas is the Most Important Aspect for Students

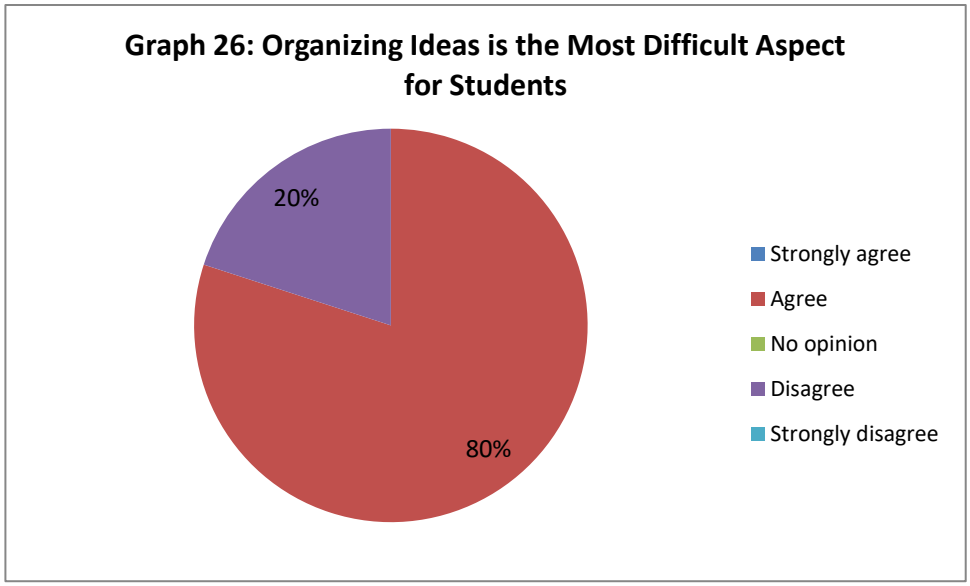


The majority of the respondents (95%: 75% 'strongly agree' and 20% 'agree') assume the organization of the ideas such as coherence, selection and order of ideas... as the most important aspect in writing whereas 5% of the population 'disagree'; that is, they do not consider the organization of ideas as the most important aspect in writing.

Item12: Organizing my ideas is the most difficult aspect

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	0%	80%	0%	20%	0%

Table n°30: Organizing Ideas is the Most Difficult Aspect for Students

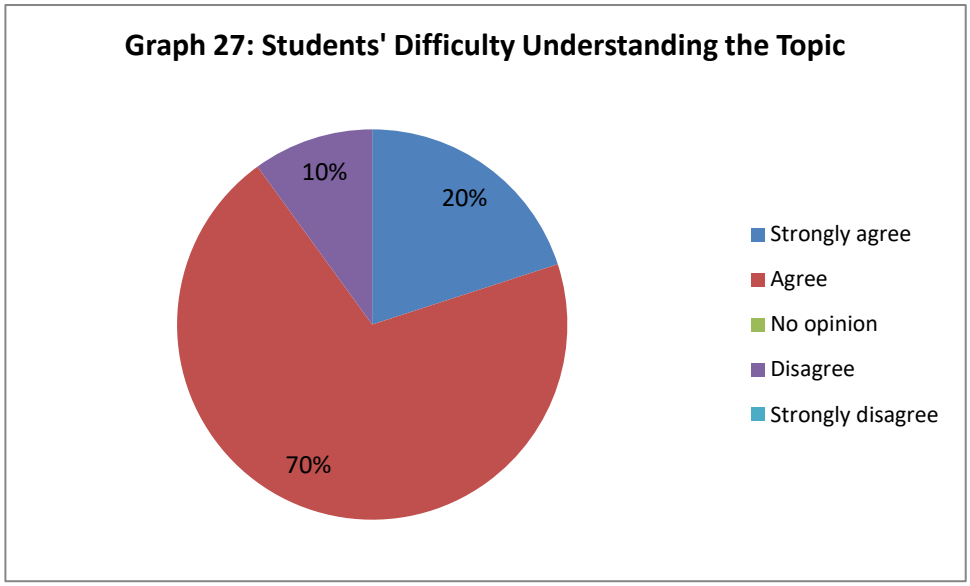


The majority of the students (80%) 'agree' that the organization of ideas is the most difficult step in writing as it involves various components such as the choice and selection of important and correct information, the order of these information, the linking, coherence and cohesion of/in these ideas... while 20% think the opposite; that is organising the ideas is not so difficult.

Item13: I have difficulty understanding the topic

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	20%	70%	0%	10%	0%

Table n°31: Students' Difficulty Understanding the Topic

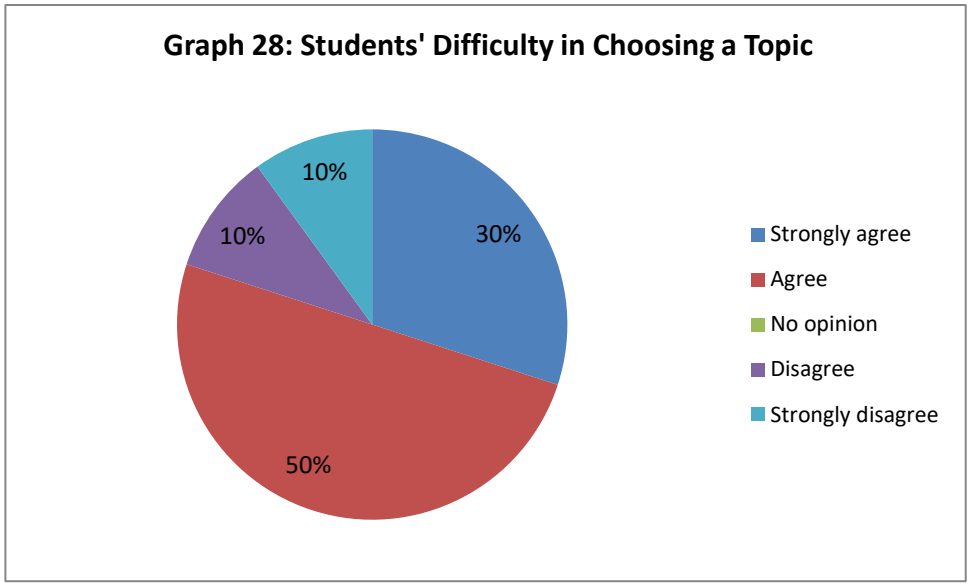


90% of the students have difficulties in understanding the topic (20% 'strongly agree' and 70% 'agree'). This difficulty could be related to a lack of vocabulary or knowledge about the topic especially with unfamiliar or uncommon topics. 10% of them disagree, thus do not find difficulties understanding the topic. This result coincides with the result of item n°4. This explains one of the reasons that make students spend a lot of time in understanding the topic.

Item14: When not provided, I have some difficulties to choose a topic

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	30%	50%	0%	10%	10%

Table n°32: Students' Difficulty in Choosing a Topic

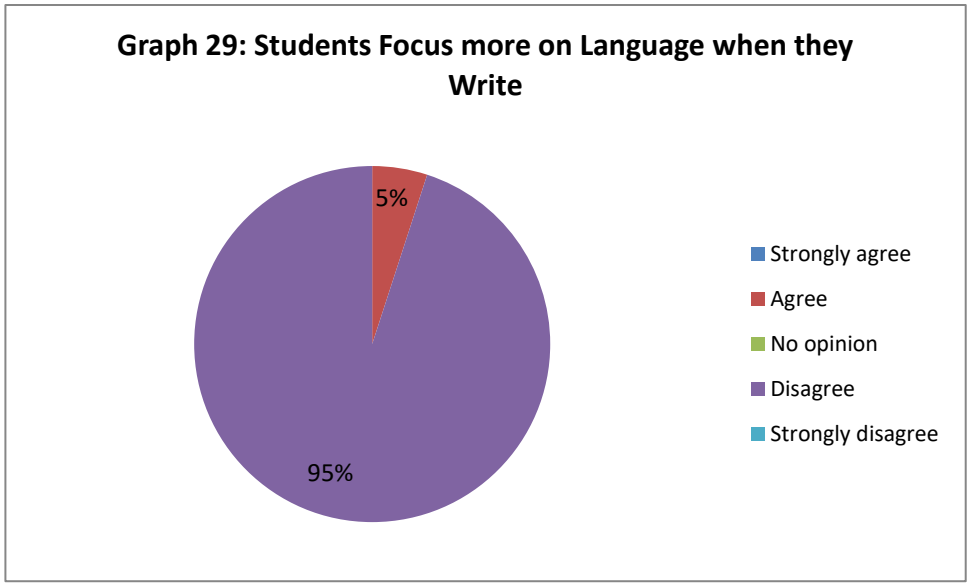


Choosing the topic is the major problem of the respondents (80%: 30% 'strongly agree' and 50% 'agree'). Hence, when the teacher does not provide a topic for the writing assignment, students find difficulties in making topic decisions. Accordingly, when the teacher gives freedom to the learners to write about what they want (free topic), they find themselves lost. This can be due to a lack of ideas/knowledge or vocabulary. On the opposite, 20% of the population (10% 'strongly disagree' and 10% 'disagree') do not have such problem. That is, it is easy for them to choose a topic to write about.

Item15: When I write I focus most on language

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	0%	5%	0%	95%	0%

Table n°33: Students Focus more on Language when they Write

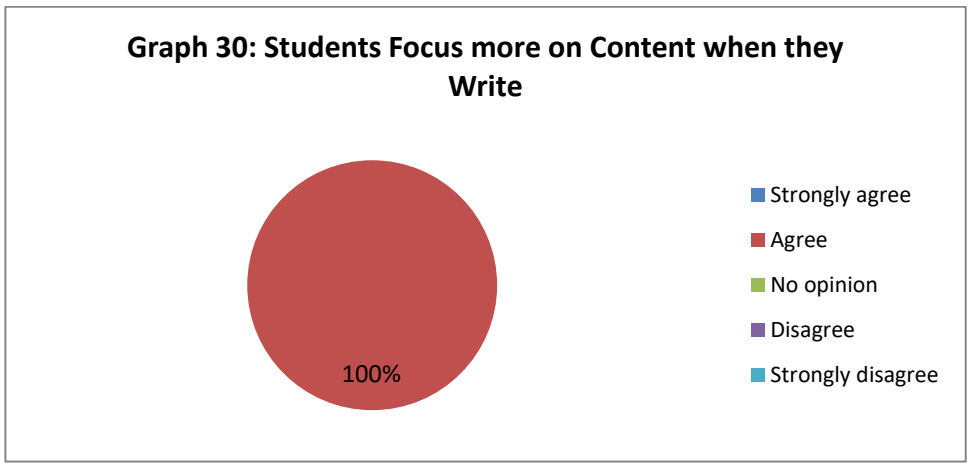


Most of the students (95%) 'disagree' on the item n°15. That is to say, the majority of the students do not focus on the language and correctness when they write. On the contrary, 5% 'agree' and do focus on language correctness.

Item16: When I write I focus more on content

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	0%	100%	0%	0%	0%

Table n°34: Students Focus more on Content when they Write

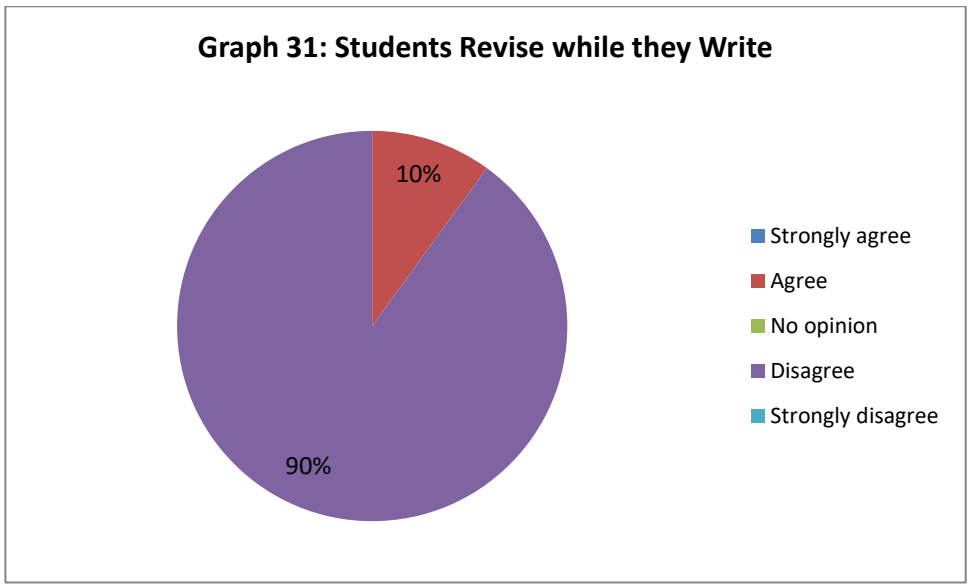


All of the respondents (100%) ‘agree’ on the fact that they pay more attention to the content and the ideas to include in their essays. Therefore, content seems to be more important to students than language accuracy. This can justify the mistakes of grammar and spelling made by most of the students. In this sense, our population is not aware of the importance of correctness (language use and usage) in order to express correct and appropriate meaning.

Item17: I usually revise while I write

Students’ answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	0%	10%	0%	90%	0%

Table n°35: Students Revise while they Write

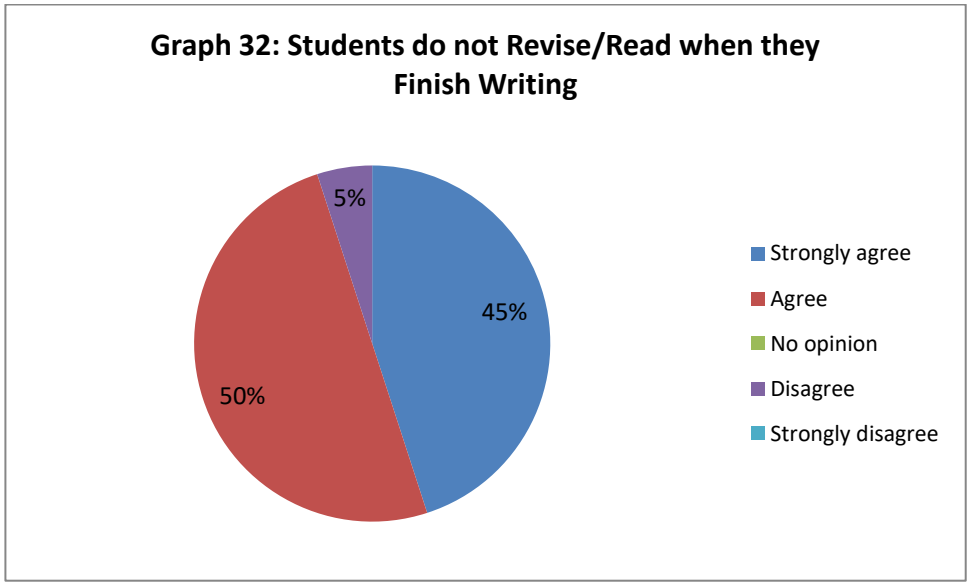


The majority of the respondents (90%) ‘disagree’ on this item. That is, they neither revise nor reread during their writing, while 10% do revise their work during the writing process.

Item18: I do not read/revise when I finish writing

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	45%	50%	0%	5%	0%

Table n°36: Students do not Revise/Read when they Finish Writing



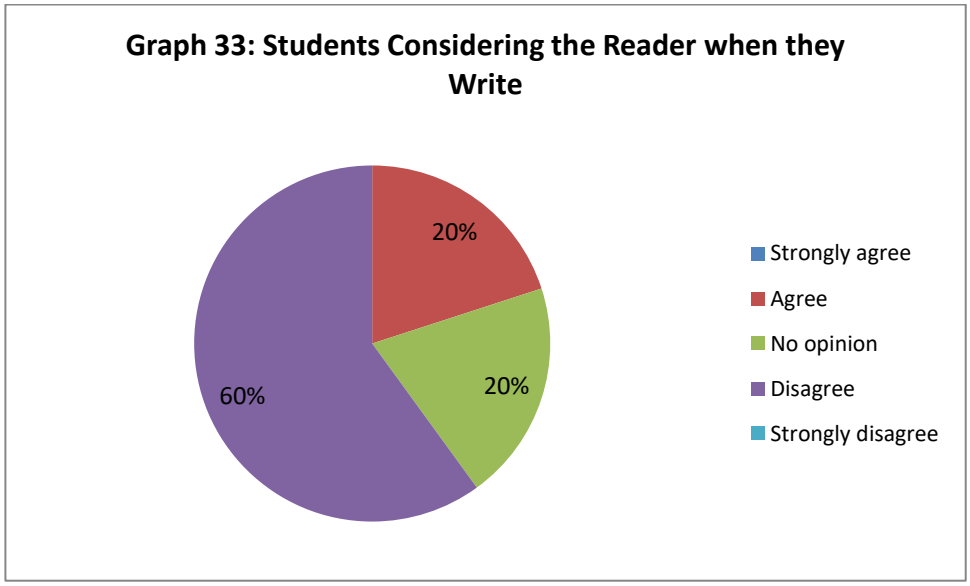
45% of the students 'strongly agree' and 50% 'agree' that they do not revise or reread their final essay to check for mistakes and correctness. This result coincides with the results obtained from items n°15, 16, and 17; therefore justifies the mistakes made by most of the students. That is to say, they do not check for mistakes. The remaining 5% claim that they read their final draft in order to correct, add and / omit ideas. This again can justify the small number of essays which are not full of mistakes.

In this view, it is clear from the results obtained mainly from items n°2, 9, 10, 15, 16, 17, and 18 that the majority of the population does not follow the writing process though in the results attained from the teacher's questionnaire, most of the teacher-participants adopt the process approach to writing in class.

Item19: When I write I consider my reader

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	0%	20%	20%	60%	0%

Table n°37: Students Considering the Reader when they Write

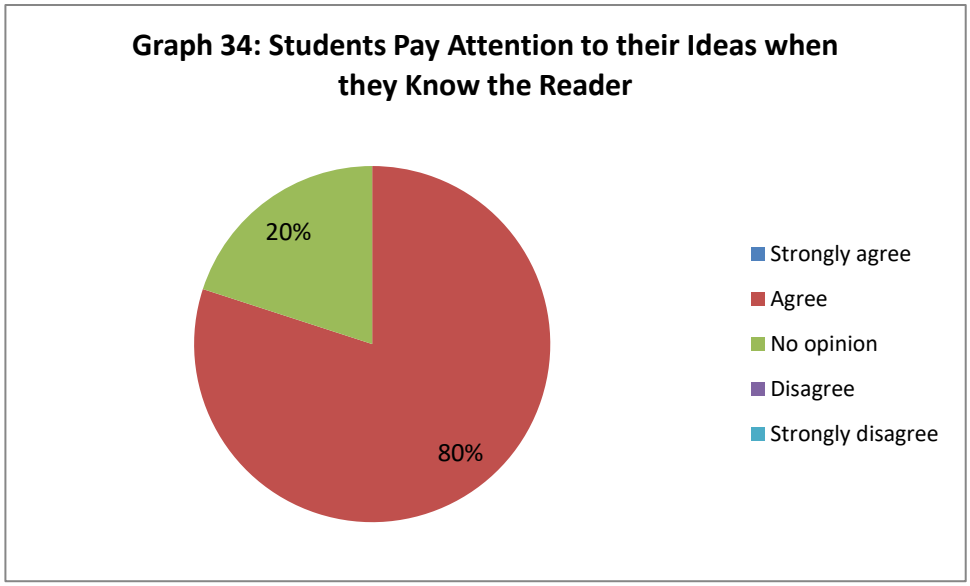


60% of the respondents do not consider the reader of their writings, while 20% do pay attention to the reader of what they write. 20% of them have no opinion; that is they do not know whether they think about the reader while writing or not.

Item20: When I know the reader I pay attention to the ideas to include

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	0%	80%	20%	0%	0%

Table n°38: Students Pay Attention to their Ideas when they Know the Reader

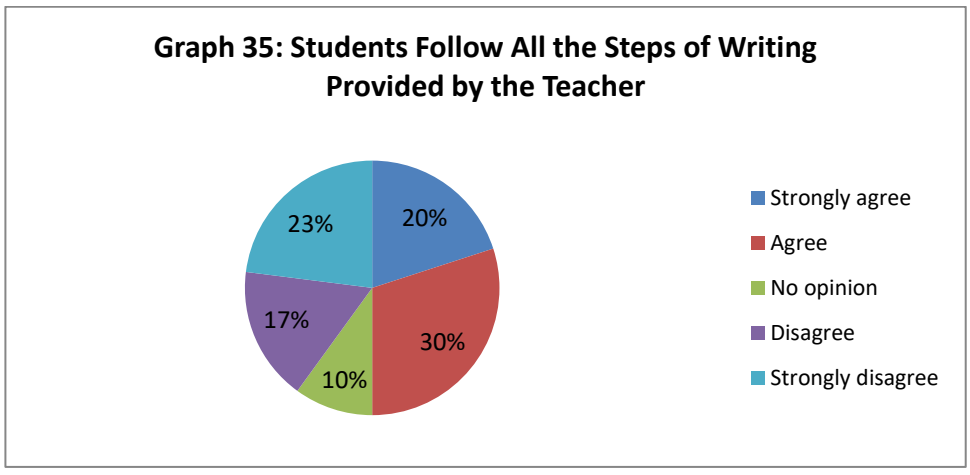


80% agree on item n°20, when they know who the reader of their work is, they tend to pay more attention to the information they include. However, 20% of the population have no opinion.

Item21: I follow all the steps of writing provided by the teacher

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	20%	30%	10%	17%	23%

Table n°39: Students Follow All the Steps of Writing Provided by the Teacher

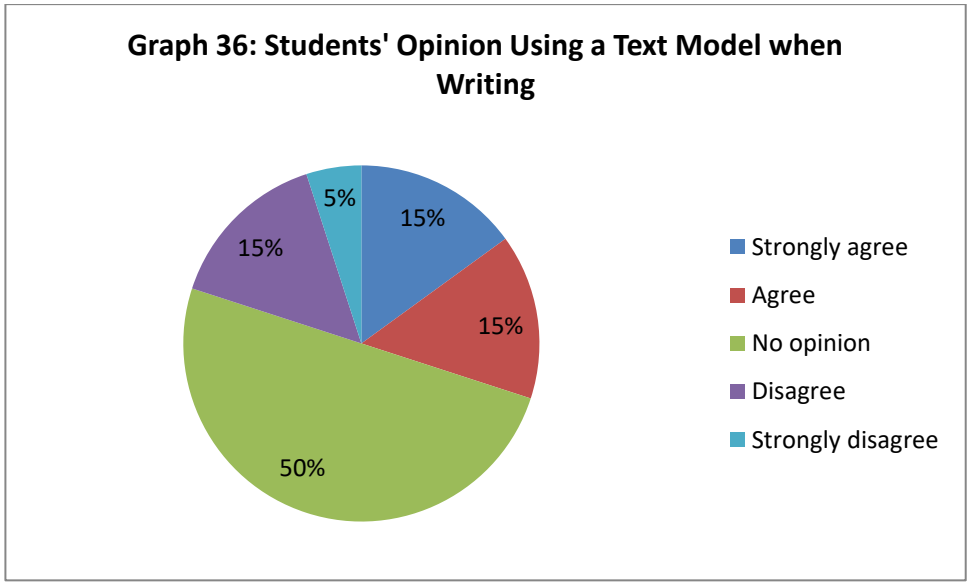


20% of the learners ‘strongly agree’ and 30% of them ‘agree’ that they follow all the stages taught in class. This results contradicts partly those arrived to in the items above. This is one of the shortcomings of using questionnaires to collect data. That is to say, the researcher can face a risk of dishonesty from the part of the participants. However, these steps can be related to other approaches to writing (see section 1 for more details). 23%, on the contrary, ‘strongly disagree’ and 17% ‘disagree’. That is, they do not follow the steps of process writing dealt with in class. The remaining 10% have no opinion; that is, they do not know whether they follow the writing process or not.

Item22: According to me, it is better to rely on a text model when writing

Students’ answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	15%	15%	50%	15%	5%

Table n°40: Students’ Opinion toward Using a Text Model when Writing



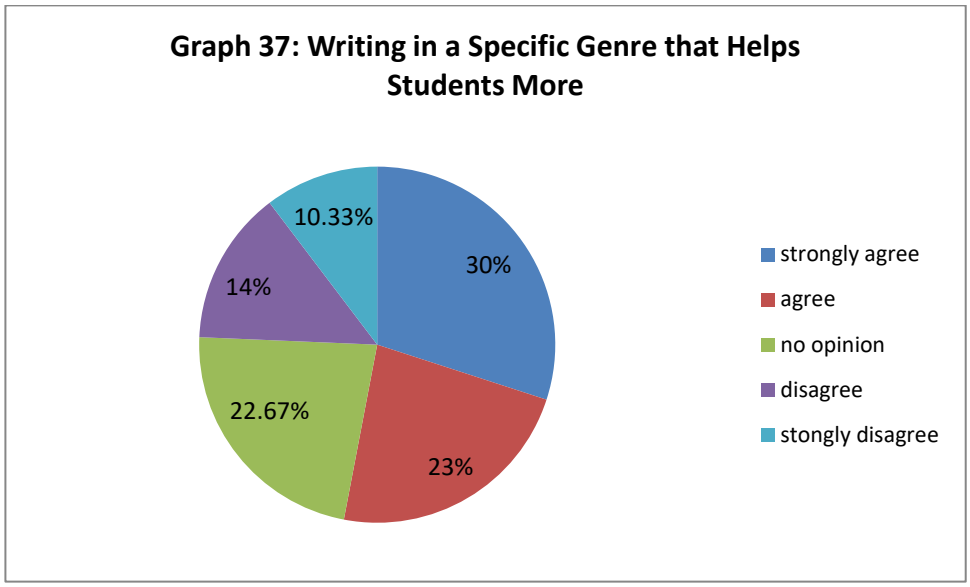
50% of the learners provided no answer to this item. Hence, they have no opinion. In other words, they are aware neither of the benefits nor of the drawbacks of using text models in writing sessions. 15% ‘strongly agree’ and 15% ‘agree’ that it is helpful to use texts as

models to assist their writing. While 5% ‘strongly disagree’ and 15% ‘disagree’; that is they do not believe that relying of texts in class is useful to their written productions.

Item23: Writing in a specific genre that helps me more

Students’ answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	30%	23%	22.67	14%	10.33%

Table n°41: Writing in a Specific Genre that Helps Students More

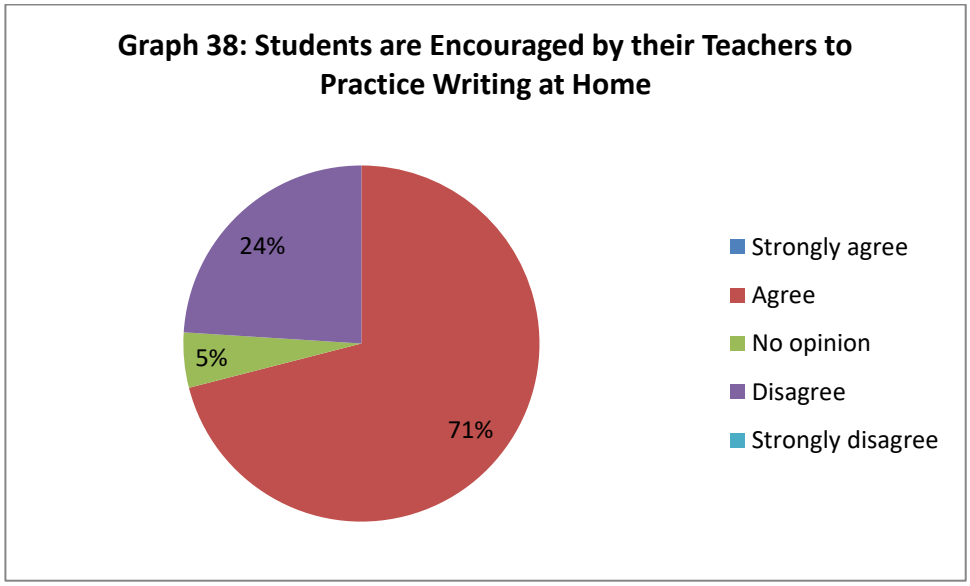


30% of the students ‘strongly agree’ and 23% ‘agree’ on the fact that writing within a given genre helps them to produce a better piece. 22.67% have ‘no opinion’ regarding item n°23, maybe because they do not have the habit to write within certain genres.10.33% ‘strongly disagree’ and 14% ‘disagree’ on the fact that writing within a particular genre can be helpful. Consequently, many students are not aware of the advantageous side of genre writing thus it does not matter.

Item24: My teacher encourages me to practice my writing at home

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	0%	71%	5%	24%	0%

Table n°42: Students are Encouraged by their Teachers to Practice Writing at Home

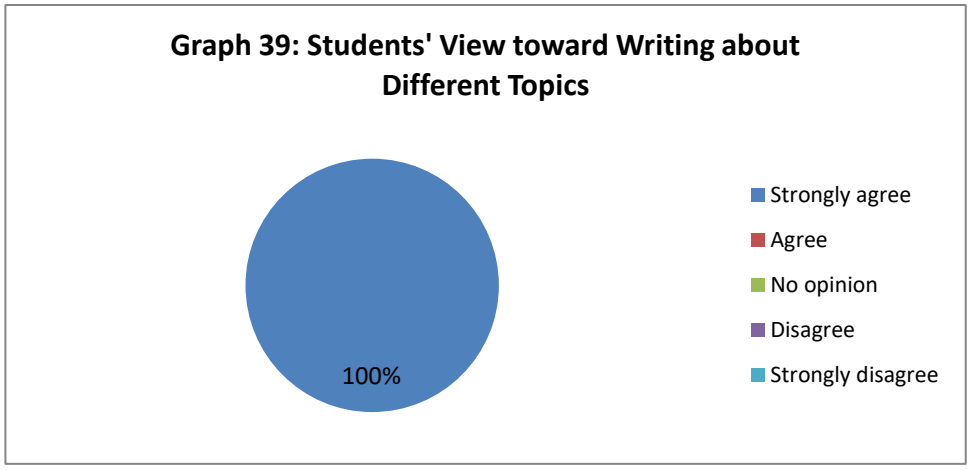


The majority of the participants (71%) clearly claim that their teachers encourage them to write outside the classroom. Since the time allocated to the teaching of writing is not sufficient, the teachers ask their learners to write at home by assigning works and encouraging them to write as much as possible. However, 24% of them assert the opposite that their teachers do not encourage them to write outside the walls of the class and 5% have no opinion.

Item25: Writing about different topics is important to develop my writing skills

Students' answers	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Percentages	100%	0%	0%	0%	0%

Table n°43: Students' Views toward Writing about Different Topics



All the students (100%) assume that writing about different topics is important to develop their writing skills. Accordingly, they are aware of the role of different genres in providing a rich input that would help them to produce a better output.

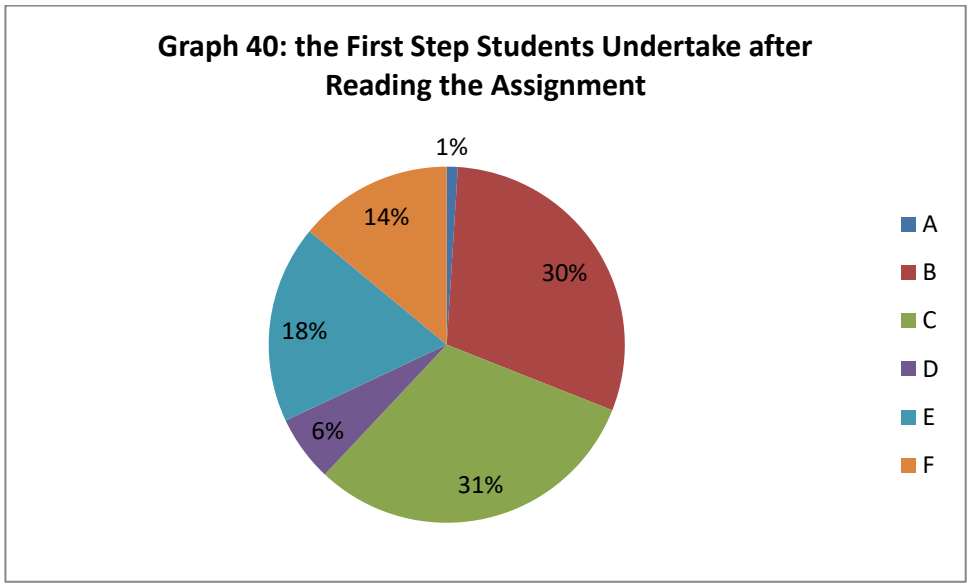
2.2.Part 2: Writing Strategies

The second part of the questionnaire "writing strategies" encompasses five questions. The first one deals with the first step students undertake after reading the assignment; hence a number of alternatives is provided to them with an opportunity to add any other ones. The second question appeals to students' perceptions regarding the importance given to elements of writing such as: content organization, vocabulary, grammar, the reader, the context.... an opportunity to supply further elements of writing is made available. The third question asks students to classify the steps of writing according to their difficulty (eg. Generating ideas, editing, considering the genre...). Questions 4 and 5 search students' perceptions towards the time allotted to the "written expression" module in the third year level.

Question 2: asks the students about what they do after reading the assignment. A list of alternatives is provided to them.

Alternatives	A	B	C	D	E	F
Percentages	1%	30%	31%	6%	18%	14%

Table n°44: the First Step Students Undertake after Reading the Assignment



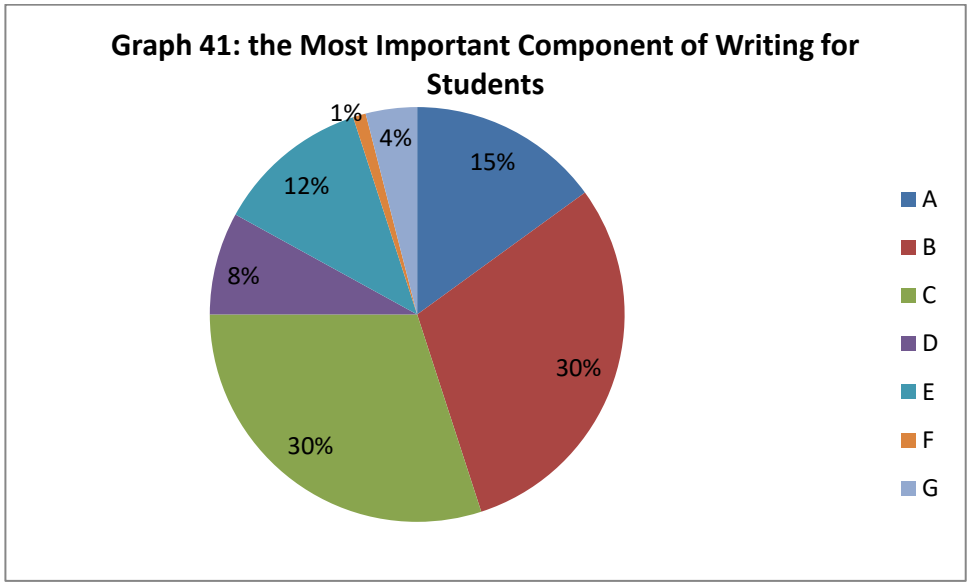
1% of the population starts immediately writing (A); 30% take a moment to measure the topic understanding (B); 31% take a moment and think about what to include (C); 6% take an outline as the first writing draft (D); 18% write down ideas and order them according to their chronology and importance (E) and 14% think about the structure of the essay (F). Consequently, the majority of the students take time to think about the topic and the information to include. This result confirms those obtained above, that the students take time to get familiar with the topic and think about what to include.

Some students added other alternatives such as "*to choose a thesis statement"* since this is an essential part of the essay; "*to pick up other ideas in another essay of the same topic"* especially when the learners do not have enough background about the topic. Hence, using model texts and inspiring from them is helpful for learners.

Question 3: asks the participants to select the components they believe are more important

Alternatives	A	B	C	D	E	F	G
Percentages	15%	30%	30%	8%	12%	1%	4%

Table n°45: the Most Important Component of Writing for Students



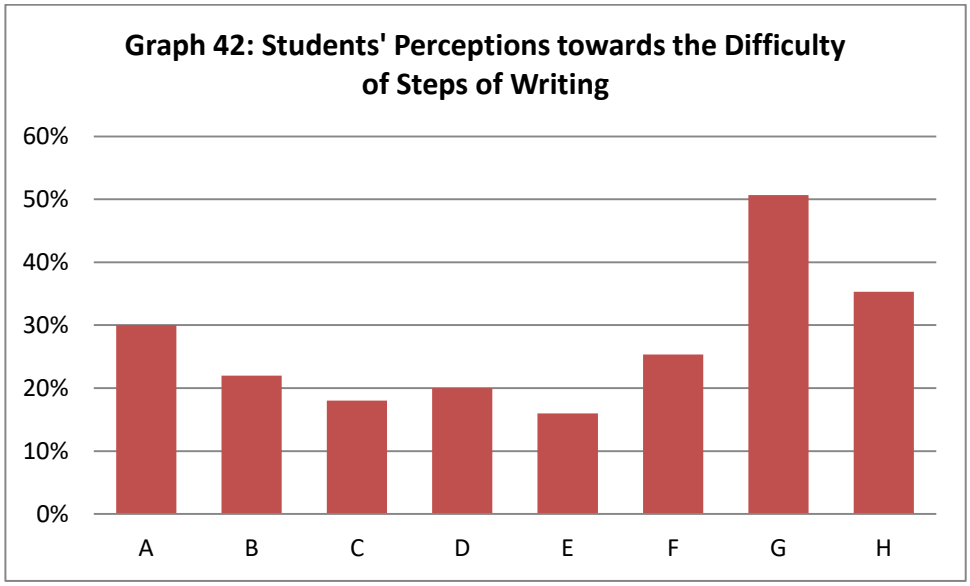
The respondents differ largely in the importance they give to writing elements. Thus, 15% of them opt for *content organization* (A), 30% opt for *vocabulary* (B), *and grammar* (C) is privileged by 30% of the respondents, *punctuation* (D) by 8%, *spelling* (E) by 12%. However, *the reader of your piece of writing* (F) 1% and *the context/theme in which you write* (G) 4% are not given much importance by the learners though they constitute a basis for good writing.

Question 4: asks the students to classify the steps of process writing according to their perceived difficulty. Number 1 corresponds to the most difficult item and number 8 corresponds to the least difficult according to students' beliefs and perceptions.

Steps	Number of answers	Percentage
A. Considering the genre	45/150	30%
B. Identifying the purpose	33/150	22%
C. Identifying the reader	27/150	18%

D. Generating ideas	30/150	20%
E. Writing initial drafts	24/150	16%
F. Joining ideasRevising	39/150	25.33%
G. Revising	77/150	50.66%
H. Editing	53/150	35.33%

Table n°46: Students' Perceptions towards the Difficulty of Steps of Writing



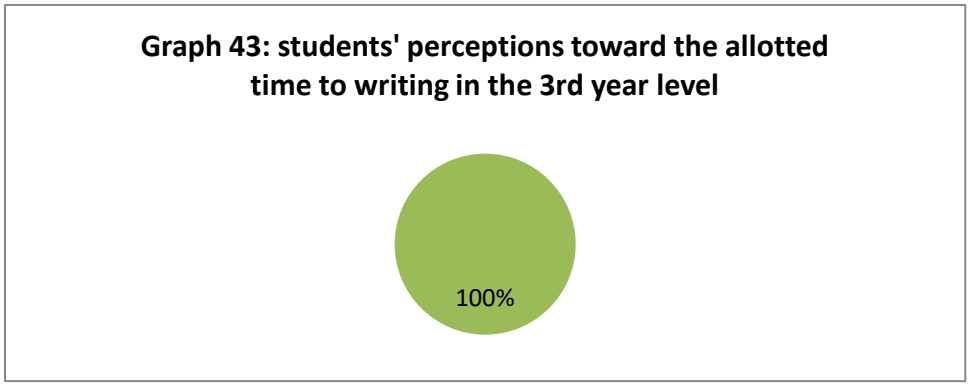
The respondents provided various answers and classified the writing steps in different ways. As the students provided different classifications, we selected the high rate for each step. Consequently, after the analysis of the results, we arrived to a consensus and classified the steps as follows:

1. ***Considering the genre***
2. ***Identifying the purpose***
3. ***Identifying the reader***
4. ***Generating ideas***
5. ***Writing initial drafts***
6. ***Joining ideas***
7. ***Revising***
8. ***Editing***

Therefore, 30% of the students rate the text genre as the most difficult step to consider while writing. Then, comes the identification of the purpose (22%); that is 3rd year learners find difficulties in identifying the purpose of their essays, a pivotal element in essay writing

success. The reader comes in the third position with the percentage of 18%. Generating ideas follows the classification with 20% of the population. After that, writing initial drafts with 16% as number 5 then comes joining ideas (25.33%), revising (50.66%) and finally editing (35.33%). Accordingly, the major difficulties the 3rd students of English face are mainly the *genre*, *purpose* and *reader identification*, as well as *generating ideas*. Conversely, they perceive *writing initial draft, joining ideas, revising and editing* as not so much demanding thus do not find a lot of hindrances in performing them.

Question n°5: do you think that the time allotted to teach/learn writing to 3rd year level is sufficient



All of the respondents (100%) think that the time allocated for the written expression module is not sufficient. They assert that they need more practice and time to develop their writing skills.

2.3.Part 3: Further Suggestions

The third and last part "further suggestions" requires from the respondents to bring their comments and suggestions concerning the teaching and learning of the writing skill.

The respondents, as in the pre-course questionnaire, provided diverse suggestions regarding the teaching of the writing skill and its improvement. Hence, they consider that the writing time schedule should be expanded, thus practice and train more as well as teacher

feedback and peer corrections. The learners also suggest changing their role to an active one and giving a primary position to writing as an essential language component. They also should listen and regularly read inside and outside the classroom in order to develop their imagination and creativity as well as writing in collaboration. Moreover, they also suggest choosing their own topics of interest and need that call for their imagination and creativity, and keeping diaries. Finally, they assume that adopting various writing styles and using various writing strategies would help them develop a writing habit.

3. Teachers' Questionnaire

The questionnaire was handed to teachers in charge of the "written expression" module in the department of English at the university of Bejaia. The number of the participants was twenty. The teacher participants were teaching or already taught the writing skill to third year students of English.

The questionnaire is divided into four parts. Part I: *background information;* part II: *teachers' perceptions about teaching writing;* part III: *teaching writing* has 2 sub-sections:a-syllabus of "written expression" module, b-teaching writing strategies; part IV: *further suggestions*

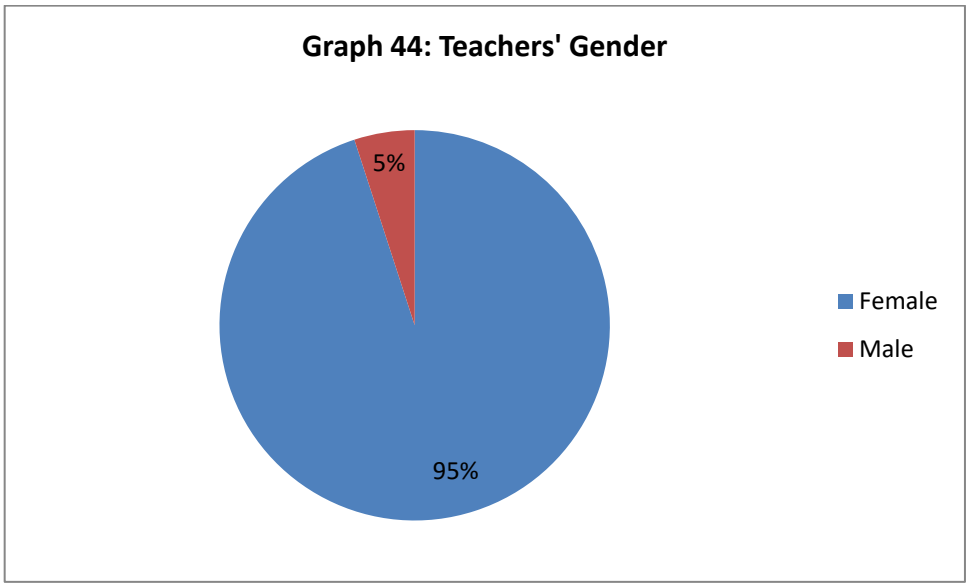
3.1.Part I: Background Information

The first part of the teachers' questionnaire aims to identify the participant-teachers and encompasses five questions. The first four questions investigate teachers' professional information: grade, gender, teaching English experience and teaching writing experience. The fifth question asks the teachers to classify the four language skills (listening, speaking, reading and writing) according to their views and the importance they give to each.

Question n°1: teachers' gender

Gender	Female	Male
Percentage	95%	5%

Table n°47: Teacher's Gender

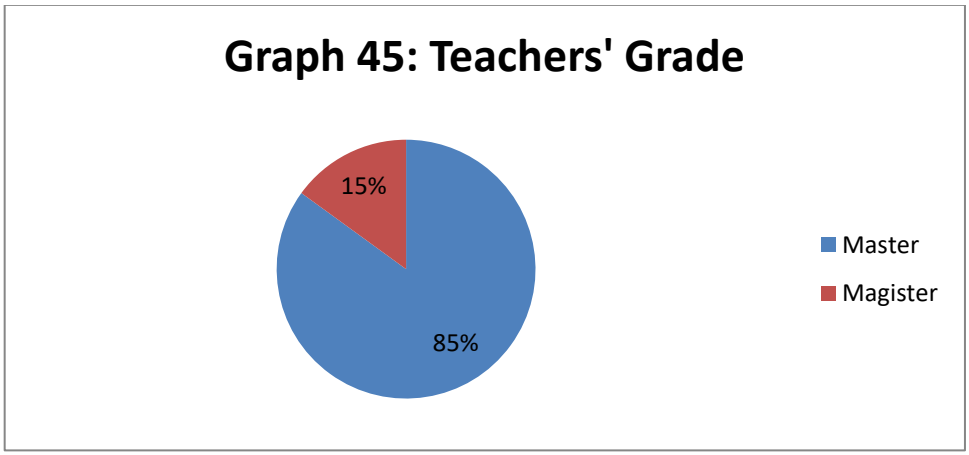


Almost all the respondents are females (95%). There is only one male teacher (5%) of the written expression module in the 3rd year level. This can be explained by the fact that females are more likely to learn foreign languages or by the fact that the number of male teachers in the department of English at the university of Bejaia is very reduced.

Question n°2: teachers' grade

Grade	Master	Magister
Percentage	85%	15%

Table n°48: Teachers' Grade

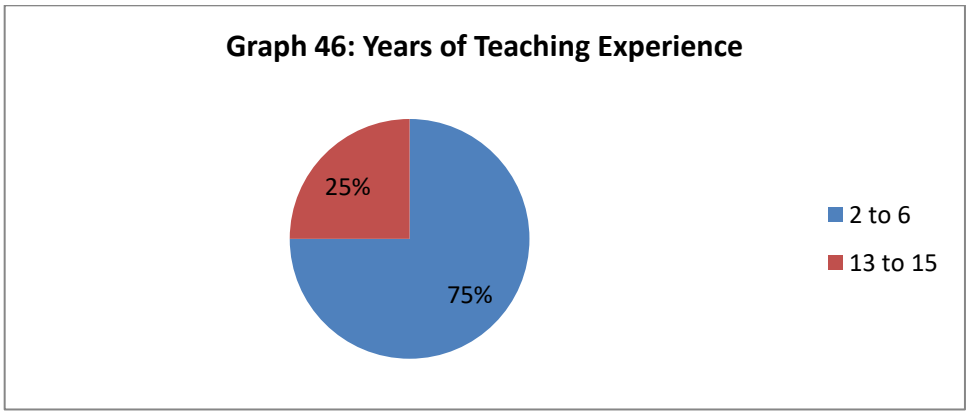


Most of the teachers (85%) in charge of the written expression module for third year students of English at the university of Bejaia possess a master degree and are part-time teachers; whereas only 15% of the respondents are full-time teachers holding a magister degree. In this sense, most of the participants are not trained to teach writing, thus do not have enough background regarding the teaching of the writing skill. In fact, master studies do not provide enough knowledge about the writing skill and its teaching. In other words, most of the teachers are learning to teach the writing skill either from their own research or from inspiration from their teachers of writing.

Question n°3: How long have you been teaching English?

Years	2-6	13-15
Percentages	75%	25%

Table n°49: Years of Teaching Experience

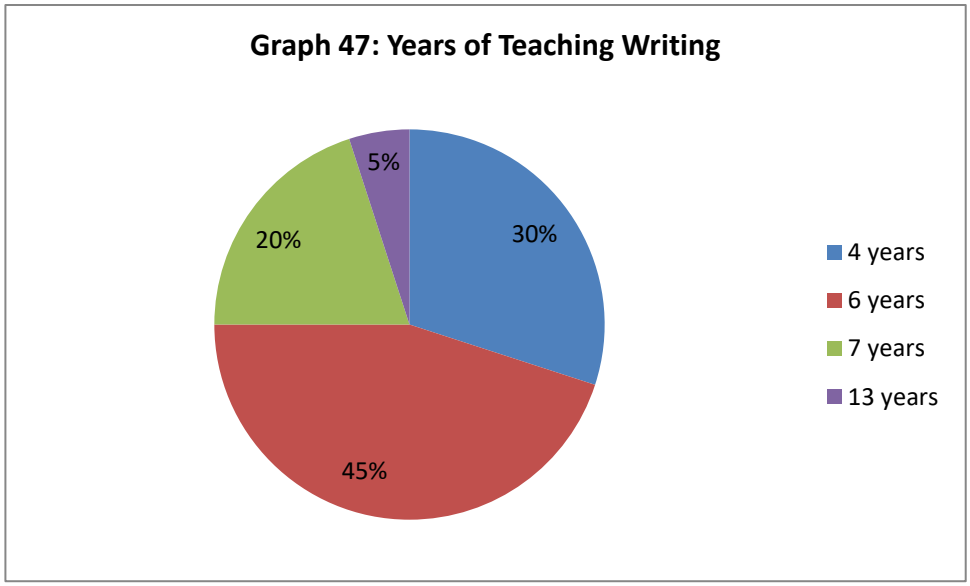


75% of the teachers (part-time teachers) are teaching English for 4 to 6 years. 25% of the respondents are teaching English for 13 to 15 years. Accordingly, most of the participants do not possess sufficient background in teaching, thus they are not experienced instructors.

Question n°4: How long have you been teaching writing to 3rd year students?

Years	4	6	7	13
Percentages	30%	45%	20%	5%

Table n°50: Years of Teaching Writing

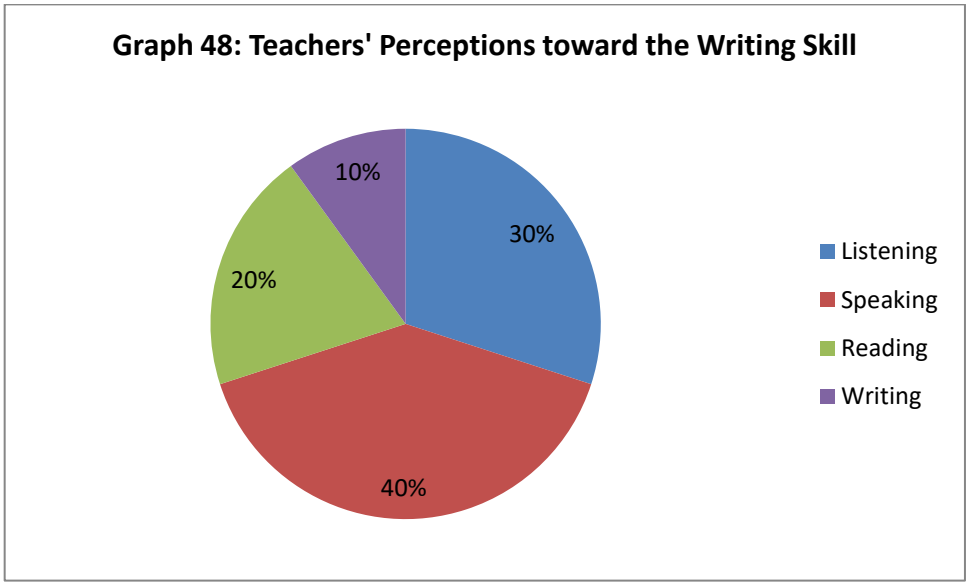


45% of the teachers have taught writing to 3rd year students for 6 years, 20% for 7 years, 5% for 13 years, whereas 30% for 4 years. In this view, most of the respondents did not yet gain sufficient experience in teaching the writing skill.

Question n°5: Classify these skills (speaking, listening, reading, writing) according to the importance you give to each.

Skills	Listening	Speaking	Reading	Writing
Percentage	30%	40%	20%	10%

Table n°51: Teachers' Perceptions toward the Writing Skill



30% of the teachers assumed that listening is the most important skill for EFL learners; whereas 40% classified speaking as the most important. 20% opted for reading as the most essential language skill whereas 10% argued that writing is the most crucial skill in foreign language learning. Accordingly, a significant number of the teachers (90%) of the writing skill do not consider the value of the writing skill. This leads to the conclusion that these teachers do not focus their teaching on developing the students' writing skills. In other words, since they disvalue writing, they would not devote due attention to its teaching.

3.2.Part II: Teachers' Perceptions about Teaching Writing

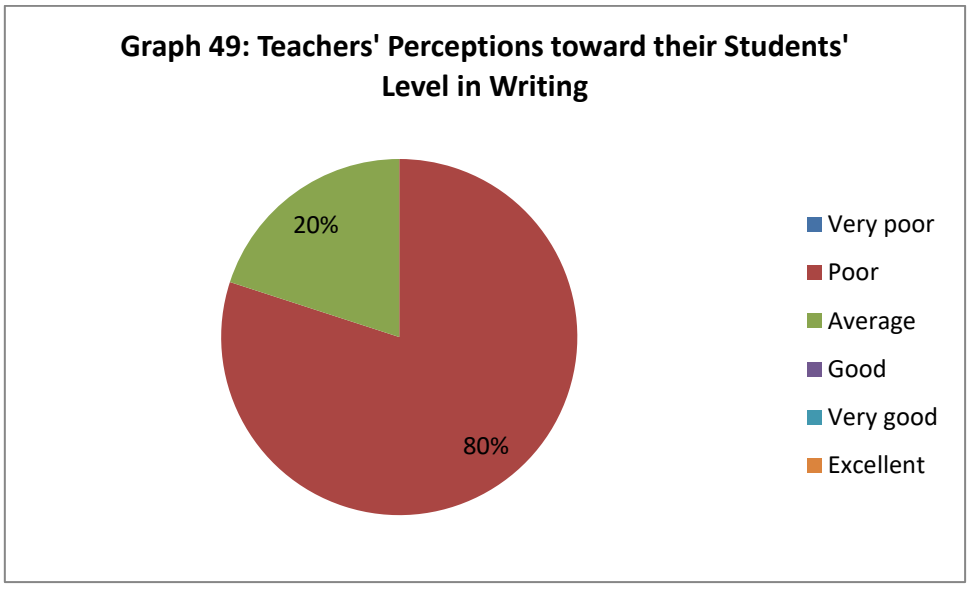
The second part of the teachers' questionnaire includes six questions to which teachers are asked to provide their opinions about students' level in writing, the factors hindering EFL writing development, the genres needed by third year students and the writing skill.

Question n°6: What is your students' level in writing, in general?

(Very poor, poor, average, good, very good, excellent)

Level	Very poor	Poor	Average	Good	Very good	Excellent
Percentage	0%	80%	20%	0%	0%	0%

Table n°52: Teachers' Perceptions toward their Students' Level in Writing



80% of the participants argued that the general level of their students is "poor" whereas 20% of them deemed an "average" level. Accordingly, teachers' appreciation of

3rdyear students' writing ability is unsatisfactory. This result confirms the low scores of the students in the pre-test (diagnostic essay).

Question n°7: According to you, what are the most challenging factors hindering EFL writing?

The teachers' answers are diverse and can be arranged in these headings: *lack of language competence*, *lack of reading*, *the type of tasks* and *students' psychological state*. The language competence includes the mastery of the language aspects such as grammar, vocabulary, punctuation and spelling, coherence and cohesion, sentence structure, genre format and requirements. Besides, students lack reading, thus teachers alleged that if the students read more they would develop their language competence and enrich their vocabulary, thus improve the quality of their writing. The type of the task or assignment also, according to the respondents, hinders EFL writing in terms of difficulty, appropriateness, needs and interests. In other words, the teachers think that when the task is not selected on the basis of the students' level and ability, needs and interests, their writing is more likely to be poor. The psychological state of the learners is linked to fear of negative evaluation, lack of confidence, lack of self-reliance and teacher dependence, apprehension, and anxiety.

Question n°8: According to you, which text genres do 3rd year students need more to foster their skills in essay writing?

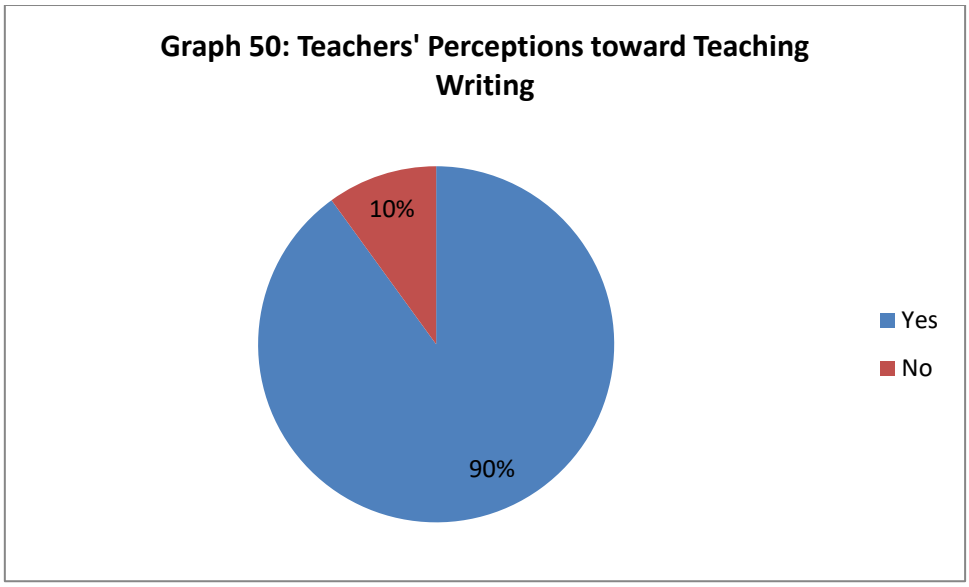
Question n°8 raised vigorous views from the part of the teachers since they not only answered it but also justified their choice. Therefore, they claimed admittedly that all genres are essential to develop essay writing as essays are complex and depend on their functions. Accordingly, they sustained that all genres are interesting, however, they concentrate and stick on those designed in the syllabus (appendix n°1) namely: descriptive, narrative,

argumentative and expository. One of the teacher estimated that *"most importantly argumentative, analytical texts as they'll be required to write a thesis later".*

Question n°9: Do you think that teaching the writing skill is much more demanding than any other skill? **Question n°10:** If yes, please explain the reasons and the requirements. **Question n°11:** If no, what are the strategies you actually adopt to make it feasible in class?

Answer	Yes	No
Percentage	90%	10%

Table n°53: Teachers' Perceptions toward Teaching Writing



Almost all the teachers (90%) think that the teaching of the writing skill is much more demanding than any other skill. However, 10% of them argued with "no", that is writing is not so challenging.

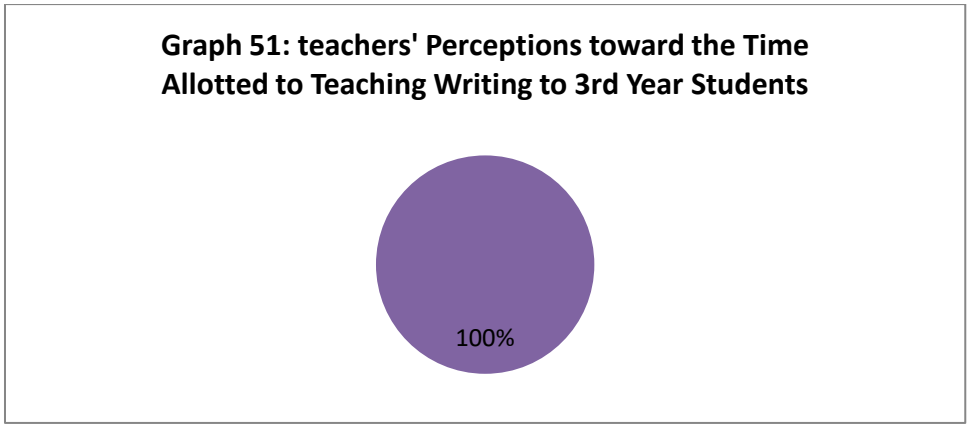
Part III: Teaching Writing

The third part of the teachers' questionnaire is broken up to 2 sub-sections: a-syllabus of "written expression" module which encompasses four questions and b-teaching writing strategies which covers ten questions. The first three questions deal with students' difficulties

in writing from the point of view of the teacher. The questions from four to seven deal with the teaching approaches the teachers adopt/adopted to teach writing. The three remaining questions deal with assignments and genre writing.

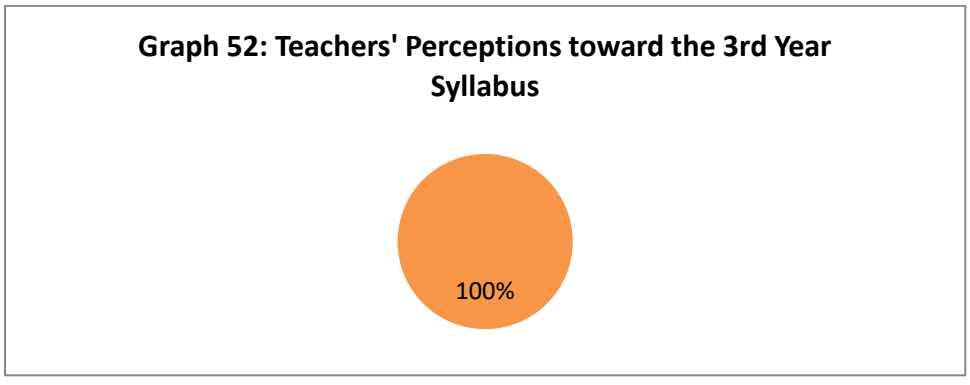
3.3.a. Syllabus of "Written Expression" Module

Questions n°12 & n°13: Is the time allotted to the teaching of writing (1h30 per week) sufficient to develop your students' writing skills? Please, justify your answer in both cases



All the participants (100%) asserted that the time allocated to the teaching of writing to third year students of English is insufficient and does not give the learners the opportunity to practice writing more.

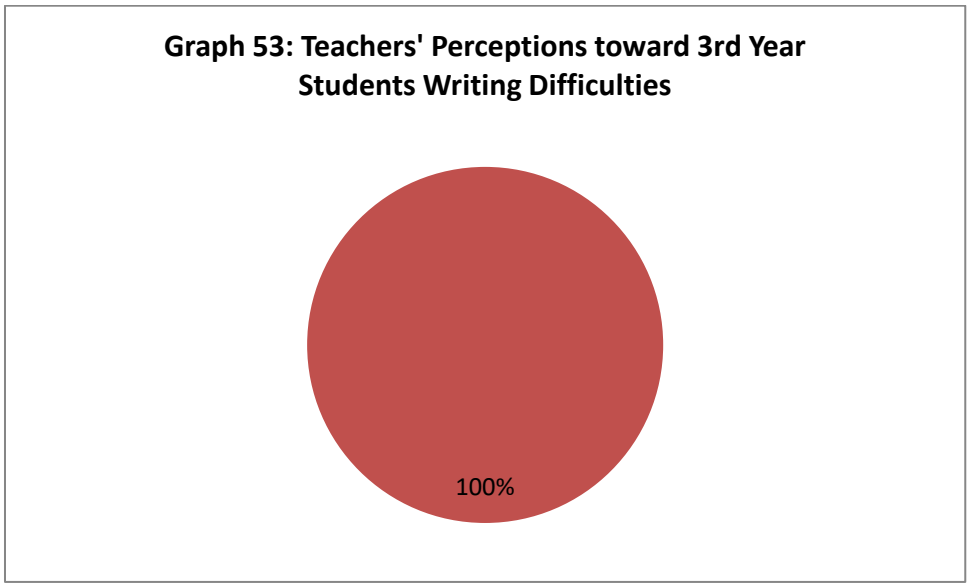
Questionsn°14& n°15: Does the syllabus of the "written expression" module provide any theoretical basis in teaching different genres? If yes, does it provide any guidelines in order to achieve the objectives?



All the participants answered with “no” that the syllabus of the written expression module of the third year level (appendix n°1) does not provide any theoretical basis in teaching different genres and any guidelines in order to achieve the objectives.

3.3.b. Teaching Writing Strategies

Question n°16: Do your students face any difficulties in writing? **Question n°17:** If yes, please list some of them. **Question n°18:** If no, what helps them gain such confidence and level?

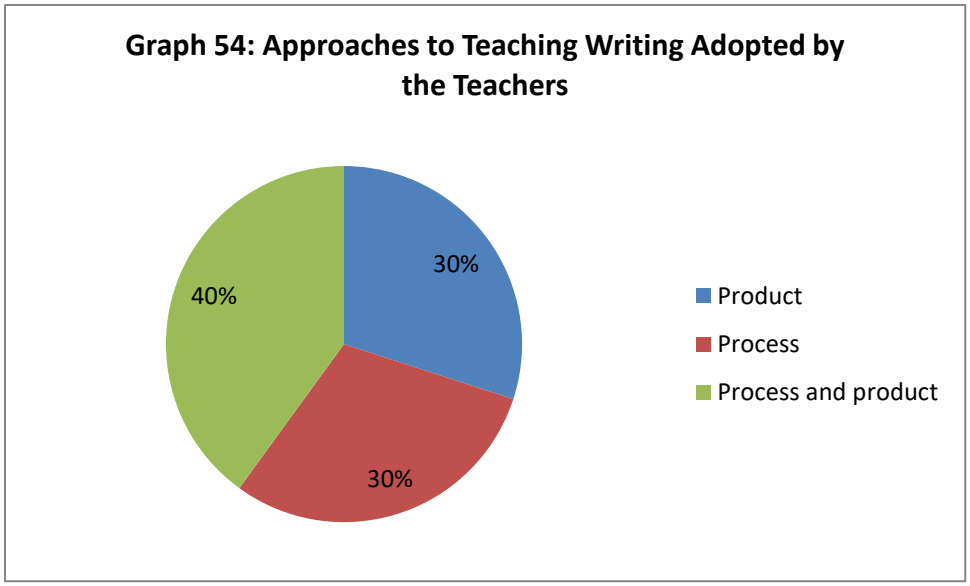


All the participants (100%) asserted that their students face difficulties in writing and justified differently.

Question n°19: Which of the following approaches do you adopt to teach the writing skill to 3rd year EFL learners (*the process approach* (steps followed when writing), *the product approach* (final product), *the genre approach* (genre in which you write), all together).

Approach	Product	Process	Process and product
Percentage	30 %	30%	40%

Table n°54: Approaches to Teaching Writing Adopted by the Teachers



30% claimed that they adopt the product approach, 30% assume a process approach to writing whereas 40% implement process and product approaches to writing. As the results show, none of the teachers applies the genre approach.

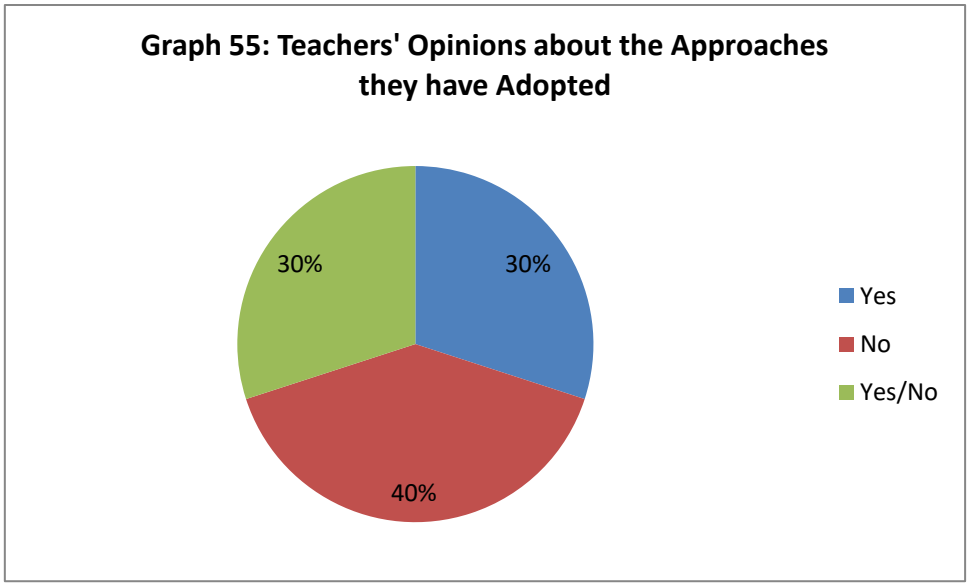
Question n°20: What has motivated your choice as your basis to teach the writing skill?

Only those participants adopting the process approach to writing justified and explained what motivated their choice.The suggestions provided by some of the respondents can be gathered under the following headings: *choice of the*, *further practice*, *reading*, *working in groups* and *writing*.

Question n°21 & n°22: has the approach you relied on brought the expected results? Please, justify your answer

Answer	Yes	No	Yes/No
Percentage	30%	40%	30%

Table n°55: Teachers' Opinions about the Approaches they have Adopted

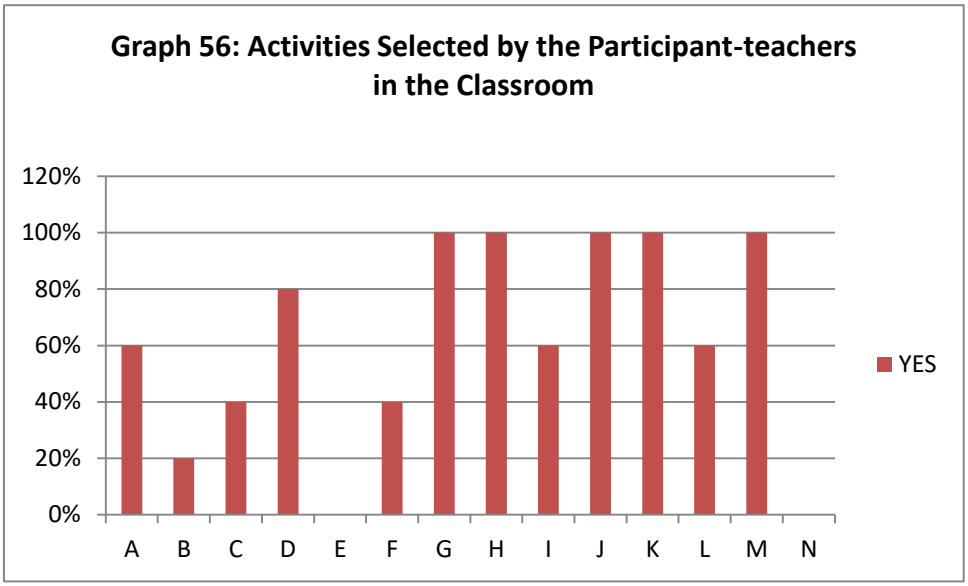


40% of the participants assume that the approach adopted in class did not bring the expected results because learners failed to get in the writing wheel since the results of the learners have not significantly been improved and the writing skills have not been developed. One of them stated that *"students learn first the process of writing, which guides them when they practice. Thus, the final product is more elaborated"*. 30% of the teachers assumed that they have achieved their results and have succeeded in improving students' level in writing. 30% of respondents claimed a "yes" answer that they have achieved positive results but not as have been expected. One of them said *"honestly, at this stage, we cannot claim at this end. The learners are still in need of great reinforcements especially now they are not required to develop and write any of the curriculum, final theses. We have to carry on our efforts until fruits related to personal research are done".* Another teacher added "*not as expected. The learners didn't follow all the steps, take too much time for each stage. Besides, the time allotted is insufficient. The students lacked necessary vocabulary and it was difficult to put them in the context and write about a specific subject".*

Question n°23: Among these activities, which ones do you implement in your writing class?

Activities	Yes	Percentage
A-activating students' previous knowledge	*	60%
B-reading/listening texts	*	20%
C-genre features instruction	*	40%
D-discussion on topic	*	80%
E-sentence building practice	*	0%
F-vocabulary use practice	*	40%
G-planning for writing	*	100%
H-generating ideas and brainstorming	*	100%
I-group/collaborative writing	*	60%
J-independent writing	*	100%
K-revising writing productions	*	100%
L-peer feedback	*	60%
M-teacher feedback	*	100%
N-others, please cite some	*	0%

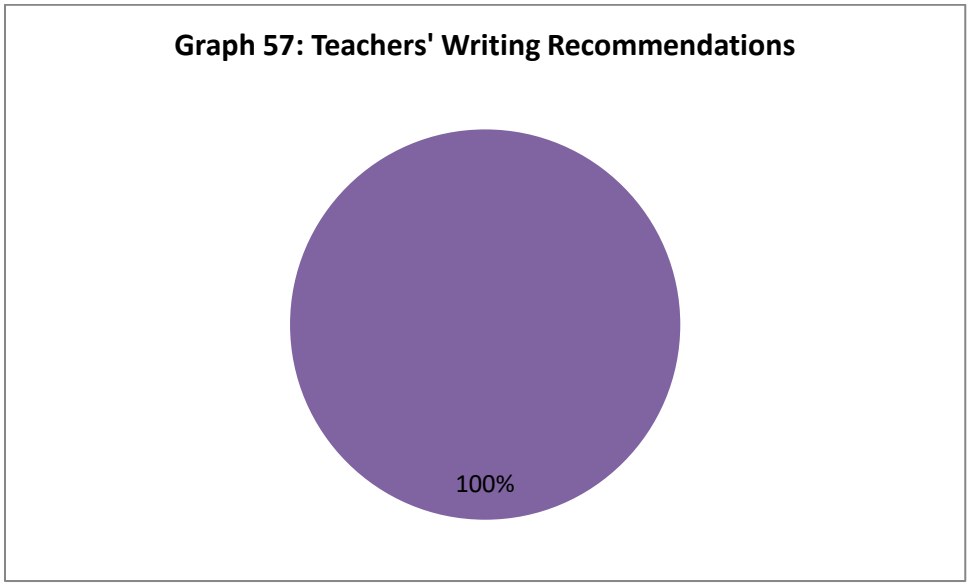
Table n°56: Activities Selected by the Participant-Teachers in the Classroom



The table and graph above highlight the types of activities adopted by the teachers in class. Hence, all the teachers (100%) utilize five activities: G-*planning for writing*, H-*generating ideas and brainstorming*, J-*independent writing*, K-*revising writing productions*, M-*teacher feedback*. 80% of them adopt D-*discussion on topic*. 60% opt for A-*activating students' previous knowledge*, I-*group/collaborative writing* and L-*peer feedback*. 40% of

them use C-*genre* features *instruction* and F-*vocabulary use practice*. 20 % also adopt B-*reading/listening texts* whereas 0 % of select E-*sentence building practice* as part of writing practice.

Question n°24 & n°25: When giving writing assignments to your students, do you recommend them to perform it in a given genre? In both cases, please, justify your answer.



All the teachers (100%) claimed that they assign students to write within the genres treated in class. Though the teachers do not adopt the genre approach and do not teach according to its requirements, they ask their students to perform in the genres selected in the syllabus. In other words, the teachers treat in class the genres of writing included in the syllabus under different approaches to teaching writing (process, product, process and product).

3.3.Part IV: Further Suggestions

The last part of the teachers' questionnaire gives the respondents the opportunity for further suggestions and comments on teaching writing to 3rd year students of English. It encompasses one question.

Question n°26: In the space below, please feel free to add any comments or suggestions concerning "developing learner ability in writing essays"

The suggestions are analyzed under these headings: *Reading; Practice in writing; Use of technology; Collaborative learning; Diversification in genres; Students' writing needs; Diversification in tasks and activities; Provide students with writing/text models.*

Conclusion

This section dealt with the data interpretation and analysis related to three questionnaires: the pre-course questionnaire, the students' questionnaire and the teachers' questionnaire collected before the experiment. The next section will discuss the interpretation of the results obtained from the assessment of the students' essays during the intervention programme and the students' post-questionnaire handed after the experiment.

Section 2: Data Analysis and Interpretation of Students' Essays and Post-Questionnaire

Introduction

The second section of the data analysis and interpretation chapter is devoted to the interpretation of the results obtained from the students' essays during the intervention programme and the students' post-questionnaire after the experiment.

1. Students' Essays

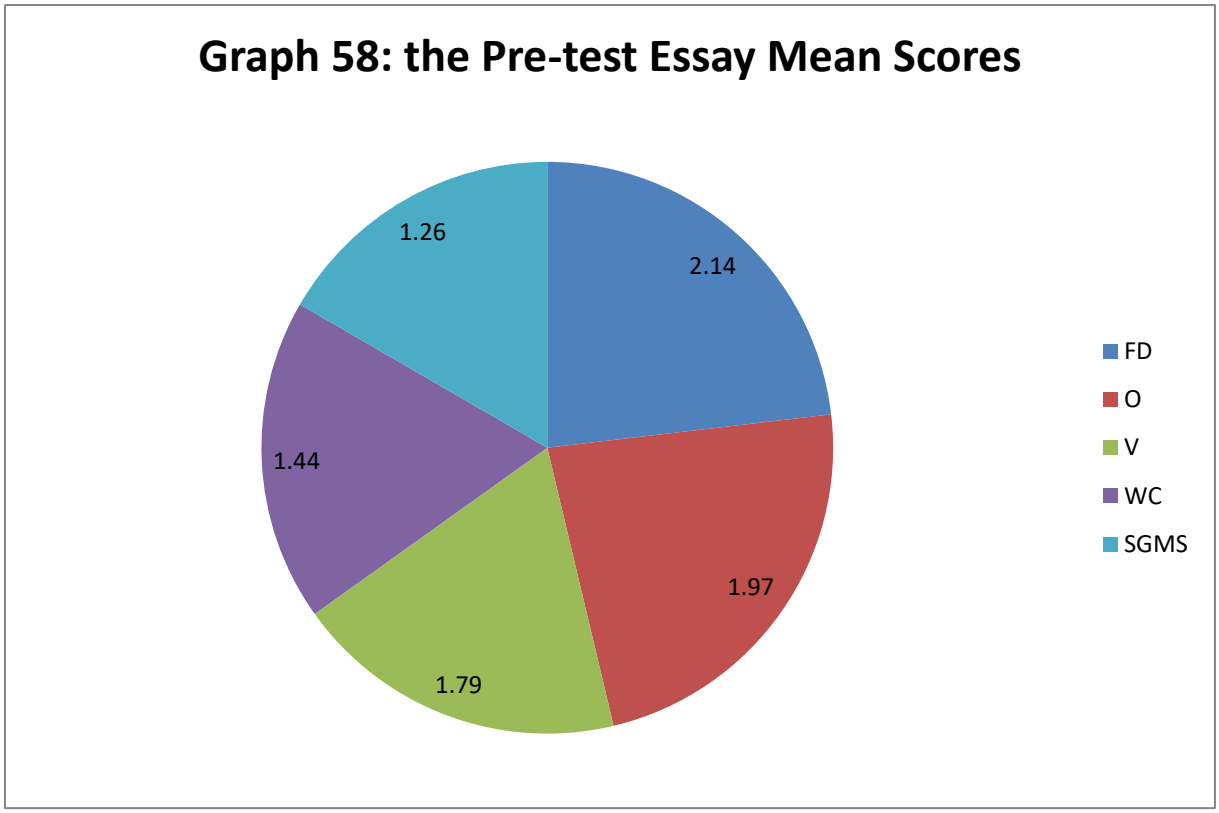
Introduction

The findings from the assessment of the students' essays are interpreted and translated in this section. The results are analyzed quantitavely and qualitatively and the mean scores of the whole essay as well as those of each attribute of writing are shown in tables and graphs.

1.1.The Pre-Test-Essay (the Diagnostic Essay)

Essay number / Features of writing	Pre-test essay
Focus and Details mean score /4	2.14
Organization mean score /4	1.97
Voice mean score /4	1.79
Word Choice mean score /4	1.44
Sentence Structure, Grammar, mechanics, and Spelling mean score /4	1.26
Whole class mean score /20	8.61

Table n°57: the Pre-Test Essay Mean Scores



1.1.1. The Holistic Scoring

The results obtained from the first essay show clearly low scores (appendix n°9). They confirmed students' difficulty in writing their essays, though the topic treated was free. That is to say, the teacher asked her learners to write an essay on a free topic. In other words, despite the fact that the participants chose a topic on their own-on the basis of their interests or preferences-they did not succeed to write a well-organized and correct essay.

22 of the participants obtained a score less than 10 out of 20, whereas only 12 of them scored between 10 and 12. In other words, 2 out of 3 students got a low score. Consequently, as a general appreciation, the student-participants showed a serious deficiency in writing an essay in general. They have a lack in both structure and content. The mean score of the whole classroom is 8.61 out of 20. This is very low for the third year level.

1.1.2. The Analytic Scoring

Almost all students scored low in the first feature-focus and details (appendix n°9). This means that the learners did not achieve their objective in making their topic clear and their ideas understandable as they did not support the main idea with sufficient and clear details. Therefore, 21 students got 2 out of 4, 4 participants scored the lowest mark (1 out of 4), while only 9 achieved 3 out of 4 since they showed clear ideas and supported the main idea of their essays. The mean score for the whole group is 2.14 out of 4.

21 of the participants obtained an average of 2 out of 4 in the "organization" feature (appendix n°9) while 7 of them scored 1 out of 4, thus they did not state clear introduction, structure and/or conclusion. However, there are 6 students who obtained a good mark that is 3 out of 4. That is to say, they achieved to organize their essays so as to make the reader understands the different parts. The mean score of the whole class is 1.97 out of 4.

For the third feature (appendix n°9), 25 students scored 2 out of 4. That is the purpose of the students is somehow clear and there is evidence of attention to audience. However, the students' knowledge and/or experience with the topic is/are limited. Only one of the participants has got 3 out of 4, that is, the student' knowledge and/or experience with the topic is/are evident. Whereas, 8 of the participants held 1 out of 4, that is to say, they did not set clearly their purpose and that they did not have enough knowledge about the topic they have selected. The mean score of the whole class is 1.79 out of 4.

The word choice results (appendix n°9) show that all the students lack necessary vocabulary to write an essay. Though the topic was selected by the students, they still did not have enough awareness or familiarity about it. One of the students obtained 1 out of 4, 25 of them scored 2 out of 4, whereas, 8 participants obtained 1 out of 4. The mean score is 1.44 out of 4.

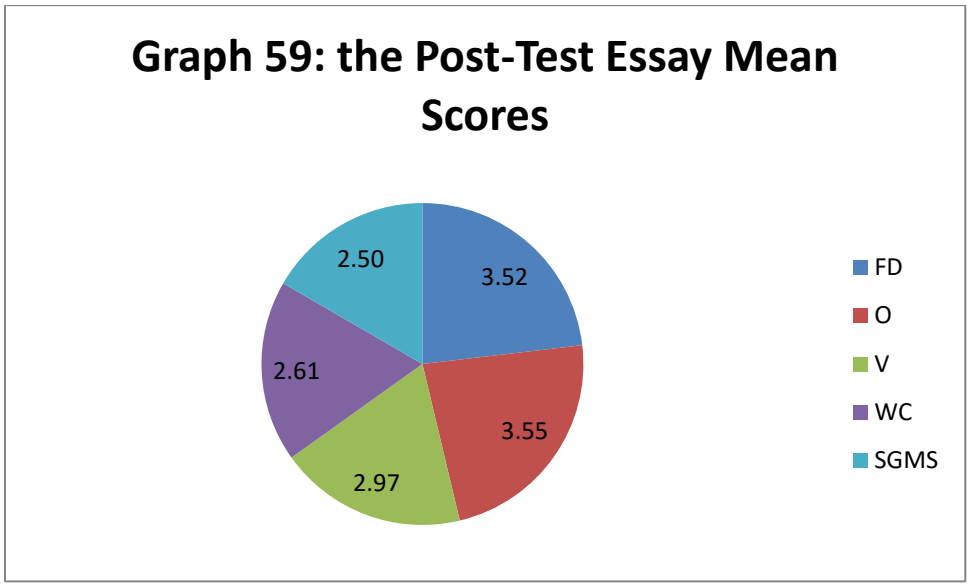
For the last feature-sentence structure, grammar, mechanics, and spelling (appendix n°9) 25 students scored 1 out of 4 whereas 9 of them scored 2 out of 4. Consequently, the participants demonstrated serious problems in grammar and spelling as well as in understanding. The mean score of the whole class is 1.26 out of 4.

The detailed mean scores of each feature taken into account by the researcher show that the general level of the participants is less than the average.

1.2.The Post-Test Essay

Essay number / Features of writing	Post-test essay
Focus and Details mean score /4	3.52
Organization mean score /4	3.55
Voice mean score /4	2.97
Word Choice mean score /4	2.61
Sentence Structure, Grammar, mechanics, and Spelling mean score /4	2.50
Whole class mean score /20	15.20

Table n°58: the Post-Test Essay Mean Scores



1.2.1. The Holistic Scoring

After the experiment, the researcher asked the participants to write an essay on a free topic, in order to evaluate any progress after studying under the process-genre model. The researcher opted for a free topic because, on the one hand, students feel motivated to write and make decisions on what they want; on the other hand, to give them the opportunity to write about a topic in which they have more knowledge. The researcher assumed that if she chooses the topic, the students could fall in an unknown subject hence reduce objective evaluation results.

The results achieved by the participants in the last essay-after the intervention programme under the process genre model-are amazing and extraordinary positive (appendix n°9). They showed a remarkable improvement in the students' abilities. The students showed progress in essay writing in general. The mean score of the whole class increased to 15.20 out of 20.

1.2.2. The Analytic Scoring

The students showed progress in the five features of writing taken into account by the researcher in the intervention programme.

The "focus and details" feature (appendix n°9) scored between 3 and 4 out of 4. That is to say, there is one clear, well-focused topic. The main ideas are clear and well-supported by detailed and accurate information. The mean score of the whole class regarding the "focus and details" feature is increased to 3.52 out of 4.

The "organization" feature (appendix n°9) also scored between 3 and 4 out of 4. In other words, students' essays contain an introduction which is inviting, and that states the main topic, and provides an overview of the paper. The information provided is relevant and

presented in a logical order (4/4). The conclusion is included and is strong. In this sense, the student-participants succeeded to grasp the essay structure depending on the genre and to produce an essay on the basis of such features. The mean score of the whole class regarding the "organization" feature is increased to 3.55 out of 4.

The participants also scored 3 out of 4 for the third feature-voice (appendix n°9). Therefore, the purpose of their writing is somewhat clear, and there is some evidence of attention to the audience. In other words, the students obviously took into consideration their audience, thus selected the appropriate register, and type of language (formal/informal...). The students' knowledge and/or experience with the topic is/are evident. However, there is one student who obtained 2 out of 4 in the "voice" feature. Accordingly, his/her knowledge and/or experience with the topic is/are still limited. The mean score of the whole class regarding the "voice" feature is increased to 2.97 out of 4.

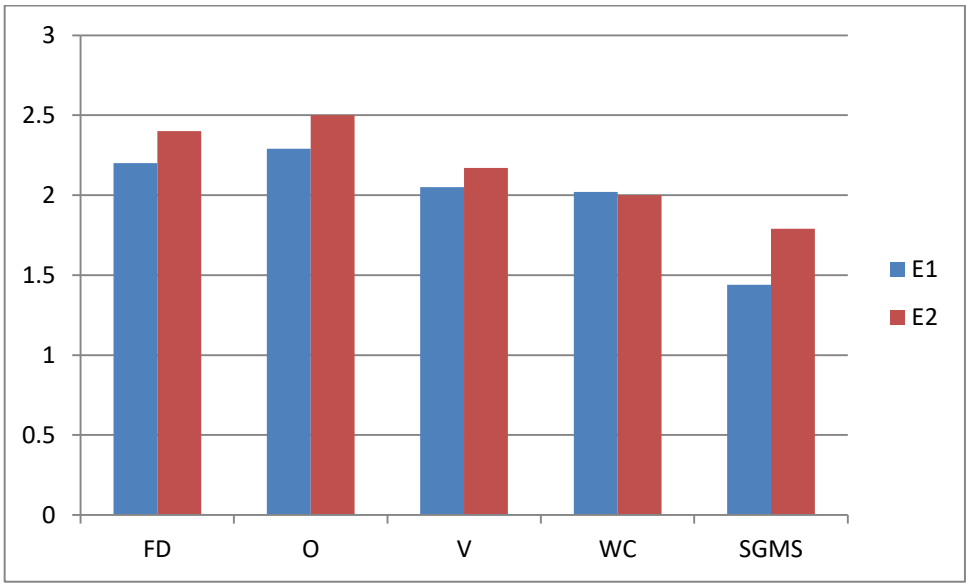
The post-test essay also showed progress in the "word choice" feature (appendix n°9) since the students improved their use of vocabulary from 1/2 out of 4 to 2/3 out of 4. This can be due to the fact that in the intervention programme, the teacher adopted model texts for teaching each genre. That is, reading is a strong tool to learn vocabulary. The mean score of the whole class regarding the "word choice" feature is increased to 2.61 out of 4.

The students also showed improvement in the use of sentence structure, grammar, mechanics, and correct spelling (appendix n°9). The scores increased from 1/2 out of 4 to 2/3 out of 4. This is a significant progress. This can be due to the fact that the teacher addressed this feature for each genre; therefore, the students became acquainted with the different structures and grammar rules in addition to reading selections. The mean score of the whole class regarding the "Sentence Structure, Grammar, mechanics, and Spelling mean score" feature is increased to 2.50 out of 4.

1.3.Comparison of the Results Obtained from the Diagnostic and the Last Essays

Essay number / Features of writing	Pre-test essay	Post-test essay
Focus and Details mean score /4	2.14	3.52
Organization mean score /4	1.97	3.55
Voice mean score /4	1.79	2.97
Word Choice mean score /4	1.44	2.61
Sentence Structure, Grammar, mechanics, and Spelling mean score /4	1.26	2.50
Whole class mean score /20	8.61	15.20

Table n°59: The Difference in the Mean Scores of the Pre- and Post- Test Essays



Graph 60: the Difference in the Mean Scores of the Pre- and Post- Test Essays.

The mean score of the whole class increased from 8.61 out of 20 in the diagnostic test to 15.20 out of 20 in the post-test essay (appendix n°9). This is really a significant progress. The "focus and details" feature increased from 2.14 out of 4 in the pre-test essay to 3.52 out of 4. The "organization" feature increased from 1.97 out of 4 to 3.55 out of 4. The "voice" feature increased from 1.79 out of 4 to 2.97 out of 4. The "word choice" feature increased from 1.44 out of 4 to 2.61 out of 4. The "sentence structure, grammar, mechanics, and

spelling" also increased from 1.26 out of 4 to 2.50 out of 4. Accordingly, the students revealed a noticeable development in essay writing.

Consequently, the progress is clear and evident. This highlights the difference and the improvement in the mean scores of the different elements dealt with in this research. Hence, the correlation shows that the post-test essay mean scores are much higher than the mean scores of the pre-test essay.

1.4.The Intervention Programme Essay Results

The order of the genres dealt with in the intervention programme is not pre-selected. It is done in a random way. In other words, there is no specific purpose in teaching one genre before the others.

1.4.1. The First Essay (Expository Genre)

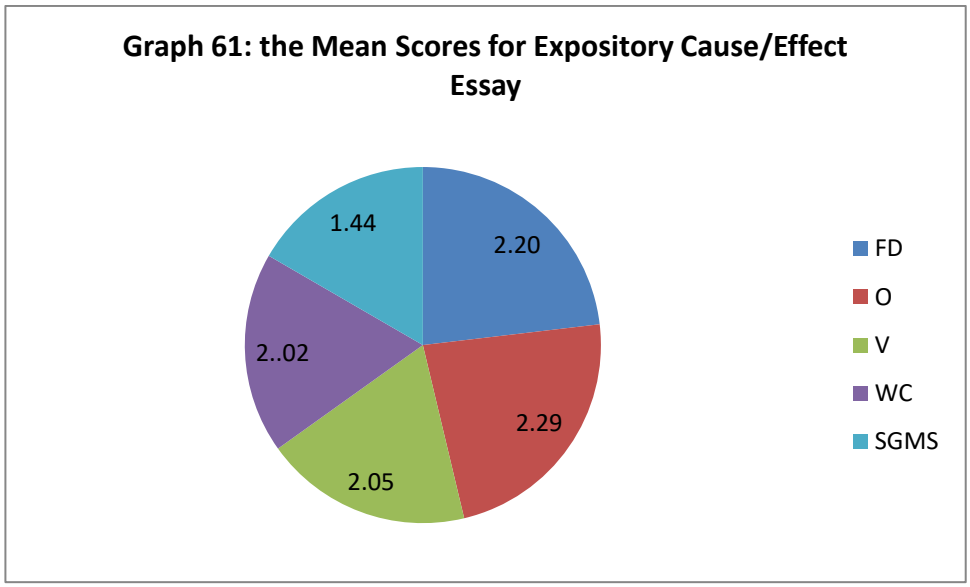
The expository essay was the first genre dealt with in the intervention programme under the process-genre model. The expository genre encompasses many types such as cause-effect, definition, classification, process, definition, compare/contrast.... However, the experiment was emphasized on the cause/effect type regarding students' request. The students stated clearly their wish to focus on cause/effect type since, they argued, they have difficulties to deal with this type. The results showed a progress in all the features and for all the students (appendix n°10).

1.4.1.1.The Holistic Scoring

Essay number / **Features of writing**	**1-expository: cause/effect genre**
Focus and Details mean score /4	2.20
Organization mean score /4	2.29
Voice mean score /4	2.05
Word Choice mean score /4	2.02
Sentence Structure, Grammar, mechanics,	1.44

and Spelling mean score /4	
Whole class mean score /20	10.02

Table n°60: the Mean Scores for Expository Cause/Effect Essay



The mean score of the whole class is 10.02 out of 20. Hence, there is an improvement from the pre-test essay.

1.4.1.2.The Analytic Scoring

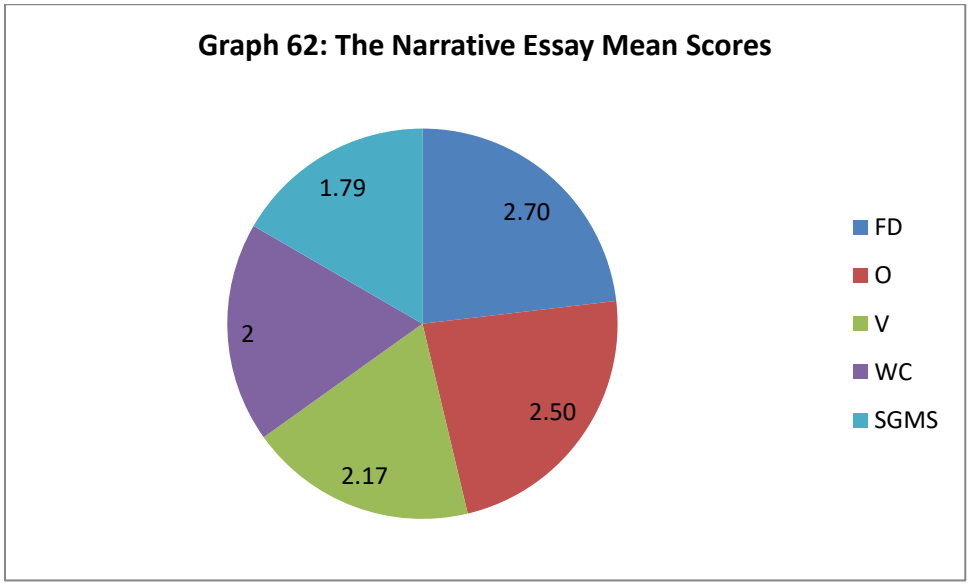
The mean score of the "focus and details" feature of writing is 2.20 out of 4. The mean score of the "organization" component of writing is 2.29 out of 4. The mean score of the "voice" feature of writing is 2.05 out of 4. The mean score of the "word choice" feature is 1.44 out of 4. The mean score of the "Sentence Structure, Grammar, mechanics, and Spelling mean score" element of writing is 1.44 out of 4.

1.4.2. The Second Essay (Narrative Genre)

The narrative essay was the second essay dealt with in the intervention programme. The essay analysis and achievement took more time than it should. The results showed a progress in all the features and for all the students (appendix n°11).

Essay number / Features of writing	2-narrativegenre
Focus and Details mean score /4	2.70
Organization mean score /4	2.50
Voice mean score /4	2.17
Word Choice mean score /4	2
Sentence Structure, Grammar, mechanics, and Spelling mean score /4	1.79
Whole class mean score /20	11.17

Table n°61: The Narrative Essay Mean Scores



1.4.2.1.The Holistic Scoring

The mean score of the whole group for the second essay is 11.17 out of 20 (appendix n°11). That is more than 10.02 out of 20 for the first essay performed under experiment. In other words, there is a noticeable progress from the first to the second essay. Accordingly, it seems clear that the participants' writing gets steps forward. Then, comparing the results obtained in the pre-test essay and essay n° 2, the difference is worthily noticeable.

1.4.2.2.The Analytic Scoring

Each feature dealt with in the essay scoring rubric showed an improvement in the results. Thus, the results highlighted progress in the mean scores of the different features of writing dealt with in the correction.

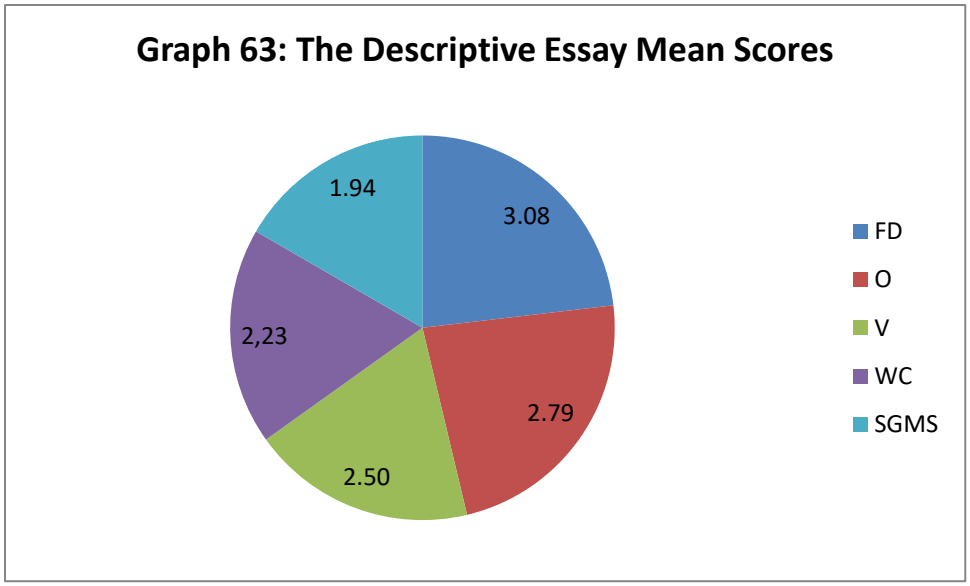
The “focus and details” mean score in essay n°2 in 2.70 out of 4 (appendix n°11). This is better than in essay n°1 (2.20 out of 4). The “organization” mean score for essay n°2 is 2.50 out of 4 (appendix n°11). This is also better than for essay n°1 (2.29 out of 4). For the “voice” feature, the improvement is also clear. It is 2.17 out of 4 while for essay n°1; it is 2.05 out of 4 (appendix n°11). On the other hand, the “word choice” element showed a slight decrease in the mean score (2 out of 4 in essay n°2 while 2.02 out of 4 in essay n°1) (appendix n°11). This may be due to the fact that appropriate vocabulary is different from one topic to another and sometimes EFL learners find difficulties in expressing themselves not only because of the lack of vocabulary but also because of the interference of the native and already learned languages. As an example of this interference, the words “comprehensive” and “comprehensible” in French and English languages-this is what is called “false friends”. This kind of words leads EFL students to misuse them. Concerning the last feature “Sentence Structure, Grammar, mechanics, and Spelling mean score”, there also is a slight increase in the mean score (from 1.44 out of 4 in essay n°1 to 1.79 out of 4 in essay n°2) (appendix n°11). That is to say, the participants have made a development in their writing.

1.4.3. The Third Essay (Descriptive Genre)

The descriptive essay was the third genre dealt with in the intervention programme under the process-genre model. The results showed a progress in all the features and for all the students (appendix n°12).

Essay number / **Features of writing**	**3-descriptive genre**
Focus and Details mean score /4	3.08
Organization mean score /4	2.79
Voice mean score /4	2.50
Word Choice mean score /4	2.23
Sentence Structure, Grammar, mechanics, and Spelling mean score /4	1.94
Whole class mean score /20	12.44

Table n°62: The Descriptive Essay Mean Scores



1.4.3.1.The Holistic Scoring

The results obtained from the third essay written by the participants increased comparing to the previous essays (E n°1, E n°2). The mean score of the whole group is 12.44 out of 20 (appendix n°12). This is much better than 11.17 out of 20 in essay n°2 and 10.02 out of 20 in essay n°1. The appendix n°12 highlights the gains obtained by the learners in the different features of writing. Therefore, they progressed as they ameliorated their writing.

1.4.3.2.The Analytic Scoring

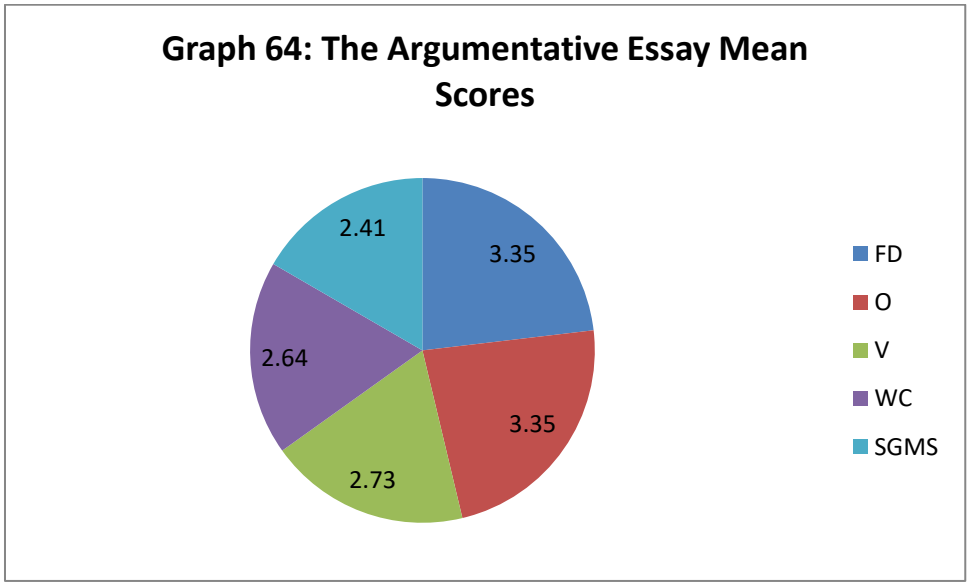
In essay n°3, the mean score achieved in the "focus and details" feature is 3.08 out of 4. This is a satisfactory result in comparison to E n°2 (2.70 out of 4), E n°1 (2.20 out of 4). The "organization" component mean score reaches 2.79 out of 4. This is better than in E n°2 (2.50 out of 4) and E n°1 (2.29 out of 4). The "voice" feature also claims a higher mean score in essay n°3 (2.50 out of 4). This is much better than 2.17 out of 4 (for E n°2) and 2.05 out of 4 (for E n°1). The mean score for the "word choice" section (2.23 out of 4) also knows an improvement from E n°1 (2.02) and E n°2 (2). The last component "Sentence Structure, Grammar, Mechanics, and Spelling" mean score also attains a higher mean score (1.94 out of 4) comparing to 1.44 out of 4 in E n°1 and 1.79 out of 4 in E n°2.

1.4.4. The Fourth Essay (Argumentative/Persuasive Genre)

The argumentative essay was the fourth genre dealt with in the intervention programme under the process-genre model. The results showed a progress in all the features and for all the students (appendix n°13).

Essay number / Features of writing	4-argumentative genre
Focus and Details mean score /4	3.35
Organization mean score /4	3.35
Voice mean score /4	2.73
Word Choice mean score /4	2.64
Sentence Structure, Grammar, mechanics, and Spelling mean score /4	2.41
Whole class mean score /20	14.5

Table n°63: The Argumentative Essay Mean Scores



1.4.4.1.The Holistic Scoring

The student-participants made a significant progress in their writing (appendix n°13). This is mainly highlighted by the results arrived to in the fourth essay under the intervention programme. The mean score of the whole class is 14.5 out of 20. This is a very good score comparing to the previous ones. The table n°64 gives an insight on the development of the

learners' ability in coping with the different features under study. As it indicates, the students know a noticeable advance in all the components of writing dealt with in this study.

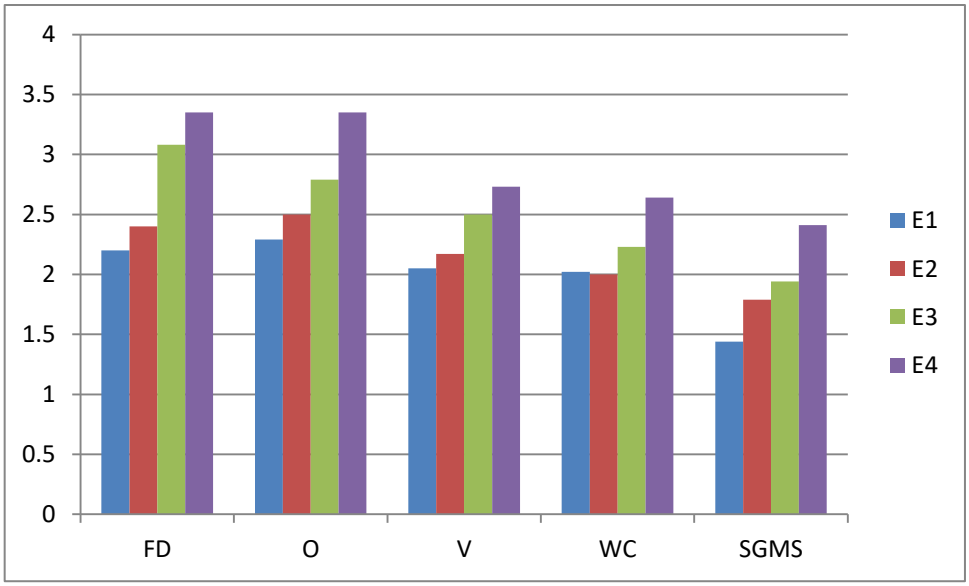
1.4.4.2.The Analytic Scoring

The mean score of the "focus and details" feature increased to 3.35 in essay n°4. Thus, this component upgraded from 2.20 out of 4. The "organization" component developed to 3.35 out of 4. The "voice" score increased to 2.73 out of 4. The "word choice" section attained 2.64 out of 4. The last component of writing dealt with "Sentence Structure, Grammar, mechanics, and Spelling mean score" also scored better (2.41 out of 4). Accordingly, the amelioration in the students' essays writing is evident.

1.5.Comparison of the Results Obtained from the First To The Fourth Essays in the Intervention Programme

Essay number / Feature	Essay n°1	Essay n°2	Essay n°3	Essay n°4
Focus and Details mean score /4	2.20	2.40	3.08	3.35
Organization mean score /4	2.29	2.50	2.79	3.35
Voice mean score /4	2.05	2.17	2.50	2.73
Word Choice mean score /4	2.02	2	2.23	2.64
Sentence Structure, Grammar, mechanics, and Spelling mean score /4	1.44	1.79	1.94	2.41
Whole class mean score /20	10.02	11.17	12.44	14.50

Table n°64: Comparison of the Results Obtained from the First to the Fourth Essay in the Intervention Programme



Graph65: Comparison of the Results Obtained from the First to the Fourth Essay in the Intervention Programme

1.5.1. The Holistic Scoring

The table n°64 shows the mean scores of the four essays of the intervention programme under the process-genre model. The results highlight a satisfactory improvement from E n°1 to E n°4. The mean scores from the first essay to the last essay are obviously different.

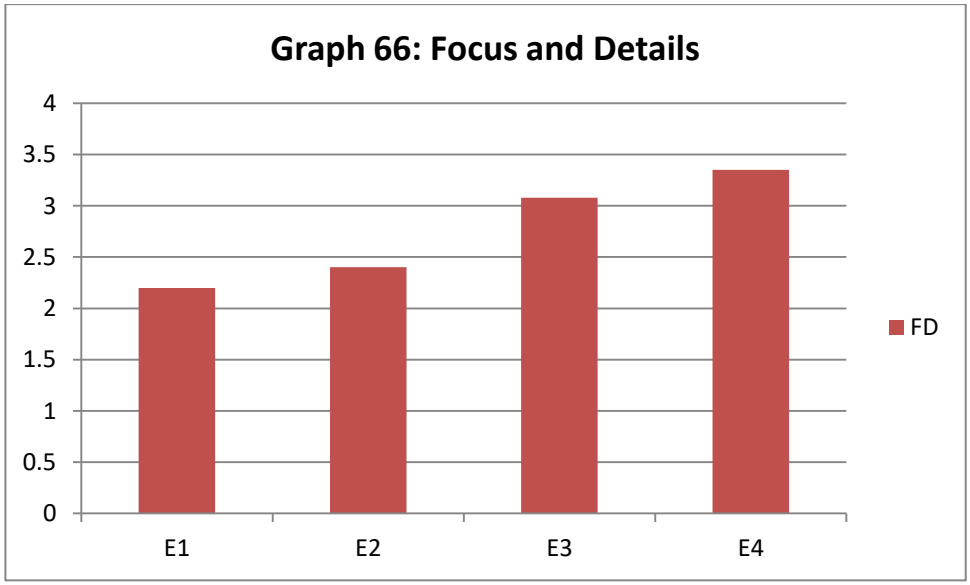
1.5.2. The Analytic Scoring

The mean score of the "focus and details" feature increased to 3.35 in essay n°4. Thus, this component upgraded from 2.20 out of 4 in E n°1, 2.70 out of 4 in E n°2, 3.08 out of 4 in E n°3, to 3.35 out of 4 in E n°4. The "organization" component is developed from 2.29 out of 4 for E n°1, 2.50 out of 4 for E n°2, 2.79 for E n°3 to 3.35 out of 4 for E n°4. The "voice" score increased from 2.05 out of 4 for E n°1, 2.17 out of 4 for E n°2, 2.50 out of 4 for E n°3 to 2.73 out of 4 for E n°4. The "word choice" section attained 2.64 out of 4 for the essay n°4 whereas it gained 2.02 out of 4 for E n° 1, 2 out of 4 for E n°2, and 2.23 out of 4 for E n°3. The last component of writing dealt with "Sentence Structure, Grammar, mechanics, and Spelling mean score" also scored better (2.41 out of 4) while it scored 1.44 out of for E n°1,

1.79 out of 4 for E n°2 and 1.94 out of 4 for E n°3. Accordingly, the amelioration in the students' essays writing is evident (table n°64).

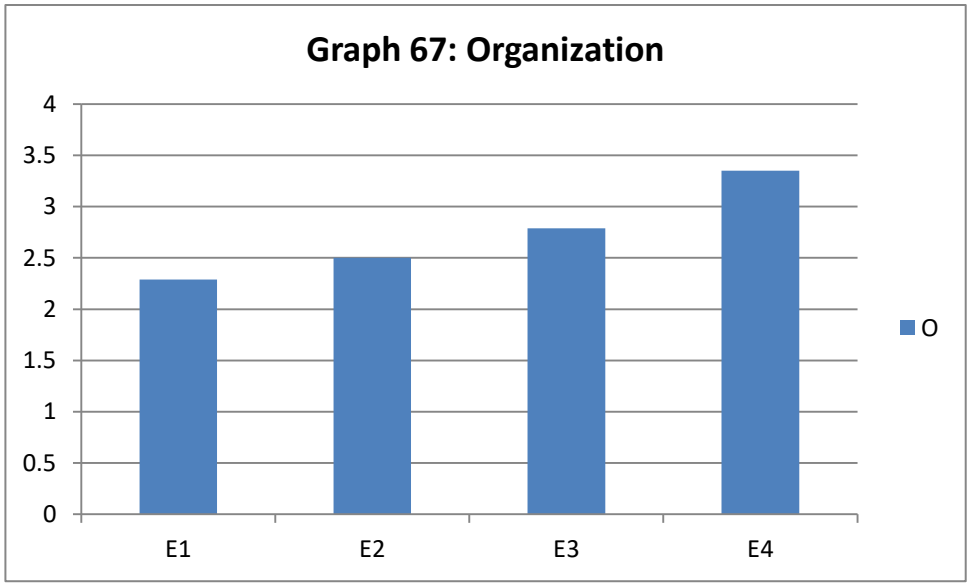
1.5.2.1.Focus and Details

The "focus and details" segment developed from 2.20 out of 4 for E n°1 to 3.35 out of 4 for E n°4.



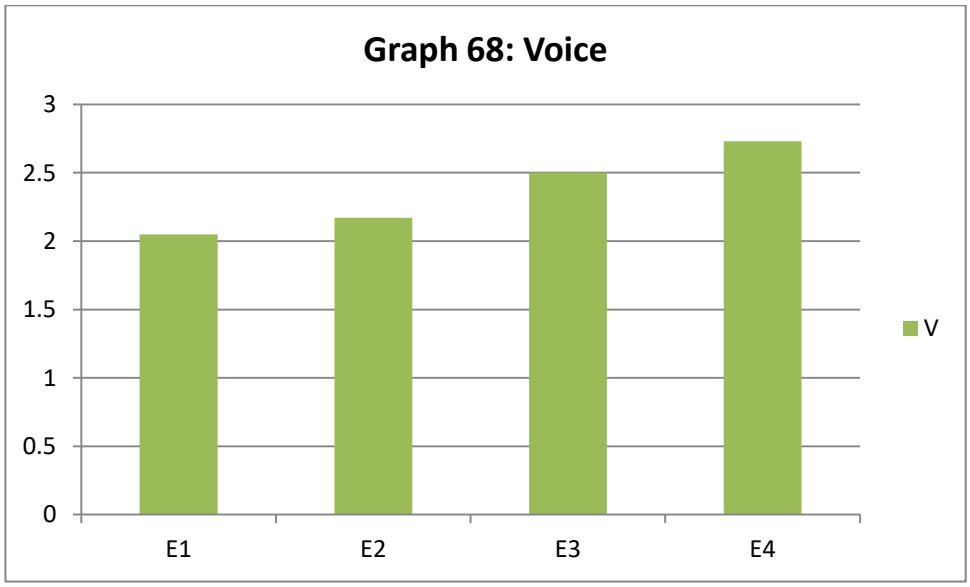
1.5.2.2.Organization

The "organization" upgraded from 2.29 out of 4 in E n°1 to 3.35 out of 4 for E n°4.



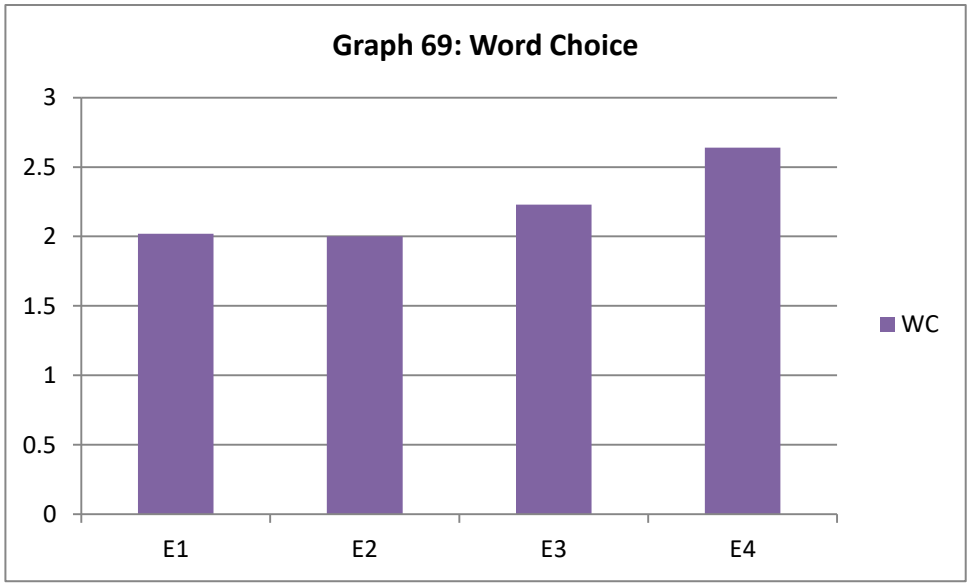
1.5.2.3.Voice

The “voice” also increased from 2.05 out of 4 for E n°1 to 2.73 out of 4 for E n4.



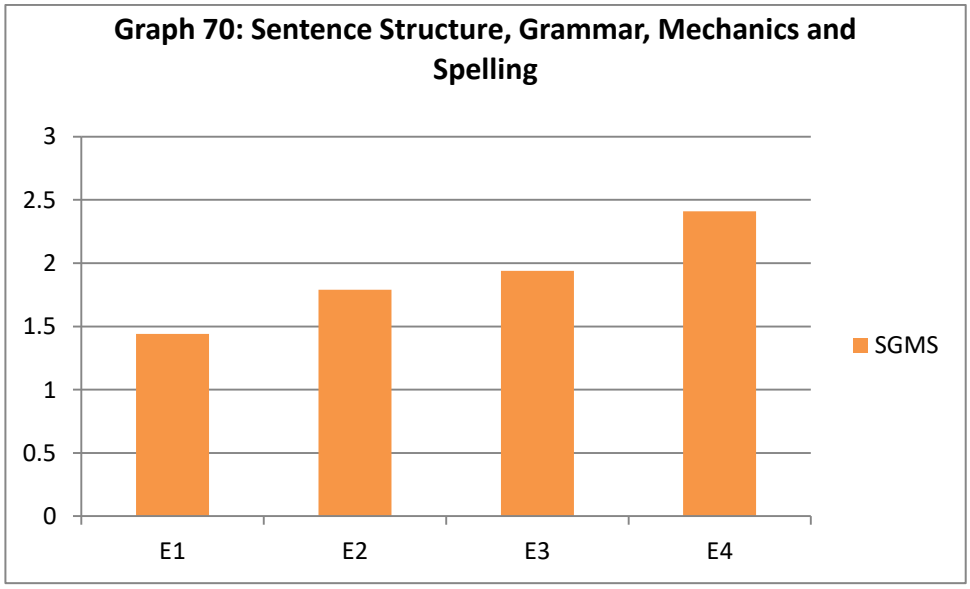
1.5.2.4.Word Choice

The “word choice” segment showed progress from 2.02 out of 4 for E n°1 to 2.64 out of 4 for E n°4.



1.5.2.5.Sentence Structure, Grammar, Mechanics, and Spelling

The "Sentence Structure, Grammar, mechanics, and Spelling" rose from 1.44 out of 4 for E n°1 to 2.41 out of 4 for E n°4.

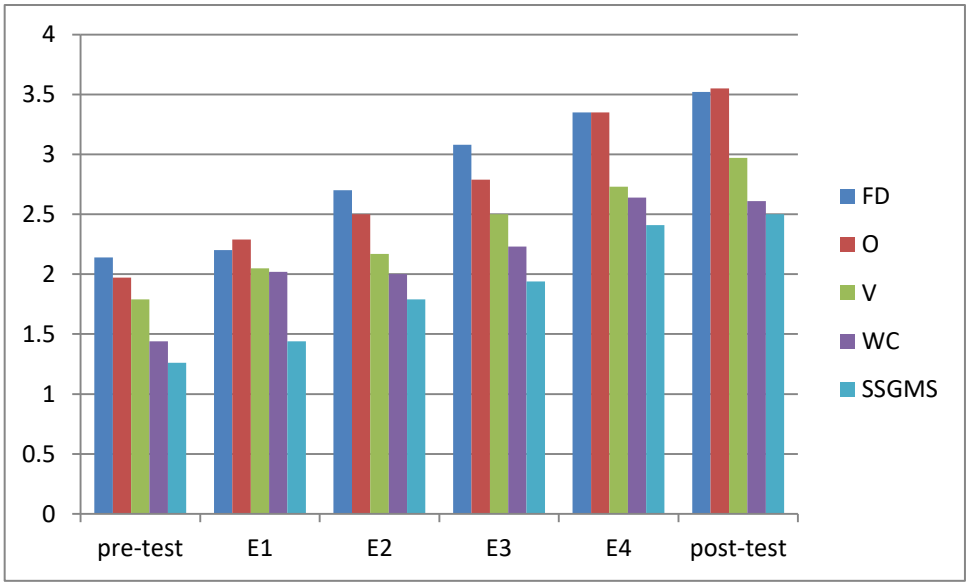


Furthermore, the general mean score of the whole group has considerably improved from E n°1 (10.02 out of 20) to E n° 4 (14.50 out of 20). Accordingly, the participants achieved the objectives of the researcher which consisted of developing learners' writing ability through the process-genre model proposed.

1.6.Comparison of the Results Obtained from the Diagnostic Essay, the First to the Fourth Essays in the Intervention Programme and the Last Essay

Essay number / Feature	Pre-test (diagnostic essay)	Essay n°1	Essay n°2	Essay n°3	Essay n°4	Post-test essay
Focus and Details mean score /4	2.14	2.20	2.70	3.08	3.35	3.52
Organization mean score /4	1.97	2.29	2.50	2.79	3.35	3.55
Voice mean score /4	1.79	2.05	2.17	2.50	2.73	2.97
Word Choice mean score /4	1.44	2.02	2	2.23	2.64	2.61
Sentence Structure, Grammar, mechanics, and Spelling mean score /4	1.26	1.44	1.79	1.94	2.41	2.50
Whole class mean score /20	8.61	10.02	11.17	12.44	14.50	15.20

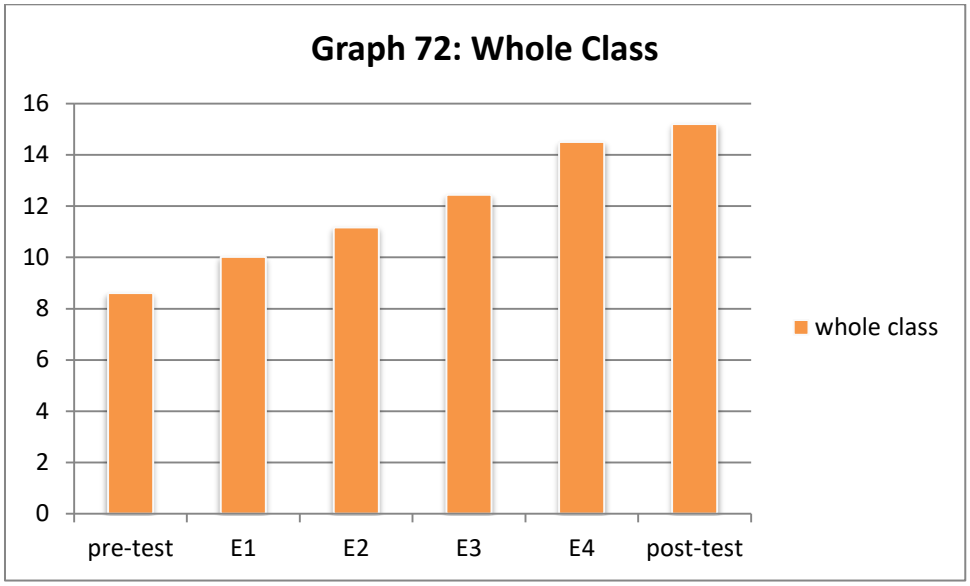
Table n°65: Comparison of the Results Obtained from the Diagnostic Essay, the First to the Fourth Essay in the Intervention Programme and the Last Essay



Graph 71: Comparison of the Results Obtained from the Diagnostic Essay, the First to the Fourth Essay in the Intervention Programme and the Last Essay

The mean score of the whole class increased from 8.61 out of 20 in the diagnostic test to 10.02 in E1, 11.17 in E2, 12.44 in E3, 14.50 in E4 to finally achieve 15.20 out of 20 in the post-test essay (appendices n°9, n°10, n°11, n°12, n°13, and n°14). This is really a significant progress. The "focus and details" feature increased from 2.14 out of 4 in the pre-test essay to 2.20 in E1, 2.70 in E2, 3.08 in E3, 3.35 in E4 to finally attain 3.52 out of 4 in the post-test. The "organization" feature increased from 1.97 out of 4 to 3.55 out of 4. The "voice" feature increased from 1.79 out of 4 to 2.05 in E1, 2.17 in E2, 2.50 in E3, 2.73 in E4 to finally reach 2.97 out of 4 in the post-test. The "word choice" feature increased from 1.44 out of 4 to 2.02 in E1, 2 in E2, 2.23 in E3, 2.64 in E4 to finally arrive at 2.61 out of 4. The "sentence structure, grammar, mechanics, and spelling" also increased from 1.26 out of 4 to 1.44 in E1, 1.79 in E2, 1.94 in E3, 2.41 in E4 to finally reach to 2.50 out of 4. Accordingly, the students revealed a noticeable development in essay writing. The following graphs highlight the development of students' essay scores in general as well as for each element treated in the experiment.

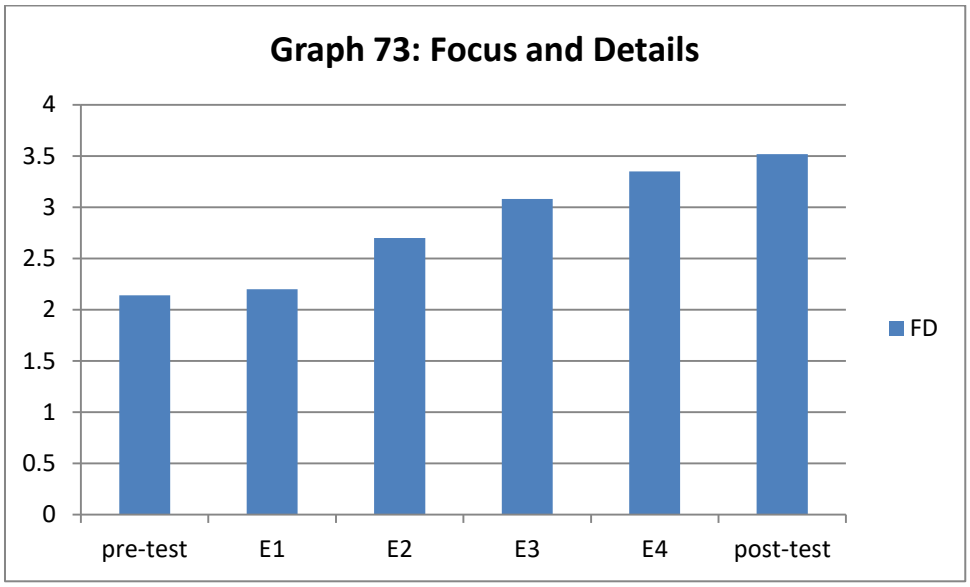
1.6.1. The Holistic Scoring



The mean score of the whole class increased from 8.61 out of 20 in the diagnostic test to 10.02 in E1, 11.17 in E2, 12.44 in E3, 14.50 in E4 to finally achieve 15.20 out of 20 in the post-test essay (appendices n°9, n°10, n°11, n°12, n°13, and n°14).

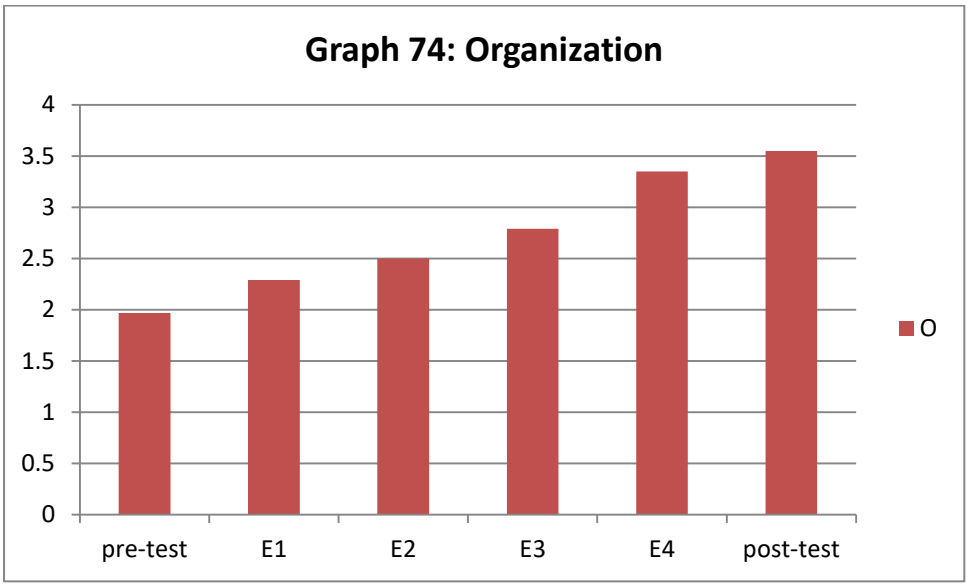
1.6.2. The Analytic Scoring

1.6.2.1.Focus and Details



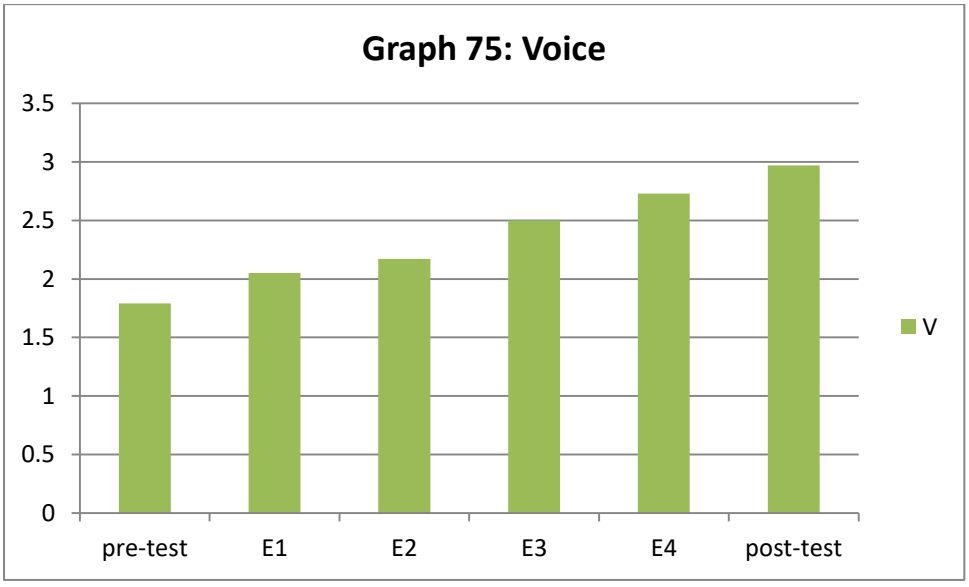
The “focus and details” feature increased from 2.14 out of 4 in the pre-test essay to 2.20 in E1, 2.70 in E2, 3.08 in E3, 3.35 in E4 to finally attain 3.52 out of 4 in the post-test.

1.6.2.2.Organization



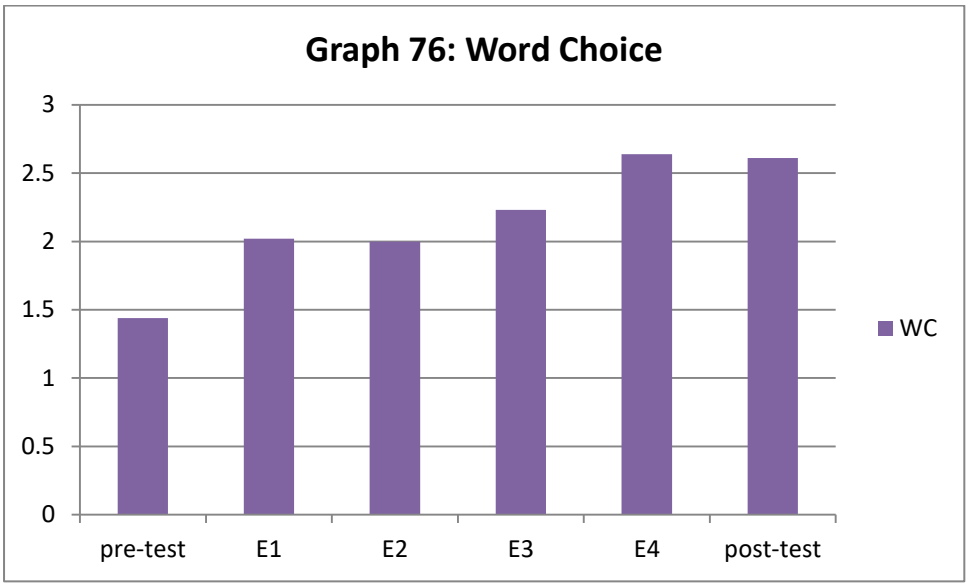
The “organization” feature increased from 1.97 out of 4 to 3.55 out of 4.

1.6.2.3.Voice



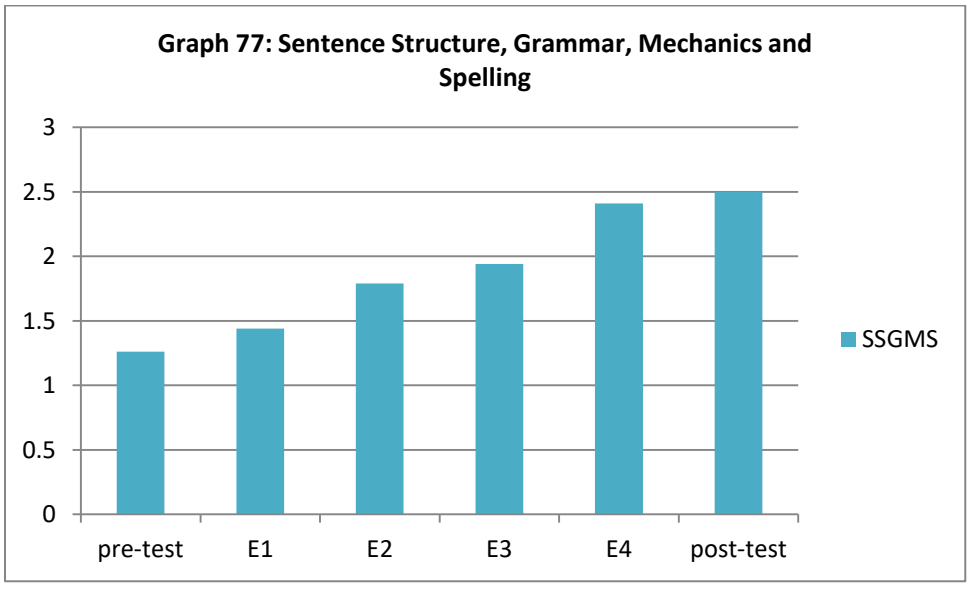
The “voice” feature increased from 1.79 out of 4 to 2.05 in E1, 2.17 in E2, 2.50 in E3, 2.73 in E4 to finally reach 2.97 out of 4 in the post-test.

1.6.2.4.Word Choice



The “word choice” feature increased from 1.44 out of 4 to 2.02 in E1, 2 in E2, 2.23 in E3, 2.64 in E4 to finally arrive at 2.61 out of 4.

1.6.2.5.Sentence Structure, Grammar, Mechanics, and Spelling



The “sentence structure, grammar, mechanics, and spelling” also increased from 1.26 out of 4 to 1.44 in E1, 1.79 in E2, 1.94 in E3, 2.41 in E4 to finally reach to 2.50 out of 4.

1.7.Students’ Post-Questionnaire

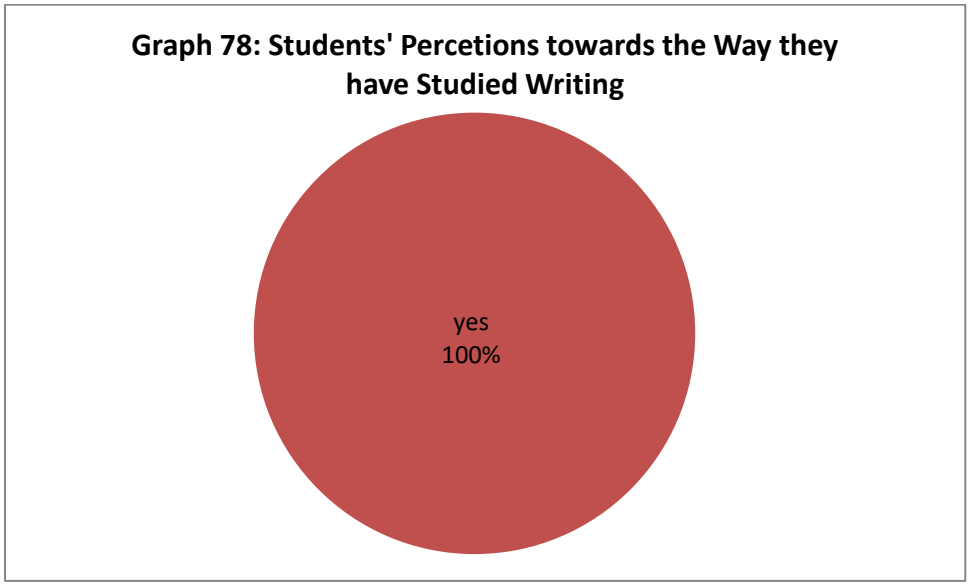
The post-questionnaire was handed to the student-participants after the intervention programme under the process-genre model. The number of students was 34. However, only 30 questionnaires were completed and handed back to the teacher. The questionnaire encompasses two parts: writing strategies and further suggestions.

1.7.1. Writing Strategies

The “writing strategies” section includes 14 questions:

Q1: Have you enjoyed the way you studied the module of “written expression” in the third year

100% of the respondents claimed that they have indeed enjoyed the way they studied the module of “written expression” in the third year level.

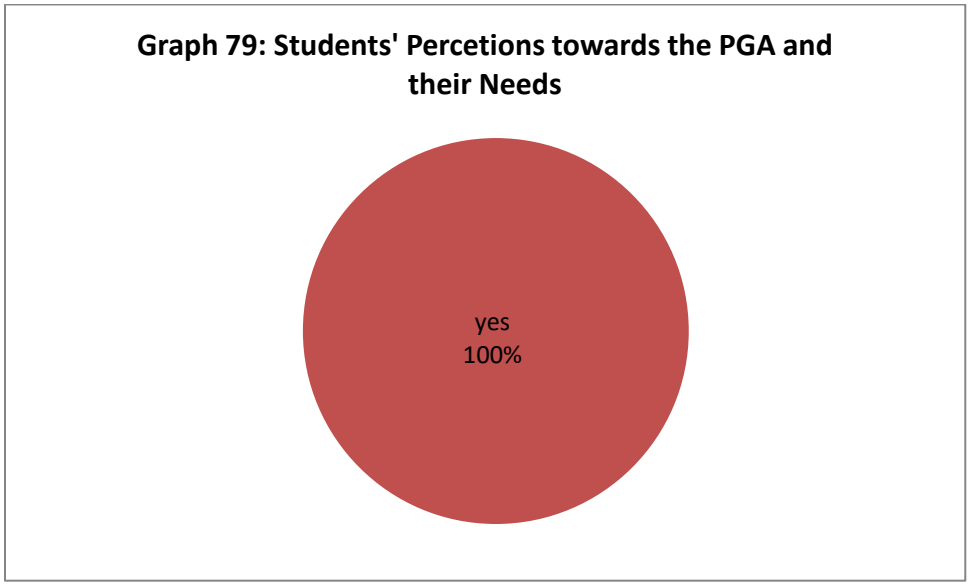


Some of students' answers are:

- *Yes, indeed, I have loved the way we studied writing this year.*
- *Yes, of course*
- *Yes, indeed, I have enjoyed a lot the way we studied the module of "written expression"*
- *Yes, for sure*
- *Personaly, yes, I enjoyed studying the module of "written expression"*

Qs. 2, 3 and 4: Did the method used by the teacher respond to your needs?If yes, would you explain how? If no would you explain why?

100% of the respondents state that the method adopted by the teacher (namely, the process-genre approach) responded to their needs.



Some of their justifications are:

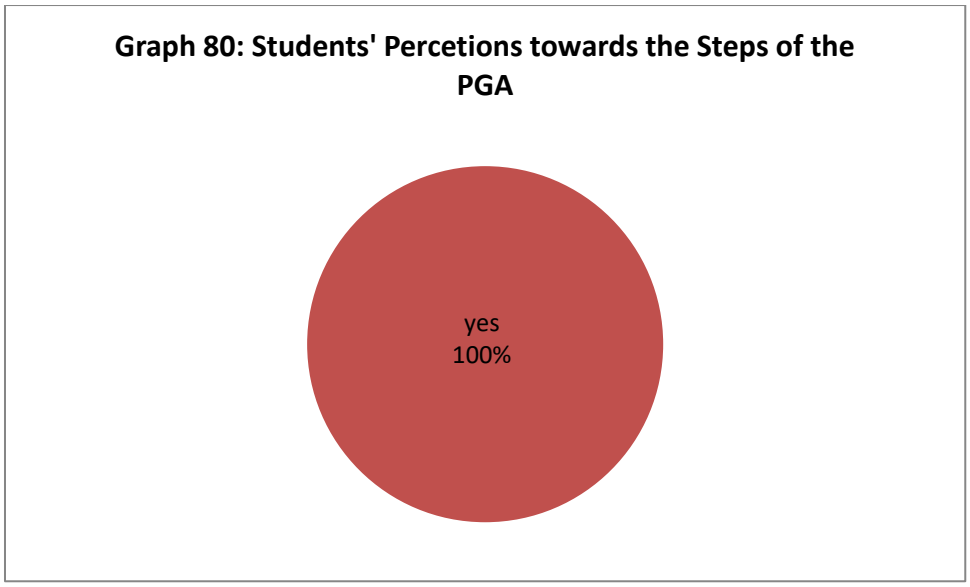
- *Yes the method used by the teacher responded to my needs .*
- *Yes, it did*
- *Yes, the method was appropriate to my needs*
- *Yes, it does*
- *Yes, of course, we really needed to write a lot and about different topics*
- *this was amazing*
- *Because the teacher was active and she made us feel creative and academic at the same time*
- *It helped in the way that she manages how to introduce us to the exercise when writing the different pieces of writing moving from talking in general to the specific elements*

of a topic .As well as explaining the lesson on board was helping rather than just dictating orally ,

- *What we mostly did was an introduction to the subject we were dealing with, and a Gradual learning of the rules, we got to know the rules and learn how they are used in a given text which is very useful , sometimes we know the rules but we can't recognize them in a next and by having an example (a text) and analyzing it allowed a better understanding of the lesson. At last we sometimes know the rule but don't know how to use it, but since we did a lot of practice, this made the learning process complete and more effective.*

Qs. 5 and 6: Did the steps followed in the classroom help you create a better essay? Please, justify in both cases

All the respondents (100%) maintained that the steps followed in the classroom helped them to create a better essay.



They justified:

- *It helped in the way that it was structured and organized, the teacher used to facilitate the tasks and manage the time to listen and to try to analyze every essay done by every one of us.*
- *We had some background about the structure of an essay prior to the 3rd year, however it was in no way enough, so thanks to the knowledge acquired during this TD (structure, practice..). Personally, I used to write in a chaotic way, my essays had no structure, after taking this class I learnt how to create better essays. (my essays have a better structure now)*

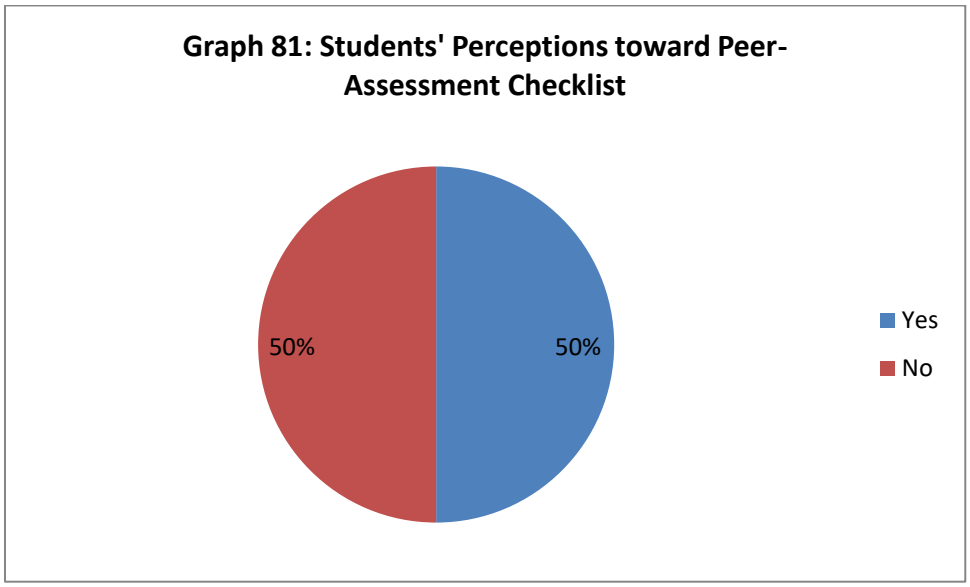
- *of course it helped us because before we write randomly we don't know how to write correctly*
- *of course, they did*
- *now, I know how to move gradually to write correctly*
- *yes they helped me a lot*
- *I write now better than before*

Qs. 7 and 8: Did the use of peer assessment checklist help you in producing a better essay? Please, explain in which way

50% of the participants asserted that peer-assessment checklist used in class was helpful in producing a better essay. While, 50% of them asserted that it is not helpful since they prefer correcting their own work alone.

Students' answers	**Yes**	**No**
Percentages	50%	50%

Table n°66: Students' Perceptions toward Peer-Assessment Checklist



Peer-assessment is helpful:

- *The use of peer assessment checklist helped me in producing a better essay.*
- *in this case we are motivated to do our work and each one work hard to be the best*
- *I really enjoyed this part of the workshop because I discovered the kind of mistakes I do*
- *My friends helped me to have a better essay and have a better mark*
- *I enjoyed reading others' stories.*

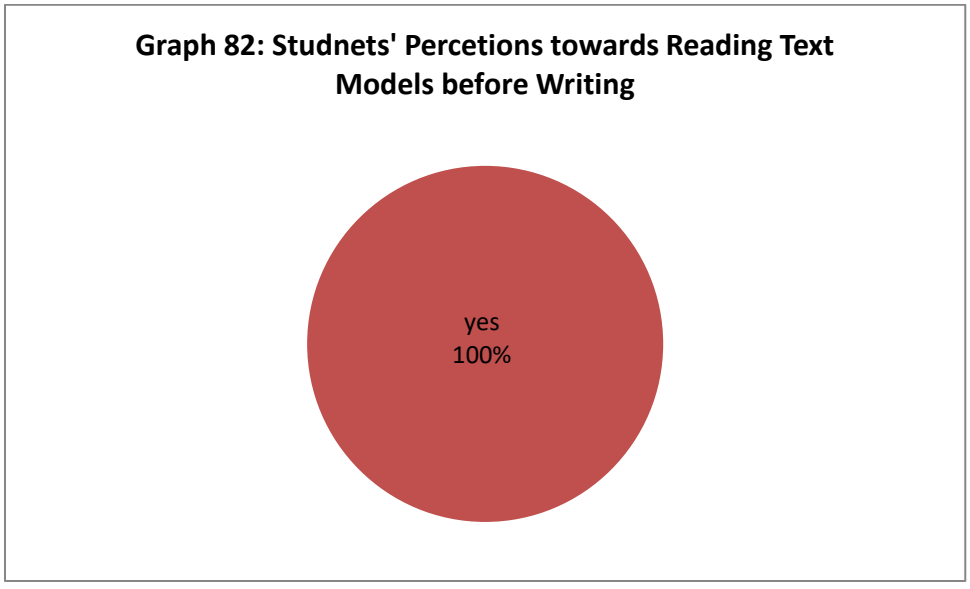
- *It was helpful in discovering one's mistakes*
- *I learned a lot from others' mistakes*

Peer-assessment is not helpful:

- *Well, since I am an independent writer it didn't; but in general it is a good method in discovering one's mistakes.*
- *That's the only thing that I have to criticize, classmates don't usually want to hurt each other's feelings and so their assessment isn't objective, they don't point out all the mistakes, in other times they don't have the knowledge that enables them to assess the work.*
- *It was difficult to find all the mistakes*
- *I had difficulty to understand their hand writing.*
- *Students laugh at others' mistakes*

Qs. 9 and 10: Have you enjoyed reading texts before analyzing the genre of writing? Please, justify according your answer

100% of the students have enjoyed reading texts before analyzing the genre of writing.



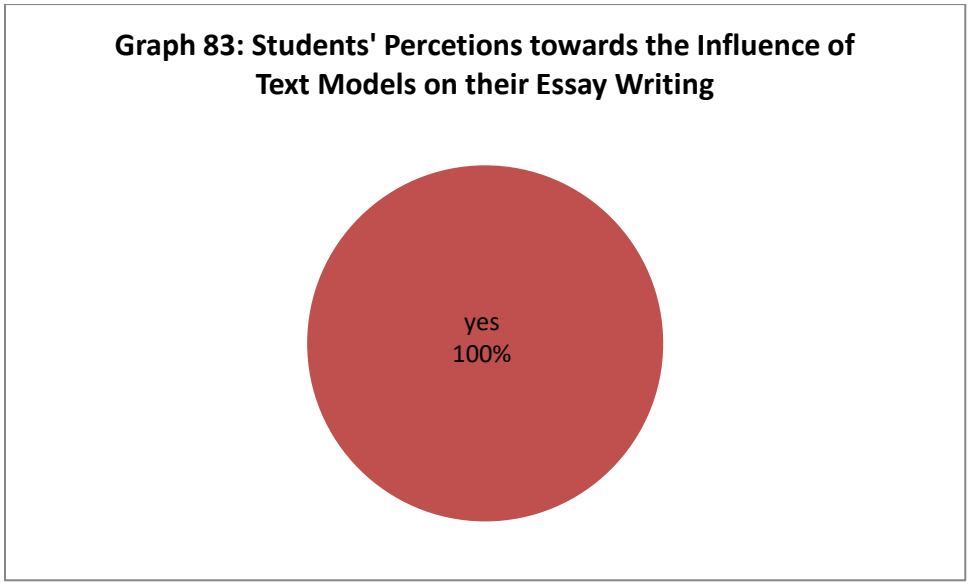
They justified:

- *It is a way of reading that always do excite me to guess what it talks about and also it pushes the mind to think about the theme in advance !*
- *Being familiar with the text, the settings, the characters and the elements paved the way to us to know the elements of each genre and even we somehow discovered the genres all together, which was an active process of learning.*

- *Practice is very important, reading a text prior to analyzing the genre helps to memorize the structure and helps to indirectly get to know how many flaws weare making.*
- *Reading is important to write better*
- *I have enjoyed the stories brought by the teacher*
- *It was an amazing experience to read different topics each session*
- *Yes, I have enjoyed a lot*

Qs. 11 and 12: Did Reading a text model before writing help you while writing your own essay? Please, justify

100% of the respondents argued that reading a text model before writing is helpful in writing their essays.



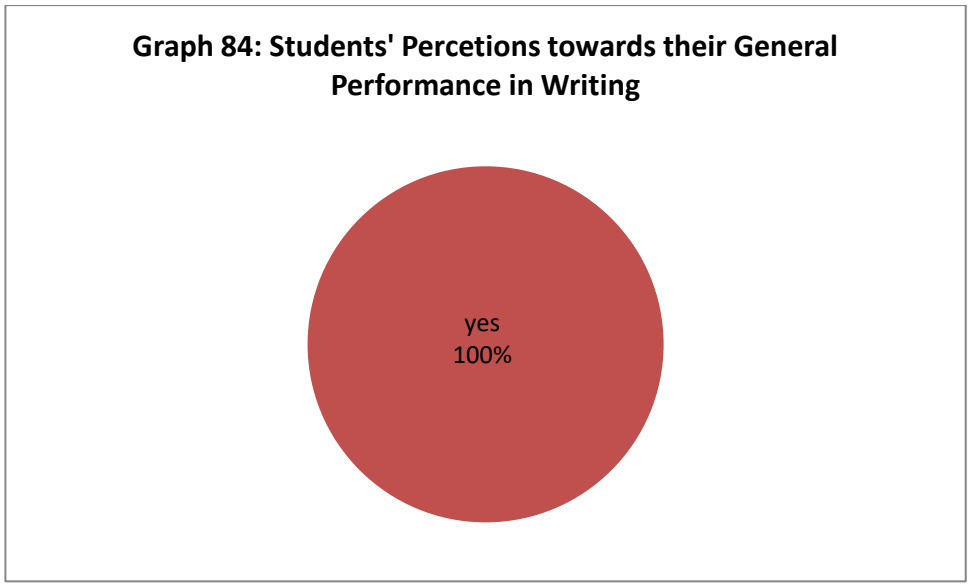
Some of their justifications are:

- *Reading is a very crucial part of writing, so I think it goes hand in hand with writing ; reading anything that comes to one's way, is always beneficial to write an effective essay .*
- *While we read we do a kind of brain storming*
- *Yes, very much.*
- *Knowing the rules and the structure in a theoretical way is something, but knowing how to use them is something else, what the model does is concretize all the rules which later paves the way to a better use of the rules.*
- *it helped us a lot in order to have first ideas and to develop all the argument given in that text*
- *reading helped me to get ideas, and mainly vocabulary*
- *As I have difficulties in getting the right words, reading texts was for me a kind of fresh air to write better.*

- *It made us inside the real context before writing*
- *The fact that we analyzed essays and texts before writing one was very effective; we at least had an example in front of us.*

Qs. 13 and 14: Do you think you have developed more your writing skill in the third year? Please, explain your answer

All of the students answered "yes, I have". That is, they have developed their general performance in writing after the intervention programme under the PGA. The evaluation of their essays confirms their responses.



Some of their justifications:

- *Because I think we did things differently, i.e. when we try to start thinking about a topic , the teacher helped us by giving us a piece of phrases that support and guide our thoughts or even instead of telling something when narrating we tried to show to attract the reader , and makes him live the moment , and trying to make for him the image more vivid .*
- *Because I learned how to write new types of essays, of texts and I even go to know the structure of the essay…etc*
- *the best way to develop any skill is through practice and a big part of the lectures of written expression in the third year was to learn the structure but most importantly to practice how to use it and that's why I think it helped me develop my writing skill*

- *Because we worked all the year seriously and all time we produce essays various types of essays and we learned a lot in different topics so now we know how to write in a correct way.*

- *Because, we moved step by step for each genre and not only learned how to write each genre but we also wrote these genre in class, in pairs, individually and at home.*
- *All the steps were helpful and as we used to perform them each time we developed a habit that helped us to write better.*
- *I think the way we studied this year was appropriate because we wrote a lot and about different topics and fields.*
- *Because we wrote about different genres*
- *Because we read and wrote a lot so, we developed our vocabulary and wrote better.*

1.7.2. Further Suggestions

The "further suggestions" section includes one question:

Q. 15: In the space below, please feel free to add any comments or suggestions concerning the way you have studied in the module of written expression in the third year.

The students' suggestions can fall under five main headings: *more practice, teacher feedback, more pair work, homework* and *more reading*.

More practice. Students suggested that the time allotted to writing should be extended to at least three sessions per week; that is 4 hours and half. Therefore, they are aware of the importance of practice to develop their writing skills.

Teacher feedback. The students claimed that the teacher should take at least a student's essay in each session, analyze it and give a direct feedback in class before handing the final product. As some students believed that peer-assessment is not helpful, they suggested teacher-assessment instead. One of the respondents asserted that *"I have one comment which is about the peer assessment method, I think it would be better if she was the one who fully assesses the work of the students, for example taking the work of one student in each session and analyzing it (depicting what the student did right and what he/she did wrong) this will be very helpful for the students"*.

More pair work. The students enjoyed working in group, hence they suggested having more opportunities to work and write in collaboration. One of the students stated that *"when we work in pair it helps us a lot to develop our writing skill".*

Home work. The students expressed their satisfaction when assigned home work. Consequently, they claimed more home work as they find it beneficial. One of the students stated that *"I would add something that I liked a lot, is that when she sent us a list of exercises on mails that we were obliged to do, this manner, reinforces us to write more fluently"*. Another respondent stated that *"every session the teacher gave us homework and this helped us to revise a lot and develop a good way of writing".*

More than this, the students thanked and acknowledged the teacher's efforts during the whole year. They avowed that they appreciated the way she taught them and the relationship they held with her. One of them wrote *"the teacher did her best and her maximum to push us to write as much as possible".* Another one said "*I honestly think that the methods used by the teacher in the teaching of the module of written expression are the best ones for the teaching of this specific module"*. Another one stated *"I as one of her students have learnt a lot from her in my third year so I would like to acknowledge the effectiveness of her methods"*. Moreover, they believed that it was a nice experience as they have enjoyed all the sessions. One of them affirmed that *"It was, in all ways, a good experience and I , personally , enjoyed everything"*. Another one claimed *"it was certainly an enjoyable experience, we would have such an experience every year"*. Another one added that *"we have learned things differently and we have enjoyed this difference"*.

Conclusion

This section provided a sight on the results obtained from the students' essays during the experiment and the students' post-questionnaire handed after the experiment. The results

showed positive improvement in the results. The process-genre approach proved to be effective in developing students' essay writing. The results obtained from the intervention programme with the process-genre model to teaching writing clearly show that there is a positive correlation between the approach adopted and the students' ability to write. Accordingly, the students developed progressively their writing skills during the process-genre writing class. A look at the participants' results individually shows a noticeable and obvious progress forward writing essays. Moreover, the results reached in the post-questionnaire highlight that the student-participants raised positive attitudes towards the process-genre model adopted during the intervention programme. Hence, they showed their satisfaction and delight for the whole process.

Conclusion to the Data Analysis and Interpretation Chapter

The data analysis and interpretation chapter treated all the results obtained from the different tools adopted in this research, namely: students' pre-questionnaire, students' writing questionnaire, teacher's questionnaire, students' essays, and students' post questionnaire. The following chapter will discuss the results arrived to on the basis of the literature dealt with in the first chapter.

Discussion Chapter

Chapter 4: Discussion of the Results

Introduction

This chapter deals with the analysis and discussion of the results obtained from the different research tools used in the experiment. It starts by restating the research questions and the working hypotheses on which this work is based. It discusses the findings of the pre-course, and the students' and teachers' questionnaires in order to answer the first main question, then, it discusses the findings of the essays and the students' post-questionnaire in order to answer the second main question. It ends up with a synthesis that aims to confirm or infirm the hypotheses.

1. Research Questions

2. What is the current situation regarding third year Learners' ability in writing?

a. A needs analysis inquiry: What are 3rd year students' writing difficulties, preferences and wishes regarding text genres?

b. What approaches are used in teaching the writing skill to 3rd year students?

c. What are teachers' beliefs and practices regarding learners' writing ability?

3. *To what extent does the process-genre approach prove salient in fostering the sample's writing skills?*

a. Do students develop their writing abilities through the process-genre instruction regarding *focus and details, organization, voice, word choice,* and *sentence structure grammar, mechanics and spelling* and essay writing in general?

b. To what extent does the process-genre instruction to writing boost students' writing skills regarding *focus and details, organization, voice, word choice,* and *sentence structure grammar, mechanics and spelling* and essay writing in general?

c. What are the kinds of attitudes developed by students when taught writing following the process-genre approach?

2. Hypotheses

"The 3rd year EFL students would develop their ability in writing through the intervention programme: the process-genre approach to writing instruction".

In other words:

- Students who receive writing instruction through the process-genre approach would develop their writing skills more than the others.
- Students who receive writing instruction through the process-genre approach would significantly develop their writing skills regarding *focus and details*, *organization*, *voice*, *word choice*, and *sentence structure grammar*, *mechanics and spelling*.

3. Discussion of the Results of the Students' and Teacher's Questionnaires:

The results confirmed that the majority of our population is female. This latter has willingly chosen to study English. Accordingly, they are aware of their learning and are motivated and engaged to learn English as a foreign language, whereas the minority stated that studying English at university was not a personal choice. Hence, the choice was not their own.

The results show that the majority of the students ranked reading (40%) and listening (42%) as the most important skills in foreign language learning. Then, comes speaking with 37% of the population, while, writing is considered by most of them the least important one (48%). In other words, the order of students' preferences regarding the four language skills classifies the writing skill as the last one. Students do not like to write. They prefer more speaking, that is producing oral language than written language. This is true mainly because speaking is spontaneous and learners are not assessed on correct language but more on the information conveyed in class. This demonstrates the disregard of students for one of the

pillars of foreign language learning. In other words, they undervalue writing both for their studies and future careers. This attitude could be explained by the fact that the majority of the students perceive writing as a difficult and complex skill. The results from the pre-course questionnaire (questions 6 and 7) sustain this view. Moreover, literature, in fact, supports this point of view. Ariana (nd.) claims that "of all the language skills, writing is the most difficult challenge for language teachers because students have less experience with written expression" (p. 134). As a matter of fact, writing seems to be difficult for foreign language and second language learners because "it requires more complex memorization and attention to detail than other three skills" (Pleuger, 2001, p. 155).

The reasons provided by the learners are varied and different. Some can be cited:

Listening:

- People learn languages starting from listening.
- The natural process of learning a language starts by listening, then speaking, later on comes reading and writing.
- Even babies start learning their mother tongue by and through listening.
- This is the natural process: listening, speaking, reading and writing.
- It helps me learn new words and enrich my vocabulary.
- I feel relaxed when listening to music or radio.
- It helps me learn correct pronunciation.
- It helps to speak well.
- It is the key for learning other skills.
- It is more motivating.

Speaking:

- Language is first manifested by speaking.
- It shows our ability.
- It reflects our knowledge of the language.
- It is the most important when you are abroad.
- Through speaking, we can measure students' level. Language proficiency is fiest shown through speaking.
- Speaking holds the first place in daily communication.
- It lets me express myself.
- It is the best way to learn language.

- It is the most correct way to learn language.

Reading:

- Reading is easier than other skills.
- It helps me learn new words and enrich my vocabulary.
- I learn correct word spelling.
- I enjoy reading books and novels.
- It helps to write well.
- Reading completes all the other skills because through it you can learn the other skills.
- It is more motivating.

Writing:

- It lets me express myself.
- It is the basic skill in language learning. Lapalissade

On the same path, the teacher-respondents ranked writing as the least important skill to teach with a rate of 10%. They classified speaking as the most important skill with a rate of 40%, then comes listening with 30%, then reading with 20%. Consequently, writing is not given the due importance it should have in an EFL classroom.

Despite this negative attitude towards writing, the majority of the respondents perceive writing as a key element in language learning. Though they do not like it, the students are aware of its place in their studies. Indeed, writing is one of the four language skills. Its mastery is necessary for language mastery. Learning a foreign language aims at developing the communicative competence of the learners. This latter is considered and developed only if all its components are developed, among which the writing skill. In this respect, Raimes (1983) asserts that "when we learn a second language, we learn to communicate with other people: to understand them, talk to them, read what they have written and write to them" (p.3). Moreover, the teacher-respondents had the same reaction about writing; they believe that writing is a much more demanding skill.

The teachers provided different claims to justify their answers; among them:

- Writing requires many elements such as knowledge about grammar, vocabulary, conventions and knowledge about the topic within which we write.
- Many issues have to be considered and which are related to deep structures: mastery of the language, its mechanisms, the psychological profile and the surface is related to the form.
- Writing is full of conventions and rules such as cohesion, grammar… it also appeals to cognitive abilities such as reasoning, planning… and also to imaginary and creative abilities.
- Making students write is laborious. They are used to be passive recipients of knowledge. They cannot write as much as necessary.

The teachers' claim could explain their reticence in teaching the writing skill and justify the answers for the question n°5 in which only 10% of them ranked writing as the most important language skill. One of the respondents opted for both answers; writing is demanding and not demanding at the same time because:

- Both cases have to be considered carefully. All language skills are demanding as each skill constructs the other the other. They are interrelated. They are all productive whatever their presentation is (a teacher's claim).

The teacher, hence, is aware of the importance and requirements of writing as any other language skill. That is, s/he valued writing the same with other skills.

Though the fundamental role of writing in language learning, students do not like it, mainly because they find it difficult. Because writing requires a number of conventions, it seems complex for foreign language learners. In this context, Dion claims that "it entails tremendous cognitive operations…such as… genre, structure, paragraph and sentences… lexicon, grammar and mechanics" (in Gardener, 2011, p. 65). As the results show along with the students' justifications, it is clear that they are aware of the requirements of the writing skill; among these requirements: appropriate vocabulary and knowledge, authenticity (genre), grammar, coherence, cohesion (final product), concentration, a lot of practice (process)... however they have difficulties to handle everything. These difficulties range from generating ideas, grammar, lack of vocabulary, knowledge of the topic, choosing and understanding the

topic, organizing ideas.... Consequently, learners lose their motivation and avoid writing; thus get low scores. Likewise, the teachers' answers confirmed that the students have difficulties in different aspects and levels of writing and proved it in the diagnostic essay.

The students provided different justifications for their perceptions; writing is:

Interesting, enjoying, motivating:

- We develop our ideas when writing.
- Interesting subjects make your writing interesting.
- In writing, you can say whatever you want.
- You develop your own thoughts into something magical.
- Writing is needed in our everyday studies. All modules require a writing competence.
- We write to express our feelings and emotions. It is a pleasure.
- It helps to learn new vocabulary and knowledge about different topics.
- It makes me feel good.
- You have the pleasure to travel in your mind.
- I do believe that writing is a very enjoyable practice that permits people to express the most sophisticated thoughts hidden inside them.
- It is a pleasure, it is a hobby.

Easy:

- You develop your own writing style.

Difficult, complex:

- It needs appropriate vocabulary.
- You should have a good knowledge and vocabulary.
- It is not easy to be understood by others.
- It requires a good mastery of grammar.
- It is difficult to write about unfamiliar topics.
- You have to think twice before you write a word, that it needs a lot of thinking.
- It involves a lot of practice.
- It is difficult to write down all things you want to write about by respecting all the structures that lead to coherence and cohesion.
- Writing is not a simple task, because it demands a lot of concentration and mostly a lot of authenticity, honesty and creativity. Writing gathers every good and bad feeling.
- Writing imposes rules.
- It is difficult to choose a topic and when the topic is provided, it is either boring or difficult to find vocabulary related.
- I find difficulties in writing long paragraphs.
- Oral English is different from written English; that is spelling difficulties.

- It is difficult to write about something you do not know.
- When we focus on the structure, we lose creativity and motivation, and it is so hard to combine the two together.
- Difficult because we have to differ our writings.

The results show that the students have difficulties to start writing. This is due to many reasons, such as lack of vocabulary and grammar knowledge, lack of topic knowledge and lack of inspiration and motivation. In this respect, Warburton (2007) assumes that most students find something to do when they are asked to write an essay. This is why; they block at starting to write. This is called "a writer's block" and defined by Warburton as "a total inability to writing anything" (2007, p. 15). Moreover, the teachers affirmed the students' perceptions of the writing skill and claimed that writing is much more demanding than any other skills. Hence, writing involves many issues and rules since it requires cognitive as well as meta-cognitive processes. In this context, Dion asserts that "it entails tremendous cognitive operations…" (In Gardener, 2011, p. 65) and Latham adds that learner-writers engage in "the creation of thoughts, the encoding into written form, and the physical manipulation of writing tool or keyboard" (2002, p. 45). The participants provided some reasons:

- Lack of inspiration and lack of vocabulary.
- Lack in grammar knowledge.
- No motivation and unwillingness to write.
- Sentence structure.
- Apprehension.
- Generating ideas.
- Reasoning.
- Thinking.
- Working on the writing tips especially when the teacher requires tasks to be done in class.
- Topic choice.
- Getting started.
- Finding and choosing arguments.
- Relating arguments and ideas.
- Spelling.

One of the students argued that *"When we focus on the structure, we lose creativity and motivation, and it is so hard to combine the two together".* Another student added *"when I have ideas, I simply lose the structure and when I respect the structure, I lose ideas".*

As a matter of fact, the students assumed a low level in writing because of its difficulty. More than half of the population considered their level in writing as poor. This is, indeed, shown in their results in both the diagnostic essay and their second year written expression scores. This result coincides with the teachers' responses who stated that the general level of the students was poor. The students justified this level by claiming that they face difficulties of many kinds when it comes to writing (appendix n°9).

Different justifications are provided:

Poor level:

- I face difficulties to find the appropriate words.
- I do not have the habit to write.
- I don't write usually.
- When I have ideas, I simply lose the structure and when I respect the structure, I lose ideas.
- Most students claimed a lack of vocabulary.
- I don't write in a good way, I just write simple words and I don't have a rich vocabulary.
- I can't develop my ideas well.
- I can't express my thoughts as I should to.
- Grammar problems.
- No practice to improve.
- I don't like to write.

Average level:

Most of the students said that:

- I still make some mistakes.
- I still need improvement.
- I'm good concerning the structure of paragraphs but when it comes to the content, I'm week i, vocabulary.
- I need more practice.

- I am not really good in writing.
- I'm not good and not bad, so average.
- My writing is not good but at least I can write something.
- I think I'm average I lack some motivation. I'm in need to practice more and more to be good.
- There are a lot of things to learn.

Good level:

- I don't make a lot of mistakes.
- I'm good with topics I am familiar with.
- I can write an essay though I still need improvement.
- My marks in writing are always goo.

Very good level:

- Very good marks in the module.
- I write and practice it always.

More than this, they expanded the reasons of such level to the fact that the topics are restricted and do not please them. As it is claimed in the students' pre-questionnaire, questions n°10 and n°11, the students wanted to write about different issues, subject matters and fields. Most of the students preferred writing about personal issues. Personal writing helps them express themselves. Mostly, the students preferred this type of writing because they know that as far as there is no reader for their writing, there is no evaluation. One of the respondents claimed that *"because it is the only branch in which I have a rich vocabulary".*

The students justified their preference for description and family issues:

- This makes me feel good, release, excited.
- It is easy to write about ourselves, to describe our feelings.
- I don't want to like to share my feelings with others, so it's better to write them.
- Because it is the only branch in which I have a rich vocabulary.
- Describing an everyday feeling, problem or fact can help me develop critical thinking skills.
- Since I'm an introvert, most of times I keep everything to myself and it weighs a lot, so writing them on paper is like a relief to me.
- Writing about problems in my country (social, political...) in order to our country better and avoid corruption.
- People dare to say things that their mouths won't do.
- Expressing myself through writing bring relief, I mix between improving my English writing skill and telling my thoughts using the pen.
- I am a human being, my mood is my fun.

- Because describing nature is easier.
- I prefer descriptive writing because I like using my senses.
- I like to build my future. So I write about my life and future plans.

Among the students' justifications for narration as a writing preference:

- I like writing about old stories.
- Narrating is more interesting and amazing.
- It makes me free and happy when I use my imagination.
- Using my imagination takes me to different places, and allows me to be different characters.
- I am a romantic and sensitive person and child stories help me to remember my childhood.

The students' justifications for scientific writing are:

- I am interested in facts.
- Scientific facts help me discover many things and develop my scientific vocabulary.

Some justifications are also provided for no preference; the students like writing about every topic that comes to mind:

- I write about everything that comes to me because I want to have knowledge about everything.
- I don't like to stick to one topic, I love having as many flavours as I could in my writing, I don't want to be boring.
- I think writing is inventive, creative and spontaneous; this is why I don't have any preferences.
- I prefer writing about topics in which I have more information and I'm familiar with.

Moreover, when asked about their needs, 3rd year students of English are still not aware of their needs, though they are at the crossroad. That is to say, they are supposed to integrate the social and working life in only some months; at the end of the school year.

Some justifications for their beliefs are provided:

Academic writing:

- First we need it for our studies and second for our future career as a teacher.

Literary writing:

- Literature is interesting, fiction is attractive.
- Poems are my pleasure.

Expository writing:

- We need to know what happens around us, different problems the world is living such as political, social or family issues.

Business/practical writing:

- To be ready to confront future professional life.

Furthermore, the participants added justifications about the genres of writing they think they need more in their studies mainly in the third year level.

Academic writing

- I need progress in this genre.
- It is needed more this year/it is more helpful.
- It is needed in students' training report.
- It is needed for master specialty of didactics.

Literary writing

- It is needed in the literature and civilization module.
- I want to become a novelist.
- It is interesting and needed in studies.
- It is needed for my future choice in my studies.
- It helps students become more creative and develop their imagination.

Business/practical writing

- It is needed in the future life and our professional job.
- It is needed for job application.
- It prepares students for professional life.
- Nowadays, business is very important so I think we need more practice on it.

Political writing

- It is neglected in our country and if someone wants to become a politician he needs to know how to deal with the necessary vocabulary and filed.

Creative writing

- Creative writing appeals to our imagination.
- It inspires me.

- It helps us to develop our skills, use our cognitive abilities and appeal to our capacity of imagination.

Scientific writing

- I am attracted by what is scientific, logic.
- Scientific domains are present in our daily life so it is important to know about them.

Accordingly, every field has a special and appropriate genre of writing. Writing is so large that it is preferable to learn about it as much as possible. In this context, one of the respondents claimed that *"we need writing, in general in all domains of our lives and it depends-differs-from one domain to another"*. Another student added that *"academic, literary, business and creative writings are what we need this year, during our master studies and even in our future careers".* The syllabus of the third year is mostly based on the academic writing that comprises, in general, most of the students' needs. In fact, "academic writing can serve different purposes and audiences in different discourses and requires students to assume different social roles" (Reid, 2001; Zhu, 2004 reported in Lee & Tajino, 2008, p3).

In the suggestions part of the pre-questionnaire, the respondents advocated working in collaboration to help each other. The students are aware of the importance of teamwork in a writing class. Consequently, they claimed cooperation and peer-help while writing in class. This suggestion led us to create a peer-assessment checklist to push students assist each other and focus on the step of our model that supports class writing.

Students considered academic writing and literary writing genres as the most needed in the third year level. Business writing is ranked in the third stage. The other genres, such as scientific, political, philosophical, creative..., are trivial for the participants. Though writing about different genres and fields is enriching and may lead to an open-minded person with a critical mind, learners are still reluctant and unaware of this advantage. At the third year level,

students need academic writing because they are asked both to write for learning and for developing their writing skill. Hence, they learn through writing and perform in writing for academic purposes (such as a training report, essays...). Likewise, 3rd year students need literary writing because literature is part of their academic purposes as there is a master specialty in literature and civilization. Moreover, they have to develop business and practical writing skills because they require it for their future careers. In this context, Baumslag (2000) states that "... higher education leads on to other things in life..." (p. 3). In addition to this, students need to develop their writing skill in different fields since they are required to work in different areas (maritime, juridical, political issues) that require the mastery of the English register in both speaking and writing. One of the student-respondents stated that *"it is important to master different writing styles because this will help me enrich my vocabulary so improve my essay"*. Besides, the teacher-respondents believed that all the genres of writing are important in order to raise students' awareness and develop their knowledge about different fields. However, they are obliged to stick to the writing syllabus constraints which imposes the academic writing genre and its four modes (descriptive, narrative, argumentative and expository).

Moreover, the results show that students' wants (the genres they want to write about) are different from their needs (what they think they need in the 3rd year level) regarding the genres of writing to deal with. Hence, 13.33% wanted to study the academic writing genre but 30% thought they should study it as they need it. 3.33% of the students wanted to study the literary genre; however, 30% thought they need it. 6.67% wanted to study business writing but 20% thought they need it. This entails that the participants are aware of what they need though this does not respond to their personal preferences.

One of the teachers claimed *that "of course, recommended any needed genre to cover a writing task is a "must be"*. Genre study is, according to all instructors, a map route like to

facilitate the work (task) and enable the writer learner to afford time for generating ideas, organizing the writing thus making their skills and abilities in writing into practice.

The two last questions of the second part of the students' questionnaire ask students about the appropriate approach to teaching writing. The questions do not use the word 'approach' for purpose. Instead, simple definitions or clarifications of the approaches are adopted (appendix n°4). At this level, students are not aware of the different approaches to teaching writing. The answers are varied. It is obvious from the interpretation of the data that process and genre are important and considered by the participants in their writing. Justifications of each option are provided:

Process

- In your writing, you should follow some steps to get a perfect product.
- With correct steps you can write everything correctly.
- Because when we focus on the steps we get an well organized essay and the ideas follow a certain order.
- Steps are important a coherent and meaningful text.
- In order to conceive any piece of art, the craftsman must pay a close attention to the steps followed whilst producing his master piece. Writing is also an art that's why one must mind the details.

Product

- When your final product is interesting you will attract more readers.
- The importance if you give a good product in the final.
- The final product is the most important.
- It shows your ability of writing.
- Whatever style you choose, the genre in which you produce the important thing is what you give. We judge the tree according to the fruit.

Genre

- We choose first the genre.
- I think if someone likes the genre in which he is writing, he will develop more ideas, and progress in writing skills.
- You can be more free in your writing.

Process and genre

- To choose a good genre to write is the most important thing in writing and then the steps followed automatically when writing.
- Because we should follow some steps to write something interesting, and when we write about the topic we like, we will be free to express.

Process and product

- For me, the steps to follow are very important because I have the opportunity to read and correct what I am writing. The product is also very important because it helps for getting good marks.

Genre and product

- If you write about a topic you like or about a domain that attracts and inspires you, you will write a perfect essay.

Process and genre and product

- The three are important because they are interrelated.
- All these are very important because you are obliged to follow the steps/the order when you write and final product is the one that leaves an inspiration on you and the genre also is important because according to it that you will organize your paragraph.
- Because if we miss one of these steps, what we unite will be non sense or confuse the reader.
- Everything is important in writing.
- The good writer have to be aware for the genre of writing and then he needs the steps followed when writing that genre in order to have a good final product.
- To write in a good way you have to be structured i.e. to follow steps and also the genre is important because the selection of the appropriate genre to the readers is important to come to the final product which can be read and understood.
- In order to conduct a good piece of writing and writer should follow a certain steps, and should choose the appropriate topic in which he wants to develope. The final product should be relevant and written in a good way by using the most appropriate vocabulary.
- Whenever one factor is missing we can feel it when we read.
- To have a coherent and a good essay.
- In writing every point is important.
- I think that the three together because when writing we have to follow some order and rule, we have to pay attention to the form and also to the content.

In the same path, when asked about the approach to teaching writing adopted, teachers answered differently. The results showed that the teachers lean more on the product and the process approaches. Hence, 30 % of them opted for the product, 30% opted for the process,

while 40% integrated the process and product approaches to teaching writing. This highlights the unawareness of and the slight importance provided to the genre approach.

The suggestions provided by some of the respondents can be gathered in the following headings: *choice of the topic* (learners believe that participating in choosing the topics of their writing would help them improve their writing skill), *further practice* (students claim more time for practice and writing than studying the theoretical part related to writing), *reading* (students are aware of the importance of reading for writing development so they claim text integration in the class), *working in groups* (collaboration seems to be an important element for students to develop their writing) and *writing strategies* (it is important to fluctuate in teaching strategies in order to fit all the learners).

Choice of the topic:

- I think that students need to write about what they want. To be more free to write rather than to stick to the syllabus.
- Students should feel at ease writing about what they desire. Creativity comes with liberty.
- Writing shouldn't be oriented on only one or two genres of writing but we should cover everything.
- We need to write about different topics and types of essays.

Further practice:

- We need to have more opportunities to write.
- Writing in class is not sufficient, we need more effort.
- I should write always in order to develop my writing skills.
- I need to practice more.

Reading:

- To be a good writer you have to be a good reader, because we learn vocabulary through reading.
- Reading is important to master writing.
- Reading should be encouraged too. A good reader is also a good writer.
- We need more opportunities to read in the classroom also outside the classroom.

Writing strategies:

- We need some techniques that can help us improve this skill.
- Teachers should motivate students to write on their free time.
- We should try to work in groups because each one in the group has knowledge to share. This will help the other students.
- It is important to master different writing styles because this will help me enrich my vocabulary so improve my essays.

The findings confirm that the learner-participants do not pay attention to the audience while writing, since they already know that the only reader of their essay is ultimately the teacher. Accordingly, they search out for high scores. The only purpose of the students, while writing, is to write a final piece that helps them achieve high scores. Therefore, they do not pay attention to writing purposes which allow writers to choose the right words, text genre and style. This is mainly due to the fact that they know that they are writing for the purpose of being evaluated by the teacher. In this context, Li (2016) puts clearly that

> Skilled writers know the meaning of concerning themselves about audience interests, values, background information, and rhetorical expectations for writing and address these concerns in all processes of writing; whereas less skilled writers do not have the ability and strategic knowledge to achieve this. The consideration of audience of a writer in writing is called audience awareness. It focuses on "write for whom" and "what is the purpose of the text", emphasizing the importance of writing context and purpose (Li, 2016, pp.64-65)

In other words, in order to write well, it is not sufficient to have good ideas, correct grammar and enough vocabulary; an attention for whom one is writing to and the reasons of such writing play a major role for successful written performance.

Regarding the steps of writing, the results show that most of the students do not plan, organize, revise or reread their work, either while or after finishing writing; though they claimed that they follow the steps provided by the teacher in class. This entails that they either are not aware of these steps, or that teachers do not adopt a process approach to teaching writing. This is, in fact, true as the results show that many teachers adopted the product

approach. As an example, only 6% (Q2 in students' questionnaire) of the whole population makes an outline before writing. This is despite the fact that this step is essential for effective writing. As outlining is a pre-writing activity, it is a decisive step for effective writing. In this direction, Rohman (1965) states that pre-writing "is crucial to the success of any writing that occurs later..." (p. 7).

In this path, the findings also show that "considering the genre of writing" is the most difficult, and "revising and editing" the least difficult. Therefore, students have difficulties to recognize the genre within which to write mainly because they are not aware of the features and requirements underlying each genre. Revising refers to the evaluation of sentence structure and ideas expression and editing refers to finding and correcting mistakes of mechanics, grammar and punctuation. Students find "editing" and "revising" as the easiest steps because these involve rereading of what they have already written and achieved, and checking for mistakes or any inconvenients.

On the basis of this, using text models in the class is one way to remedy to this problem of genre requirements such as audience, purpose, structure.... accordingly, Latham (2002) contends that "reading texts in different forms also enables children to become familiar with a range of text-types, which they can emulate in their own writing" (p.131). Furthermore, Hyland (2008) adds that "an important way of assisting students to become familiar with the structures of different genres is to encourage them to read and use examples of target texts in the classroom" (p. 15). In other words, reading before writing is critical. The students, then, are for the use of texts as a model in a writing class. This means that they are aware of the benefits of reading for developing writing. In this path, Greetham (2001) states that reading "... filters down through our consciousness, enriching our thought processes and sharpening our use of words..." (p. 203). Hence, readers develop an important range of vocabulary besides a critical mind and logical reasoning and analysis skill. This, in fact, leads the students

to acquaint with different genres, their formats, requirements and features, and raises their awareness regarding the similarities and differences existing between genres. Students, then, automatically transfer this knowledge while writing. Consequently, reading introduces writers to "various forms of writing idea development, and authors' techniques" (Muschla, 2006, pp. 3-4). Besides, the teachers suggested the use of reading in order to develop students' writing skills. In the suggestions part of the questionnaires, the respondents (either students or teachers) suggested reading in order to develop enough vocabulary for improved writing. In this path, Grabe and Stoller (2009) assert that "the integration of reading and writing in a single course has much greater academic validity" (p. 453). Subsequently, the use of texts in class can greatly foster students' creative expression.

Additionally, the student-respondents deplored a lack of opportunities to writing in class. This can be justified by the time allotted to the "written expression" module in the third year level as well as by the syllabus constraints. Accordingly, the students acknowledge the insufficient time allocated to writing. In fact, writing involves various processes such as thinking, generating ideas, organizing, making decisions, planning…. Thus, it needs more time than one hour and half per week. Since writing is both a means and an end, learners need more practice to develop their abilities in writing. Students need more time in order to show their potential. For students, writing is a basis in English language learning and one hour per week does not provide enough opportunities to practice and improve their skills. This result again coincides with those obtained from both the students' questionnaires and the teachers' questionnaire.

All the teacher-participants (100%) complained that the time allocated to the teaching of writing to third year students of English is insufficient and does not give the learners the opportunity to practice more writing. The teachers also alleged the insufficient time allotted to teaching writing. One of the respondents stated that *"it is abhorrent to limit time to one hour*

and half. It should rather be extended to five hours". In this view, students need time not only to understand and internalize the conventions of writing and the requirements underpinning each genre, but also to practice and apply these conventions and requirements. Writing itself involves different steps that help the writer produces an effective final piece. Therefore, if not enough time is provided, students fall in the time-restricted conditions; this leads into failure to take into account the necessary elements. Among the justifications provided:

- It's abhorrent to limit time to 1 hour and half. It should rather be extended to five hours per week.
- Writing requires practice in order to develop the writing habit, to internalize the writing process and to master the skill. Therefore, one hour and half is not sufficient to perform, develop and master.
- More than one hour and half at least 3 hours per week is the ideal allocation. The more time you afford to this communicative skill the better enchainments are. At least the eagerness of carrying on writing and answering tasks may remain.
- Students need to have at least two sessions, one for theory and one for practice. The program is very rich, but the number of sessions doesn't provide enough time to practice.

Regarding the types of activities adopted by the teachers in class, there is a clear divergence. It seems that "sentence building practice" is neglected by all of the teachers. This may be due to the fact that this pattern is included in the first year written expression syllabus. However, as the essay evaluation shows, students have difficulties in structuring their sentences and paragraphs. It also seems that all the teachers agreed on five main activities (G-planning for writing, H-generating ideas and brainstorming, J-independent writing, K-revising writing productions, and M-teacher feedback). These are important in the writing process. Moreover, the results show that reading is not used in class as a basis for writing and most of the teachers did not pay attention to genre features.

Besides the teachers argued that the syllabus does not provide a theoretical basis for teaching writing (see syllabus of writing, 3rd year appendix n°1). Consequently, they do it on their own. This, in fact, leads to a misbalance and does not afford students the same opportunities especially because the literature provides a wide range of theory on teaching

writing. This is mainly proved by the fact that the teachers used different approaches to writing instruction. For the teachers, writing is either a process or a product. One of the teacher-respondents declared that *"writing is first of all a process. Learners follow steps and take time to think, generate ideas, select ideas, decide…"*. Another one stated that *"the aim of the 3rd year is essay writing, therefore the final product is the most important"*.

Accordingly, the teacher-respondents claimed that they adopt either the process or the product approach, or a combination of both. This can explain the fact that the students are not all aware of the steps involved in the process approach and the difficulty in considering the genre, purpose and audience while writing. The teachers did not refer to genre teaching, though, they seemed to be aware of the different genres and the importance of teaching them (Q°8 teacher's questionnaire). Furthermore, the process-genre approach is not known and applied by any of the teachers. This is why; the teachers fell either in a product or a process approach to writing instruction. However, not all of teachers were satisfied by the approach they relied on because they did not reach their expectations.

Regarding the students' perceptions towards the appropriate approach towards writing instruction, 44% assumed that the combination of the three approaches to writing (product, process, and genre) is more appropriate and beneficial than adopting only one. In this context, Lekan (2013) sustains that the PGA is recently proposed "in an effort to circumvent the weaknesses of the existing approaches and benefit maximally their inherent strengths" (p. 917). In this way, each approach would complement the other and thus would cover its weaknesses. Combining the three approaches together in one class is as supportive as advantageous for students. Hence, writing would not be seen from one side (product, or process, or genre) but from all its dimensions since all are important for producing a good piece of writing. In this perspective, Palmer-Silveira (2006) states that "writing is currently seen as a dynamic, creative and contextualized of communicating meaning" (p. 394). In other

words, writing involves the content, the context, the language, the steps and the final product; that is, it is not just one of these.

Only those teacher-participants adopting the process approach to writing justified and explained what motivated their choice:

- Writing is first of all a process. Learners follow steps and take time to think, generate ideas, select ideas, decide…
- Writing is an essential means to express deepest feelings and ideas and helps to gain new skills and reinforces other micro skills.
- My Phd research work.
- Steps/process are very important, learners need to get familiar with the whole with the whole process in order to develop a writing habit, consequently writing skills.

Concerning the elements of writing, students regarded grammar and vocabulary as the most important element (30%) whereas punctuation (8%) as the least important. Hence the students are not aware of the crucial role of punctuation for both a successful comprehension and production of the essay. In fact, punctuation replaces both the segmental and supra-segmental features of speaking that allow the listeners understand the whole meaning. Therefore, it is a crucial element in writing. In this stand, punctuation refers to voice rising, tone, gestures and pausing in the form of dots, commas, etc. Hence, without punctuation, the text would be meaningless. In other words, punctuation devices regulate and clarify meaning and rhythm within a text. Sülükçü and Kırboğa (2020, p. 684) state that "punctuation marks are used to differentiate elements of the sentence, embedded sentences, dependent sentences and parenthetical sentences, and to identify the emphasis, intonation and pauses in a sentence".

The findings obtained from the students' pre-course questionnaire, students' questionnaire, and the teacher's questionnaire yield significant data and respond to the first question of this research; that is "***what is the current situation regarding third year Learners' ability in writing?***". In other words, the findings shed light on the actual context of

teaching writing to 3rd year students at the university of Bejaia. The students' pre-course questionnaire and the students' questionnaire answered the first two sub-questions: "*what are 3rd students' writing difficulties, preferences and wishes regarding text genres?*" and *"What approaches are used in teaching the writing skill to 3rd year students?"* whereas the teacher's questionnaire answered the third sub-question: "*what are teachers' beliefs and practices regarding learners' writing ability?*".

It is actually proved that the 3rd year students face a lot of difficulties in writing. These latter range from grammar and punctuation difficulties to finding and organizing ideas. In other words, the learners face both surface and deep problems in writing. It is meant by the surface problems: the use of correct spelling, grammar, punctuation and essay structure whereas by deep problems is meant generating and organizing ideas, style and purpose, reasoning and planning…. Reid (2006), for example, states that "student writing by nonnative speakers of English often contains unusual, and sometimes puzzling, language structures…" (In Matsuda, 2006, p. 76). Therefore, a treatment is needed. The findings also reveal students' preferences and wishes regarding the topics and genres. Hence, they opt for personal writing as this latter is not submitted to evaluation and scoring.

Concerning the approach(es) adopted to teach writing in the department of English at the university of Bejaia, it seems that the product and the process approaches are the prevalent. The learners, then, know writing as either a product or a process, because the teachers do use neither the genre nor the process-genre approaches. In other words, teaching writing as a genre is not given attention though its main role in foreign language writing. Therefore, introducing it is crucial.

Moreover, the teachers supposed that as the syllabus is constraining them and as writing is much more demanding, it needs more practice and materials. Therefore, revising

the syllabus is of paramount importance for the learners of today who have different aims and expectations.

The teachers' suggestions in order to reinforce students' writing skill can be summarized as follows:

Reading. Students need to read as much as possible in order not only to learn vocabulary and be familiar with grammatical structures and rules, but also to be acquainted with text structure, format and requirements.

Practice in writing. Learners have to practice more their writing skills. This would promote their skills and raise a habit writing ability.

Use of technology. Technology is a tool that motivates learners and enhances the learning process; hence it is worthwhile to integrate such tools in the class. Teachers argued that the use of computers in a writing class can be of valuable help for students since it corrects grammar and spelling mistakes and even the word choice.

Collaborative learning. Working in pairs or groups is believed an effective strategy that gives the learners the opportunity to help, monitor, and support each other.

Diversification in genres. The learners need to be familiar with different genres of writing in order to prepare them for their future careers.

Students' writing needs, preferences and level. The teachers suggested to take into consideration not only the needs and preferences of the students regarding writing but also their level. Thus the choice of the topics and tasks should be adequate to these requirements.

Diversification in tasks and activities. The use of different types of tasks and activities is preferable since; on the one hand, this would motivate and raise students' attention, and on the other hand, promote the development of their learning and writing strategies.

Provide students with writing/text models. The teachers argued that bringing texts as a model in the classroom could be an effective way to develop students' awareness in genre requirements, grammar and adequate vocabulary.

Augment the time allotted to the written expression module. The participants claimed more than one session per week in order to have enough time to develop all the necessary points and give the opportunity to the learners to have more practice.

Home work. Teachers asserted that assigning students as much as possible home work could be one way to boost students' writing skills.

Raise students' awareness about the importance and value of the writing skill. Students have to understand that writing is both a means and an end in language learning since it helps them not only to learn different subject matters but also to express their thoughts, feelings and ideas.

4. Discussion of the Results Obtained from the Participants' Essays

The experiment was successfully accomplished in spite of some difficulties. Though, there is a loss of time in nearly every session, especially at the beginning of the sessions, all the steps of the process-genre model proposed were respected and accomplished. Moreover, the students analyzed the different genres of the syllabus, performed the activities provided by the teacher and produced essays accordingly.

4.1.Holistic Analysis

The results and scores obtained from the evaluation of the students' essays are satisfactory since they illustrate a significant improvement from the diagnostic essay to the post essay in general. Hence, the mean scores of the whole class increased from 8.61 out of 20 in the pre-test essay to 15.20 out of 20 in the post-test essay (appendix n°9). This, in essence, proves the effectiveness of the process-genre approach to teaching writing. In this context,

Pelenkahu (2018) asserts that the PGA helps students improve their essay writing skills. Accordingly, from one essay to another, the improvement is noticeable and significant.

The treatment with the process-genre approach to teaching writing proved to be salient as the scores from essay n°1 to essay n°4 demonstrate it clearly. Thus, the mean scores increased from 10.02 out of 20 in the first essay-in the intervention programme- to 14.50 out of 20 in the fourth essay-in the intervention programme. Consequently, learners have developed their essay writing skills under the process-genre model. As a matter of fact, the researcher reached the expected results. In this context, Chang and Szanajda (2016) assert that "the PGA was conducive to the students' writing development no matter what kind of writing classrooms they were in" (p. 179). The results of this research join those achieved in Biskra university in which a similar experiment under the process-genre approach was adopted (SaihiKihal, 2015).

4.2.Analytic Analysis

At the 3rd year level, students are supposed to gain a sufficient knowledge related to grammar, sentence and paragraph structure.... However, the participants before the treatment programme did not demonstrate such knowledge. Yet, as the results show, they have improved in all the elements of writing analyzed in this research. Moreover, reading is a powerful tool to develop students' writing skills as it helped the participants acquire vocabulary, genre features, genre format, grammar and spelling. Hence, the PGA provides positive outcomes in the students' writing skill in general and features of writing in particular. In this context, Pelenkahu (2018) affirms that

> Teaching essay writing based on genre based-process approach model focus on the students experienced a systematical process in English essay writing and results kinds of essay which has the right social function, generic structure, and lexical-grammatical. These three elements are being the basic of genre based-process approach model of English essay writing instruction (2018 p. 63).

4.2.1. Focus and Details

The results of the first element of writing dealt with in this research-focus and details-show a significant progress from essay n°1 (2.20/4) to essay n°4 (3.35/4) in the intervention programme and from the pre-test essay (2.14/4) to the post-test essay (3.52/4). In other words, students have developed their abilities in making and supporting their ideas. Hence, they, now, achieve one of the essay's objectives, which is focusing on one main idea thus stating clearly and precisely a thesis, and bringing and selecting evidence and accurate information that supports well this thesis.

Say it differently, the introduction of the essay is well-developed and engaging as it contains a well-formulated thesis that focuses on the prompt throughout the essay. Accordingly, the results showed that the introductions of the students-at the beginning of the research (mainly: pre-test essay and essay n°1 and n°2) lack originality, attractiveness and thus fail to attract the reader or achieve the purpose. Some examples from the teacher-corrector highlight such mistakes:

- *Unclear ideas, lack of coherence and the conclusion is missing*
- *Limited ideas*
- *Not clear at all!!!*
- *Good ideas but there are some sentences which are translated from L1 to English (eg. Stress is its best friend)*
- *Poor content and form*
- *Many repetitions*
- *There is a certain interference with L1*

This demonstrates that introductions are generally difficult to write, as Bailey states it: "it is often difficult to begin writing an essay" (2006, p. 96). However, the findings register a progressive development in students' introductions and thus, at the end of the research they succeeded to formulate a clear thesis as they showed originality and attractiveness.

The body provides appropriate information that supports the topic and helps the reader understand. The students' body sections also showed a progress from the first essay to the last. In other words, at the beginning, the students had difficulties to support their thesis statement and to provide sufficient and accurate details to convince the reader. However, the experiment proved to be positive since at last, students performed body paragraphs that support the thesis statement in a successful way, and provide the reader with necessary and convincing data.

The conclusion of an essay wraps the main points in an effective way. The scores of the students and the remarks of the corrector demonstrated a positive change in students' conclusions. Thus, in the first essays, the conclusions only restate the thesis and are neither convincing nor appealing. However, in the last essays, the conclusions of the students illustrate students' cognitive and analysis skills as well as reasoning and appealing abilities.

The student-writers, then, succeeded to reflect thinking and reasoning skills throughout the whole essay. Accordingly, the process-genre model adopted showed its effectiveness in helping learners develop skills that allow them to know what to include in their essays and how to include this content in order to achieve their objectives.

4.2.2. Organization

The results of the second element of writing discussed in this research-organization-demonstrate a progressive and noticeable development from essay n°1 (2.29/4) to essay n°4 (3.35/4) in the treatment programme and from the diagnostic essay (1.94/4) to the post-experiment essay (3.55). In other words, the participants have developed their essay organization skills under the process-genre approach. The students achieved to organize their essays in that they respect the general essay structure (introduction, body and conclusion), adopt the appropriate genre format; their essays showed a logical progression of ideas and

thoughts-coherence is respected- and the use of transitional devices is evident and mature-cohesion is respected. In this context, Yan (2005) stresses the fact that the PGA is an effective tool since it provides learners with content, as input and opportunities for organizing, revising and thinking about their content (in Palpanadan et al. 2015).

The first essays of the students illustrated a lack of organization, coherence of ideas and lack and limited use of transitions. Some examples from the teacher-corrector highlight such mistakes:

- *Problems of organisation (repetition of the same ideas)*
- *lack of coherence*
- *Poor content and form*

Besides, the results of the pre-course and students' questionnaires as well as the teacher's questionnaire confirm that the learners have difficulties in organizing their ideas and essays. That is; the ideas do not follow a logical stream, the structure of the genre format is not respected; coherence and cohesion are lacked throughout the essays. However, the last essays prove a positive increase of organization, logical flow of ideas and appropriate use of transitions-cohesion. Accordingly, the process-genre model adopted brought positive results regarding the organization of the essay, thus students developed their skills of essay organization.

4.2.3. Voice

The writer's voice is mainly related to his/her purpose, audience and style of writing. The results, for this element, point up a progress from essay n°1 (2.05/4) to essay n°4 (2.73/4) in the intervention programme and from the pre-test essay (1.79/4) to the post-test essay (2.97/4). In other words, the participants have learned to pay attention to the purpose of writing, the audience and the style to use in their writing, after the experiment. In this context,

Zhang (2018) asserts that the PGA helps learners construct their writing on the basis of meaningful communicative purposes. Moreover, it raises their self-efficacy in writing.

The first essays highlight the absence of the student-writers' voice. Besides, the data gathered from the pre-course and students' questionnaires as well as the teacher's questionnaire and the pre-test essay clearly state that learners do not pay attention to these aspects especially because they are not acquainted with genre writing. Nevertheless, the treatment programme with the process-genre model helped them understand, recognize and apply these aspects.

Accordingly, the process-genre approach proved to be effective in developing the participant-writers' voice while writing.

4.2.4. Word Choice

The fourth element of writing considered in this work is "word choice"; that is the appropriate vocabulary to use when writing an essay. The results highlight the learners' awareness and knowledge of the adequate words and expressions to include in their essays. Hence, they enriched their personal dictionary. The scores of the students' essays increased from essay n°1 (2.02/4) to essay n°4 (2.64) in the intervention programme and from the pre-test essay (1.44/4) to the post-essay (2.61). This is, in fact, true since learners are exposed to different registers-different genres of writing. Therefore, they enriched their repertoire.

In the first essays, the students lacked vocabulary and its appropriate use. Thus, the essays show a misuse of words, repetition of the same words.... Some examples from the teacher-corrector highlight such mistakes:

- *Problems of spelling*
- *Limited vocabulary*
- *A very limited vocabulary*

After the experiment, students' essays show a positive change in the correct use and variation of words. The students had selected the adequate words for their essays, thus developed their vocabulary. This is mainly due to the text models used in class. Learners were required to read texts provided by the teacher and analyze its genre features, among which vocabulary use. Following this idea, Schmitt (2007) states that "the difficulty in learning English vocabulary should be put in context" (p. 828). The students under the experiment showed progress in vocabulary use mainly because of the text models used in class, as these latter allowed exposure to real use of words. In view of that, Schmitt claims that "one key to facilitating incidental learning [of vocabulary] is to maximize learners' exposure to English" (2007, p. 833). He adds that this exposure can be in different ways: such as group work, reading, class discussions... these strategies are, in fact applied in the experiment. Peloghitis and Ferreira (2018) claim that "the use of model texts as valid pedagogical tools to develop writing skills in L2 contexts" (p.18).

Accordingly, the process-genre approach helped the learners to develop their vocabulary and its use in different contexts. Thus, on the one hand, they enriched their repertoire, and on the other hand, they recognized the right word use.

4.2.5. Sentence Structure, Grammar, Mechanics, and Spelling

The last component of the rubric-Sentence structure, grammar, mechanics, & spelling-seems to be a serious handicap for the learners since the results show the lowest score in each essay. Though there is an improvement from one essay to another, it still represents a deficiency in students' writing. The mean score goes up from 1.44/4 in the first essay to 2.44/4 in the fourth essay-during the experiment, and from 1.26/4 in the pre-test essay to 2.50/4 in the post-essay. In other words, students have slightly developed correct use of grammar rules and structures, punctuation and spelling. Though there is an improvement in

the results, this is still not sufficient. Grammar, actually, is a key component for successful essay production, as Duigu (2002) proclaims it

> No matter how good your ideas or your outlining skills are, if you do not have sufficient control of correct English you cannot communicate your brilliance ... grammar is the infrastructure of your writing, and if that is weak, then a clever superstructure of ideas will simply make the whole essay collapse (2002, p. 37).

It is true that students face difficulties in grammar. Some examples from the teacher-corrector highlight such mistakes:

- *Problems of tenses*
- *Problems of grammar*
- *Sentence structure with a certain influence of L1 on the sentence structure*
- *Misuse of articles*
- *Misuse of cohesive devices*

The main grammatical hindrance of EFL students is the present tense, namely the "S" of the third parson singular. Some examples from the students' essays highlight such mistakes:

- A daily **bases**
- 9 **month**
- She always **wipe**
- I have passed by an amazing **moments**
- The students **hates** the module
- The student was sick and **have** some problems
- Eventually he **get** bad marks
- Society makes students stressed and **push** them...
- Student **have** been tested many times
- The students **works** hard

Moreover, Punctuation replaces the segmental and supra-segmental features of speech, such as stress, intonation and rhythm, thus contribute much to the meaning of the piece of writing. However, students' use of punctuation seems to be a serious problem. Some examples from the teacher-corrector highlight such mistakes:

- *Problems of punctuation*
- *Serious grammar mistakes*

Spelling also is a significant difficulty for EFL learners mostly because English is not a sound-letter correspondence language. That is to say, the way words are pronounced is generally different from the way they are written. Eg. Write /rait/, but /bʌt/, people /pi:pl/.... the students' essays highlighted many spelling mistakes. Though, there is a slight progress but they still make such mistakes. Some examples from the teacher-corrector highlight such mistakes:

- *Problems of spelling*

Some examples from the students' essays highlight such mistakes:

- Phisically
- Inteligent
- Forniture
- Briance
- Marke
- Texte
- Futur
- Changement
- Luck to speack about "to lack"

Nonetheless, as the results and the remarks of the teacher corrector illustrate it, the learners have reduced the amount of mistakes at the end of the experiment. That is to say, they still make mistakes, however, these mistakes do not detract from the quality and comprehension of the whole essay. Therefore, the reader is not prevented from getting the whole image of the essay.

This is mainly due, first, to their recognition and new knowledge of grammatical conventions, punctuation and spelling system as they read in class, and second to the revising and peer assessment stages. The former helped learners recognize the correct use of tenses, structures and rules, punctuation rules as well as how words are spelled. The latter refers to one of the main steps of the process-genre approach that appeals students to read their peers'

works and try to find out eventual mistakes; this helps them find and understand their peers' mistakes as well as reflect on their own mistakes.

Zhang (2018) claims that "the process-genre approach is aimed at enabling learners to have a good command of linguistic knowledge and skills in using the language in writing instruction" (p. 116). Indeed, the mastery of grammar does not entail only accuracy in language use but also the ability to "create accurate, contextually appropriate texts" (Derewianka, 2007, p. 855). This is, in fact, achievable through the process-genre approach. Indeed, our research reached such result.

Accordingly, the process-genre approach proved to be effective in developing students' mechanics.

Accordingly, all the elements of writing selected in this research are developed by all the students though with slight differences. In this respect, Palpanadan et al. (2015) affirm that the PGA helps learners develop both basics of grammar (sentence structure, subject verb agreement, paragraph structure, punctuation marks, conjunctions, articles, word selection style, and cohesion), and genre characteristics, types, and structures, purpose and audience, besides writing sub-skills (such as drafting, brainstorming, planning, revising and even assessing). Likewise, Kim and Kim (2005) state that "the process-genre approach provides opportunities for students to develop their individual creativity and that it helps them understand the features of target genres" (in Eliwarti & Maroof, 2017, p. 51). Some examples from the teacher-corrector highlight such mistakes:

- *Well-organised, many details are included. The vocabulary is rich and varied*
- *Well-organised but the vocabulary is limited*
- *Very interesting, good ideas well expressed and organised*
- *Well-organised but there are many mistakes of spelling and punctuation*
- *Good ideas but there is a lack of coherence between paragraphs*
- *Well-structured but problems of punctuation and sentence structure*
- *Well-organised, clear ideas but there are some mistakes of spelling*

- *Good essay, well-written and well structured*
- *Well structured, many details are included the choice of words is appropriate*

The results of our research go hand in hand with results obtained from different researches in different contexts. In other words, the process-genre approach proved to be effective in developing several attributes of writing. AbinLitinim (2012), Eliwarti and Prof. Maroof (2014); Palpanadan et al. 2015; Saiki-Kihal, 2015; Agibuay, 2016; Eliwarti & Maroof, 2017; Belmekki and Sekkal (2018), for example, concluded their works on the effects of the process-genre approach on the writing performance and claimed that the PGA has a significant effect on the participants' overall performance in writing and on the components of writing such as organization, vocabulary, content, expression, mechanics and linguistic accuracy. Moreover, Xu and Li (2018) state that the PGA not only helped the participants in developing their writing skills but also motivated them and attracted their interests in writing within different genres.

The intervention programme results aim to answer the second main question on which this research is based: *"**to which extent can the process-genre approach prove salient in fostering our population sample's writing skills?***"

The findings reveal significant data and join many studies in the literature of the process-genre approach. Many researchers (AbeniLitinim, 2012; Eliwarti & Prof. Maroof, 2014; Palpanadan et al. 2015; Saiki-Kihal, 2015; Agibuay, 2016; Eliwarti & Maroof, 2017; Belmekki & ekkal, 2018) claim the effectiveness of the process-genre approach to writing instruction. Thus, the results answer the first two sub-questions of the second question namely: "Do students develop their writing abilities through the process-genre instruction regarding *focus and details, organization, voice, word choice,* and *sentence structure grammar, mechanics and spelling* and essay writing in general?" And "To what extent does the process-genre instruction to writing boost students' writing skills regarding *focus and*

details, organization, voice, word choice, and *sentence structure grammar, mechanics and spelling* and essay writing in general?"

As far as the first question is concerned, the answer reached is "yes"; that is the student-participants developed their writing skill as the scores showed a significant improvement in general essay writing and in all the elements of writing investigated in the research. That is to say, the students scored high in the last essays and developed their essay writing abilities, and developed their scores in each element of writing: "focus and details", "organization", "voice", "word choice", and "sentence structure, grammar, mechanics, and spelling".

As far as the second sub-question is concerned, the students learned different genres (treated in class), their features and requirements, thus developed their ability in producing essays in these genres. Chang and Schmidt (2004) affirm that "the PGA was conducive to the students' writing development no matter what kind of writing classrooms they were in" (p. 179). The process-genre approach affords students with opportunities that help them develop as writers in different domains.

The third sub-question: "What are the kinds of attitudes developed by students when taught writing following the process-genre approach?" is answered by the students' post-questionnaire. The findings of the post-questionnaire reveal that the student-participants raised positive attitudes toward the process-genre model to writing instruction. The results scored show that the students really appreciated to study writing under the process-genre model. The students enjoyed reading text models, analyzing, practicing and discovering the different steps of the model text. They admitted that they have developed their writing performance, thus write better than before undertaking the experiment. Moreover, they asserted that they enjoyed the writing class in general. The students suggested many elements

that would help them develop more their writing skill. This, in essence, proves their awareness of the importance of writing as both a means and an end. Among their suggestions, some can be cited: more sessions for the written expression module; teacher's feedback as part of the learning process, more practice, and more collaborative work. Besides, they expressed their appreciation concerning all the steps followed in class as well as the procedure followed by the teacher.

Regarding the peer-assessment checklist designed as one part-step of but additional tool in the experiment, half of the respondents claimed that it was not really helpful for them. In other words, it was useless, mainly because they felt reluctant to underline all their peers' mistakes. This is due to the fact that they were afraid to affect their peers thus did not handle it seriously. In this respect, one of the respondents claimed that *"classmates don't usually want to hurt each other's feelings and so their assessment isn't objective, they don't point out all the mistakes, in other times they don't have the knowledge that enables them to assess the work".* Elbow (2000) joins this idea and claims that "peer readers can be a problem… students sometimes care more about peer opinion than about our carefully considered professional judgment" (p. 34).

Furthermore, it is worth remembering that the peer-assessment checklist was used as an additional tool to help the participants develop consciousness about their mistakes, hence it is not an integrated research instrument for this study. This is why; there is no analysis of the results obtained. Some examples of peer-assessment checklists completed by the participants are provided in appendices n°23 (for expository essay), n° 24 (for narrative essay), n°25 (for descriptive essay), and n°26 (for argumentative essay).

The research also confirms these positive attitudes through the observations of the researcher during the intervention programme and the students' pre-questionnaire. In other

terms, at the beginning, the students were reluctant and not motivated to write (as already highlighted by the pre-course and students' questionnaires). However, during and even after the experiment, they became more relaxed and their motivation increased (as the scores reveal it). Likewise, they expressed their enthusiasm for more practice and the procedure followed by the teacher.

5. Observations of the Researcher

In this set, the researcher reports and describes her observations before and during the intervention programme under the process-genre writing to writing instruction. It provides general insights of the experiment as well as remarks related to the teaching of each essay genre.

5.1.During the Pre-Test/Diagnostic Essay Session

The teacher asked the learners to write an essay on a free topic. In this way, the evaluation would be fair and objective since all the learners were given the opportunity to write about what they want and know. The aim of this test was to underline the students' writing ability and knowledge about essay writing as well as highlighting their writing intricacies.

The learners, in this session, were hesitating in choosing the topic. They had difficulty to find appropriate words, so they asked for help from peers, teacher and relied all the time on their dictionaries. They did not know how to structure their essay (introduction, body, and conclusion). When the teacher was passing between, she noticed that the students did not outline their essays and did not revise after accomplishing it. This means that they directly handed it to the teacher.

The session of one hour and half did not suffice the learners to finish and accomplish their essay in time; hence the teacher added ten additional minutes as this is the interval between one session and another.

5.2.During the Intervention Programme/Experiment

5.2.1. General Observations

The students lack knowledge of vocabulary, even basics. In order to remedy to this obstacle, they used other strategies such as translation and dictionaries (virtual or printed); they asked their classmates and rarely the teacher.

Learners relied more on their mobiles (digital dictionaries) in order to find definitions, missing words.... This entails a lack of vocabulary knowledge. Hence, in order to remedy to this deficiency, students used dictionaries. However, it is argued that using a dictionary while writing "can be a snare and a delusion, a waste of vital time and an invitation to inaccuracy" (Pleuger, 2001, p. 155).

Students tended to translate from already known languages, namely Berber, Arabic and French. Translation was one of the students' compensatory strategies to achieve their objectives. Accordingly, they thought in the language they master and feel more at ease, then, translated into the English language. Al-Musawi asserts "most educators agree that translation is a powerful tool to help the student more confidently understand foreign words and expressions and express ideas in the target language" (2014, p.1). However, this translation, most of the time, misses the intended meaning. The author adds that "some educators argue against using the native language in the class, considering it as a serious barrier to effective language learning". (ibid)

The students tended to use their L1 very often. The interference is higher and students made a lot of mistakes. Accordingly, Ellis claims that "the learner's L1 is one of the sources

of error in learner language" (2008, p. 51). In other words, the participants tended to think in their mother tongue then translate their ideas into English. This is mainly why they most of the time, relied on their digital dictionaries to find synonyms and equivalents.

Despite the fact that the teacher dedicated one session to explain the approach to adopt and different stages it involves, students had troubles to get familiarized with it easily.

As far as the reading step is concerned, the participants at the beginning were laughing and told the teacher that they felt as if they still were in the secondary school. Consequently, when one of the learners read the others did not listen. The teacher, then, tried to motivate them by many techniques. One of these techniques consisted in calling a name and asking the student to carry on reading. Another technique was to ask about the definition of words from the text….

The peer-assessment stage was also taken as a game from the part of the students at the beginning of the treatment programme. Hence they were laughing at their mates' mistakes. However, after explaining its aim and its benefits for all of them and setting rules and limits in class, they worked seriously and at last appreciated it as they asked their students for clarification and so on.

Class writing, for its part, was an enjoyable experience from the beginning. Students felt safe because though they did not have enough knowledge, it was not noticed, on the one hand, and not evaluated on the other hand. This also gave opportunities for partnership and support among students and created a unique relationship as they felt as a unique whole producing one piece of writing. Hence, class writing set harmony and security in class besides motivating learners.

5.2.2. Observations Related to Each Genre

5.2.2.1.The Expository Genre

The expository genre of writing encompasses different sub-types. However, the research dealt with only the cause/effect writing relying on students' requirements.

The steps were all followed and respected though with difficulty as the students just started to get acquainted with this way of learning. Therefore, each step took double time than it should be. Instead of two sessions (90 minutes), the cause/effect essay took four sessions (180 minutes). This is also due to the fact that the teacher introduced first the expository essay in general, than focused on the cause/effect writing. The writing stage was the longest since they had difficulties to get started and choose the right information, to organize their essay.... Moreover, the students took time to read their peers' works as they took the activity for fun.

Moreover, the learners did not get motivated and seemed neither attracted by the approach nor by writing. They even claimed that writing was "boring" because it made them both "think" and "practice".

5.2.2.2.The Narrative Genre

The narrative essay took longer time than the coming genres (3 sessions). The students, in the first step, had difficulties to appeal to their imagination in order to create a story. The students were given one picture from six (appendix n°28), however, they asked for another picture because of the difficulty of the concepts included in the pictures. This means that they did not have enough knowledge about the topics of their pictures. Thus, they showed a lack of vocabulary. This is highlighted in the "word choice" element in the pre-test. The result was low. The mean score of the whole class for this component is 1.44 out of 4. For the second step, the learners were motivated because the story involved them (appendix n°28 text). However, the step took **45** minutes. The teacher tackled the aspects and features of

narrative writing. For the fourth step, students faced difficulties in generating ideas in front of their classmates, thus took longer time, but later enjoyed the activity. For the remaining steps, the students took longer time and relied on their peers' and virtual dictionaries' help.

The students spent a long time to read and understand their peers' stories as they had difficulty to decipher their peers' handwriting. Yet, they expressed their positive feelings towards the activity and later admitted that they had enjoyed reading other stories.

5.2.2.3.The Descriptive Genre

The descriptive genre of writing is the third genre dealt with in the experiment. It encompasses physical and/or emotional descriptions of the subject.

The steps of the model are all followed and respected with easiness, as the students are already acquainted with descriptive writing. The students enjoyed this type of writing. The time attributed to each step was respected. All the steps were a joy for the students as all of them got involved in reading, participating and writing.

Moreover, the learners got motivated and seemed attracted by all the steps. They enjoyed reading the text though it was somehow difficult as it was full of adjectives and descriptions. This is done on purpose; that is to show to students the use of adjectives in description.

5.2.2.4.The Argumentative Genre

The argumentative genre of writing was the last genre dealt with in the experiment. It is a genre used in every aspect of life and education, therefore, important to master. Students were motivated and enjoyed the pictures and the text selected. They showed it by participating with great involvement.

The steps were all followed and respected though with difficulty because they were volunteers to do more in each step. Moreover, the students took time to read their peers' works and took the activity for fun but with a serious engagement.

Moreover, the learners got motivated and seemed attracted by every step and point dealt with. They even claimed that writing is the best practice ever and that the writing class is the best one.

6. Further Observations

It is worth mentioning that the students performed two essays for each genre, one in class and one out-of-class. In other words, the student-participants produced eight-8- essays during the intervention programme under the process-genre approach to writing in addition to other three essays: compare/contrast, process and problem/solution. These three types are not referred to as part of the treatment programme. In this context, Weigle (2002, pp. 173-4) claims that "out-of-class writing tends to be assigned as a learning activity, while in-class writing is ordinarily a testing activity". However, only those produced in-class were taken into consideration in this research because the researcher thinks that the essays performed out-of-class are first untimed, and, second not reliable for the research objectives since the learners had time to consult different sources, therefore got a better piece of writing. Accordingly, Longknife and Sullivan argue that "when your essay is a home work assignment you have more time to carefully develop and write it" (2012, p.44). In other words, the essays produced at home were an opportunity for the learners to practice more, thus improve their writing skills.

The findings of this research join many studies. The outcomes go hand in hand with those obtained by other researchers in the Algerian context (Saihi-Kihal, 2015). The PGA helps learners to improve not only essay writing in general but also elements of writing. In

other words, the process-genre model adopted in the intervention programme brought significant results and thus effects positively on students' writing skill. There has been a significant shift in the students' results from the pre-essay to the last essay. The students' developed knowledge in the five aspects of writing dealt with.

Conclusion

This section discussed the results obtained from the students' questionnaires', the teacher's questionnaire, the students' essays and the post-test essay. The next section will provide conclusions, recommendations, limitations of the study and further suggestions.

Conclusion, Recommendations Chapter

Chapter 5: Conclusion, Recommendations and Limitations and Further Suggestions

Introduction

This section underlines conclusions related to the research, provides some limitations encountered during the experiment. Moreover, it lists some recommendations drawn from the results achieved and proposes some topics for future studies on the topic under study: teaching writing under the process-genre approach.

1. Conclusion

The intervention programme with the process-genre model to teaching writing proved to be effective in developing students' essay writing. The participants who completed the programme and performed all the provided tasks showed an encouraging improvement in the different features of writing included in the experiment. An even better progress was made in the final essay (post-test essay). Accordingly, the process-genre approach helped the learners to perform better and write upgraded essays. That is, the results showed a significant improvement in the students' essay scores. In this context, Warburton (2007) affirms that "…writing can be a pleasure, particularly when you are in the flow of it, when it suddenly seems simple and all the ideas fit together almost by themselves" (p. 36). In other words, as the students enjoyed the approach, they felt at ease and were eager to write and practice. Consequently, a well constructed approach that would promote students' writing abilities in the second/foreign language is necessary.

Accordingly, Harmer (2004) claims that if teachers implement the process-genre approach to teaching writing and thus incorporate activities related to both process and genre in their programme, "there is a good chance that students will emerge as competent writers. They will be able to operate in a variety of genres and to address a number of different

audiences, producing written work of a high standard" (Harmer, 2004, p.86). The student-participants confirmed this claim through the improvement they made during the experiment. Besides, Harmer adds that

> … Textual success often depends on the familiarity of text forms for writers and readers of the discourse community …. And so, when we teach students how to write letters, send emails or make oral presentations, for example, we will want them to be aware of the genre norms and constraints which are involved in these events" (Harmer, 2007, p.32)

2. Recommendations

The results obtained from the research raised some recommendations for teaching writing:

Raise Students' Awareness about Writing and its Importance. Writing is both a means of learning a language and a language skill without which the mastery of the language is not reached. Students need to recognize its importance in order to develop their skills. This can be done by highlighting the use of different genres and different purposes in everyday life.

Time Allocated: writing involves various processes such as thinking, generating ideas, organizing, making decisions…. Thus, it needs more time. "One hour and half" session per week is not sufficient to develop essay writing skills. Writing is both a means and a skill; learners need more practice to develop their abilities in writing. They need more time in order to develop and show their potential.

More Practice: students need to write as much as possible. Consequently, opportunities for writing should be varied and continuous. That is to say; the teacher should assign as much as possible of essay writing in order to push learners write, develop a writing habit, and thus improve their writing skills.

To Limit the Use of Students' L1: the students need to develop a habit of thinking in the foreign language when writing in this language. To achieve such objective, the teacher has to provide his/her learners with a set of tasks that push them to think in the target language. Examples of these activities: association and link-word…. Though translation proved to be effective in some cases but students need to think in the foreign language they are writing in, hence avoiding the use of L1 would be abandoned.

Class-Size: since the process-genre model to teaching writing involves whole-class writing, the size of the class should be reduced so as to make the group work feasible. Moreover, it encompasses many steps; hence it is difficult to handle all the steps with a large-size class. Accordingly, adopting the process-genre model would be more appropriate in a small class.

Teaching Writing. Students need to acquire the basics of writing from the first year. In this way, they would arrive to the third year with certain knowledge that promotes essay writing. As an example, the researcher faced this kind of difficulty (students' lack of writing basics) in her intervention programme. She lost a whole semester in repeating the syllabus of the second year- that is paragraph writing- because the participants faced difficulties to write a paragraph. Consequently, they could not write essays which are formed by assembling paragraphs.

The following books, for example, could be of great help for teachers to prepare materials for teaching writing: 101 Activities for Teaching Creativity and Problem Solving (by Van Gundy, A. 2005, John Wiley & Sons, Inc. San Francisco, USA) for developing students' creativity in writing; Troubleshooting Strategies for Writing Nonfiction (by Fine Clouse, B. 2005. 265, The McGraw-Hill Companies, Inc. USA) offers help for different stages of writing; Petrina, S. 2007. Writing academic English (by Oshima, A. & Hogue, A.

1998. 3rd edition. Addison Wesley Longman, New York) provides a detailed theoretical basis for teaching writing and its components. Genre, Text, Grammar: Technologies for Teaching and Assessing Writing (by Knapp, P. & Watkins, M. 2005. University of New South Wales Press Ltd: Sydney, Australia Mertens, N. L. (ed.). 2010. Writing: Processes, Tools and Techniques. NovaScience Publishers, Inc. New York) offers a theoretical basis for teaching and assessing different academic genres of writing such as description, narration, argumentation and exposition under the genre-based approach. Techniques in Teaching Writing (by Raimes, A. 1983. Oxford University Press: New York: USA) supplies with practical and interesting techniques for using pictures and readings in teaching writing as well as foe integrating the different language skills.

Teaching the Expository Essay. The expository genre exposes a topic and gives facts and directions, identifies items, or clarifies ideas about one idea or concept. It is used in every field. It is used in research reports, newspaper articles, glossaries…. This makes its teaching very imperative. Moreover, it encompasses many sub-topics such as definitions, classifications, cause/effect, comparison/contrast, process/how to do…. Accordingly, we recommend focusing on each sub-type in isolation to help students recognise different features and formats of each one.

Teaching the Narrative Essay. The narrative mode of writing tells a story, either real or fictional. This type is the most used as people always recount their experiences. The students have appreciated the use of pictures in the warming up step of the experiment. As a result, the use of pictures attracts the learners as it raises motivation and appeals to imagination and visual memory.

Teaching the Descriptive Essay. The students have enjoyed each part of descriptive writing because it uses the five senses; hence pushing students to use them would be a great

experience. A reference to Schacter (2016) would be beneficial for providing materials for description.

Teaching the Argumentative Essay. Argumentative writing expresses a point of view and aims at convincing the audience that this view is the most important or correct one. It is used even in the simple everyday aspects. Accordingly, teaching it is crucial, and providing different models would help students recognize and internalize the features and format of argumentation. The students enjoyed the use of pictures and the topic of the text model interested them very much (chewing a gum). Hence pushing them create pictures, for example, would be a motivating technique. A reference to DiPrince (2005) could be beneficial for providing materials for argumentation.

Genre Teaching. 3rd year LMD students of English need three main genres of writing at such stage albeit many other genres are important. A) Academic writing as the central one because students are appealed to write for classroom assignments, exams…; B) creative writing because they need to develop their creativity, thinking skills, motivation and express themselves. Moreover, creative writing has, nowadays, gained a crucial place in university settings. C) The third genre is business writing because at the end of the school year level, students are supposed to integrate the professional world. Business writing, also called professional and practical writing, is a genre of writing used in order to communicate in business settings. It includes reports, letters, memorandums…. Therefore, teaching EFL students Business writing means preparing them for future in-service integration, that is; from university to enterprise and institutions. Though Business writing represents one's writing ability in daily life settings, it is learnt, thus should be taught at university. Teaching Business writing means to prepare learners for future life, endow them with abilities such as independence, self-reliance, ability to self-expression … the characteristics of an autonomous person.

As the results of the students' pre-questionnaire show, 3rd year students claim the integration of these three genres of writing in the writing syllabus.

Considering the Audience and Purpose. Every writer has a reason when writing and most of the time his/her writing has a reader. Accordingly, teaching students to pay attention to purpose and audience when writing is very important for better achievement. It is argued that "the first step toward effective essay writing is to know why and for whom you're writing" (LearningExpress, 2003, p. 19). Assisting students in recognizing such principles of writing is critical.

Teaching one Genre at Time. It would be preferable to deal with one genre during a long period- a semester for instance. This is for two purposes: on the one hand, students would have sufficient time and opportunities to grasp, internalize, practice and produce essays within that genre, and thus improve their writing skills. On the other hand, they would avoid mere imitation of the text model and thus avoid simple reproduction. Sufficient time of the genre teaching would allow the teacher to provide students with different text models of the same genre. In this way, learners would recognize better the genre features, analyze the different models and as a result create their own texts.

Integrating the Business Writing Genre in the Syllabus. 3rd year learners are expected to integrate the working society after their training; therefore, they need to be acquainted with the genre of writing that would help them get a job. In this sense, they need to know how for example to write a CV or a letter of motivation…. Hence, writing skills ensure successful business communication. In this context, Ranaut (2018, p. 32) claims that

> Most business professionals, such as marketing, finance, and research and development managers, need excellent writing skills to properly convey ideas and concepts. There are many reasons that writing skills are important in the business world. During a regular business day, bosses write emails to employees notifying them of meetings or providing instructions for specific projects. These written messages

> must be concise and self-explanatory, so workers can be productive and not waste time asking for further instructions. Business people are busy and well written communications help save time. Additionally, good writing adds to the credibility of the writer and reflects positively on a company's image. Ranaut (2018, p. 32)

Reading in a Writing Class. Many researchers (Latham, 2002, Harmer, 2004...) focus on the interdependence between reading and writing. Using text study activities is beneficial for students. In this context, Muschla (2006) addresses teachers and says

> Reading should play a prominent role in your classroom in support of writing. You should encourage reading, provide time for it, and make a variety of reading materials available for your students. Reading can… be a powerful model to students" (Muschla (2006, p. 4).

Therefore, the use of texts in class, and even out of class, is a powerful means to improve writing, besides developing reading skills. Thus, the learners would learn a huge amount of vocabulary, and develop a deep understanding of the text structures while reading. This knowledge and these skills are transferable to independent writing. Following this idea, Harmer (2004) sustains that "where students are asked to write within a specific genre, a prerequisite for their successful completion of the task will be to read and analyze texts written within that same genre" (p. 29). Foreign language learners need an exposure to authentic input that permits an appropriate contextual learning and an appropriate social integration.

In the suggestions part of the pre-questionnaire, the respondents mentioned reading in order to develop enough vocabulary for improved writing. One of the student-respondents said "*to be a good writer you have to be a good reader*". Another one stated "*we need more opportunities to read in the classroom also outside the classroom*".

The process-genre approach is intended to give students opportunities to read and help them develop their vocabulary related to the genre examined since in the second and third steps of the approach, texts models are provided, read and examined in the class. Accordingly,

Elbow affirms that "reading and writing *can* work productively together as equals to benefit each other" (2000, p. 281).

Use of Peer-Assessment Checklist. The peer assessment checklist adopted in the intervention programme under the process-genre approach was useful for students as they learned to discover, highlight and correct mistakes of different kinds (grammar, word choice, punctuation, cohesion...). In this context, LokitaPurnamikaUtami states that peer assessment

> involves students to review their peer's paper and put notes or comments on grammar, ideas organization, vocabulary, structure, punctuation and so forth. This way students learn from each others in every dimension of writing, i.e. content accuracy, vocabulary knowledge, grammar and sentence structure and also ideas organization (LokitaPurnamikaUtami, nd. p.4).

Use of Self-Assessment. Self-assessment refers to the process of checking one's own work for the purpose of highlighting weaknesses and strengths. Therefore, it is a "process of reflection and revision" (Andrade & Brooke, 2010, p. 76). Hence, relying on a self-assessment checklist would help student-writers revise and discover their own mistakes and positive points. Andrade and Brooke assert that for an effective self-assessment, criteria should be set. The checklist would encompass criteria of what makes a work good, and identify students' mistakes. This, in fact, encourages learning and better writing. Such assessment is beneficial for both students and teachers.

Use of Teacher-Assessment. In the suggestions section of the post-questionnaire, students expressed their will about class teacher feedback. Hence, in addition to correct the students' essays, it would be advantageous for students to take one of the students' performances as a sample, analyze it and correct it in class. In this way, students would receive a direct feedback and learn from others' mistakes. Moreover, the teacher would provide more explanations about the genre teaching whenever necessary and this adds objectivity to the teacher's correction.

Use of Technology for Writing. In the late twentieth century, technology proved to be the central innovational tool in our daily life. Its emergence touched every field including education in which it plays a paramount role. Today, technology is a means and an end in and for any educational subjects. Therefore, drawing on the most advanced technology available could help attain high scores since it is attractive, practical and easy for learners. One of the teacher-respondents claimed that "*students today are graduating into a world that is interconnected as never before. Thus, different fields such as business, education, and economics… require cooperation across boundaries*". Therefore, learners can use technology to write since this latter is not only a means (e.g. word processing) for developing writing skills but also a source as it provides a wide range of data. A reference to these books can be helpful for the teacher to integrate technology in a writing class. As an example: Advanced Teaching Methods for the Technology Classroom(Information Science Publishing/Idea Group Inc. USA & UK); Biech, E. 2015. 101 Ways to Make Learning Active beyond the Classroom (John Wiley & Sons, Inc. Hoboken, New Jersey) provides helpful theory and materials for integrating successfully technology in the classroom.

Collaborative (Group/Pair) Writing. In the suggestions part of the pre-questionnaire, the respondents suggested working in collaboration to help each other. The process-genre approach optimises group work as a basis to help students. In this standpoint, Robayo Luna and Hernandez Ortiz (2013) argue that "collaborative writing in class is a way to prepare students for future assignments where team abilities are required". (p.132)

Diversification of Tasks. The results highlighted a serious deficiency in the students' mastery and use of language mechanics (grammar, punctuation and spelling). Hence, reinforcing students with activities in this direction, and diversifying activities that provide contextual practice for grammar and vocabulary, punctuation... would be beneficial.

Use of Personal Journal and Portfolio. Since students expressed their preferences for personal writing, teachers can encourage them to keep a personal journal or a portfolio. On the one hand, they can express themselves freely without any constraints, and on the other hand, develop their writing skills. Sustaining this point, Romova and Andrew (2011) claim that

> Since they can be used for summative (holistic) assessment at the conclusion of a course, multi-draft portfolios can assess both micro (mechanical, formal, accuracy-focused) and macro (textural, thetic, discursive) aspects of progress related to course aims, objectives and outcomes (p.112).

The two authors go further and claim that portfolios promote "understandings of generic text types as flexible goals from likely target discourse communities" (Romova and Andrew, 2011, p. 112). Personal journal and portfolio are, then, an opportunity for students to write at their pace. One of the student-respondents stated "*teachers should motivate students to write on their free time*".

Take into Account Students' Needs, Preferences and Level. The teachers pointed up that in order to make the learners write, one way is to rely on their needs and preferences. Moreover, their level is important since it dictates the writing objectives, choice of texts and activities to adopt.

Home Work. The students expressed their delight when given a list of activities as a home work. They appreciated additional practice. Therefore, we recommend giving more assignments to students. In this way, they would practice and learn more about different aspects of writing such as grammar, punctuation….

Varying the Audience of Students' Writing. As writing is a communicative skill, EFL learners learn and write in order to communicate their ideas and own views in the target language. However, when the audience of their writing is limited to the teacher-evaluator, as

it is the case in most of the time, they fall in the risk of not developing their writing skills because they write only in order to get marks. In this path, Elbow (2000) affirms that

> When students write for teachers, they are writing "uphill" in the authority dimension: instead of having the normal language-using experience of trying to communicate "across" to others in order to tell them what's on their mind, they are having the experience of trying to communicate "up" to someone whose only reason for reading is to judge the acceptability of what they wrote and how they wrote it…. Therefore, when students write *only* to teachers, they often end up writing not as the act of *communicating to people* but as *performingfor a grade*—an exercise in being judged or trying to get approval (2000, p. 34)

Consequently, varying the audience, and pushing students to write for other readers than the teacher is of paramount importance. Examples of audience can be peers, parents, friends, native speakers of the target language…. In this respect, Elbow (2000) adds that

> when students write to peers, they have a better chance of experiencing writing the way that most language functions in the world: as the act of communicating what's on your mind to others who might be interested—rather than to readers whose only purpose in reading is to judge.(2000, p. 35)

3. Limitations of the Study

Syllabus Constraints. The researcher spent a long period of time in reinforcing students' knowledge about paragraph writing, thus repeating the second year written expression syllabus. When the teacher started to speak about essays, the students stopped her and told her that they did not deal with paragraph writing in the second year because of the frequent absences of their second year teacher of writing. Consequently, she was compelled to deal with paragraph writing before tackling essay writing.

Class Size. The size of the class was large. That is to say, the whole number of the students was 42 however only 35 took part in the experiment. A large-size classroom is difficult to manage and reduces the students' opportunities to speak and participate. Therefore, most of the time, only motivated and involved students participate and the others

hide behind them. As students are different, they display an assortment of needs and interests as well as abilities. This makes managing and satisfying all of them challenging.

Time Limit. Since the time allotted to the written expression module for third year students is restricted to one hour and half (1h30mns) per week, the students did not have enough time to deal with each stage at ease. Thus, their performance was always partial. The students took long time to think and decide on what to include in their essay. Hence, it was hard to respect the time allotted to each step because most of them took more time to understand the assignment before performing. Besides, when it came to writing, even short sentences, they needed more time to think and discuss with their peers.

Students. There were students who arrived late for each session. Therefore, generally the first step took more time than planned. There were also many absentees; hence the researcher had to reduce the number of the participants to 34. In other words, only those who were always present participated in the current study though the whole group consisted of 42 students.

4. Suggestions for Further Research

Introducing the PGA at Early Stage. When the learners are exposed, at an early stage, to different genres, they are more likely to become more competent and be able to write in different social situations. Moreover, putting them in different social situations would involve their curiosity and raise their awareness. In this context, Knapp and Watkins (2005) claim that

> Teaching genres as processes, rather than products, enables them to be applicable to all text types written by students from infants to senior secondary. That is, the generic features (structure and grammar) of the genre of describing, for example, remain consistent for all writers, from the experiential descriptions of early writers, to the scientific descriptions of senior secondary students. This enables a developmental approach to teaching that allows writers to build on and develop from what they already know about each of the genres. (p. 28)

Adopting the PGA for all 3rdYear Students. Adopting the process-genre approach for all the third year level would help to generalize the results and acknowledge its effectiveness for this level.

Adopting the PGA for First Year Students. Introducing the process-genre approach in the first year university would be more appropriate. In the first year, students learn to write sentences, accordingly, highlighting the use of these sentences in different contexts would prepare them for writing appropriate paragraphs.

Adopting the PGA for Second Year Students. For second year level, students are required to write paragraphs. Therefore, implementing the process-genre approach would lead students to write paragraphs in different genres; hence prepare them for the third year: essay writing.

Adopting the PGA for one Aspect of Writing at Time. As the process-genre approach proved effective in developing different aspects of writing, such as grammar and punctuation, implementing it to develop one aspect at a time would sustain the results and prove the value of the approach.

Adopting the PGA for Teaching one Genre at Time. The results would be more valuable if the process-genre approach was adopted to teaching one genre at a time. Many studies proved its effectiveness in this sense. As each genre is full of features, details and language use, emphasizing on one genre would be more appropriate. In this context, Abate (2019, p. 9) upholds that the process-genre approach "seems more useful to put up a text in a familiar genre".

General Conclusion

General Conclusion

The current study investigated the effectiveness of an adapted process-genre model based on Badger and White (2000)'s process-genre approach on developing 3rd year EFL students at the university of Bejaia. The results arrived to answered favourably the questions raised at the beginning of the research. Accordingly, the PGA has been appropriate and has helped the student-participants to readjust and improve their level in writing. Moreover, they enjoyed writing under the model proposed.

Restating the Research Questions

Research Questions

1. ***What is the current situation regarding third year Learners' ability in writing?***
   - 1.1. A needs analysis inquiry: What are 3rd year students' writing difficulties, preferences and wishes regarding text genres?
   - 1.2. What approaches are used in teaching the writing skill to 3rd year students?
   - 1.3. What are teachers' beliefs and practices regarding learners' writing ability?
2. ***To what extent does the process-genre approach prove salient in fostering the sample's writing skills?***
   - 2.1. Do students develop their writing abilities through the process-genre instruction regarding *focus and details*, *organization*, *voice*, *word choice*, and *sentence structure grammar, mechanics and spelling* and essay writing in general?
   - 2.2. To what extent does the process-genre instruction to writing boost students' writing skills regarding *focus and details*, *organization*, *voice*, *word choice*, and *sentence structure grammar, mechanics and spelling* and essay writing in general?

2.3. What are the kinds of attitudes developed by students when taught writing following the process-genre approach?

Hypotheses

"The 3rd year EFL students would develop their ability in writing through the intervention programme: the process-genre approach to writing instruction".

In other words:

- Students who receive writing instruction through the process-genre approach will develop their writing skills.
- Students who receive writing instruction through the process-genre approach will develop their writing skills in different genres and contexts.

In order to answer the questions raised in this research, a variety of tools has been adopted. Hence, for the first question, three types of questionnaires were designed: a pre-course students' questionnaire aiming at shedding light on the students' preferences and wishes regarding teaching writing; a students' questionnaire aiming at highlighting students' difficulties and perceptions towards teaching writing; and a teacher's questionnaire aiming at highlighting teachers' beliefs and practices regarding the teaching of writing in the third year level at the university of Bejaia.

For the second question, a treatment programme has been adopted in order to check the effectiveness of the process-genre approach to teaching writing. Besides, a post-students' questionnaire aiming at determining the student-participants' attitudes towards the process-genre model that has been implemented throughout the whole year was distributed to the participants after the experiment.

The process-genre model adopted in this research has taken its basis from Badger and White's theory on "*a process genre approach to teaching writing*" (2000). The researcher adapted this approach using seven steps and set the time allotted to each step according the syllabus of the 3rd year "written expression" module constraints (content and time constraints) at the university of Bejaia. In the *preparation* step, the researcher has provided activities in order to introduce the genre to analyze and activate students' background knowledge. In the *modeling* phase, the researcher has initiated the learners to genre features through reading text models and activities. In the *planning* stage, the researcher has offered the learners opportunities to analyze the genre and highlight its features. In the *collaborative writing* stage, the researcher together with the learners have written collaboratively an essay on the basis of the genre dealt with. In the *independent writing* step, the researcher has let the learners use their imagination and individual abilities to perform an essay. In the *revision and assessment* step, the researcher has let the students exchange the work they produced individually and put it under peer assessment, then the revising and the correcting processes followed. In the final step, *writing the final text*, the researcher has asked students to rewrite their essay taking into consideration the remarks of their peers and eventually their teacher's, then at last hand a final copy for evaluation.

The results obtained from the questionnaires were analysed both quantitatively and qualitatively. The quantitative analysis provided the percentages and the qualitative analysis provided students' and teachers' responses, points of view and attitudes. That is, tables, charts and respondents' answers have been highlighted. Yet, the data gathered from the essays were treated with both holistic scoring and analytic scoring approaches. In other words, the general mean scores of essays have been revealed besides mean scores of each element of writing dealt with in the experiment.

The findings obtained from the students' pre-course questionnaire and questionnaire, and the teacher's questionnaire have revealed significant data and responded to the first question of this research. Accordingly, the current situation of the 3rd year students has displayed a lot of difficulties in writing, related to grammar, punctuation, ideas clarification and organization. The findings also have revealed students' preferences and wishes regarding the topics and genres of writing. Hence, personal writing was the preferred writing genre of the learners. Moreover, it seems that the product and the process approaches are widespread among the teachers of 3rd year writing. The learners, then, know writing either as a product or a process. In other words, teaching writing as a genre has not been given attention though its main role.

The findings yielded significant data and adhere to many studies in the literature of the process-genre approach. Researchers (such as Badger and White, 2000; Yan, 2005…) acknowledge the effectiveness of the process-genre approach to writing instruction. They support the combination of the three main approaches to writing in order to maximize students' achievement. The student-participants developed their writing skill as the scores showed a significant improvement in general essay writing and in all the elements of writing investigated in the research:"focus and details", "organization", "voice", "word choice", and "sentence structure, grammar, mechanics, and spelling".

As far as the second sub-question is concerned, the students learned different genres (treated in class), their features and requirements, thus developed their ability in producing essays in these genres. The process-genre, then, affords students with opportunities that help them develop as writers in different domains.

The third sub-question is answered by the students' post-questionnaire. The findings of the post-questionnaire reveal that the student-participants raised positive attitudes toward

the process-genre model to writing instruction. The students showed motivation and delight for the approach adopted. They even expressed their satisfaction and thanks to the teacher as they appreciated the procedure implemented during the whole year.

The research also confirms these attitudes through the observations of the researcher during the intervention programme and the students' pre-questionnaire. In other terms, at the beginning, the students were reluctant and not motivated to write (as already highlighted by the pre-course and students' questionnaires). However, during and even after the experiment, they became more relaxed and their motivation increased (as the scores and their enthusiasm for more practice and home work revealed it).

Consequently, both hypotheses of this research are confirmed. In other words, "students who receive writing instruction through the process-genre approach would develop their writing skills" and "students who receive writing instruction through the process-genre approach would develop their writing skills in different genres and contexts"…..

The goal from learning a foreign language as a specialist domain at university is, ultimately, "the development of pragmatically relevant competencies in the language, rather than the assimilation of a pre-ordained body of knowledge about the language" (Tudor, 2013, p. 24). These competencies are required for integrating the social and working life. Writing competency is among these competencies and maybe among the most important ones because it is required in all fields and jobs. The process-genre approach helped learner-participants to develop useful writing sub-skills such as thinking and reasoning, communicating and expanding personal views and experience, reflecting…. These sub-skills are part of our everyday life. Cumming asserts that

> Writing is at once a profoundly complex ability, a highly conventionalized mode of communication, and a uniquely personal form of individual expression. Helping students to improve their writing requires an approach to teaching that attends to each

of these elements judiciously. At the same time, teachers need to foster students' capacities to regulate their own writing performance autonomously, purposefully, and effectively. (Cumming, 2006, p.473)

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Appendices

Appendix n°1

University of Bejaia
Faculty of letters and arts
Department of English

Writing Skill Program

3rd year

Course content:

- The objectives of the 3rd year program are concentrated on the essay writing.

Semester one

- Revision of the paragraph (structure and types)
- Structure of an essay
    - The introductory paragraph
    - The thesis statement
    - The body paragraphs
    - Transition between the body paragraphs
    - Transition devices
    - The concluding paragraph

Second semester

- Types of the essay
    - Argumentative
    - The summary
    - Narration
    - Comparison/Contrast
    - Cause and effect
    - Definition
    - Illustration
    - Process

Appendix n°2 :

Programme des enseignements du L3 domaine Lettres et Langues Etrangères

Semestre 5/6 pour l'expression écrite

Unités d'enseignement	Matières	Crédits	coefficients	Volume horaire hebdomadaire			VHS 15 semaines	Autre	Mode d'évaluation	
	Intitulés			cours	TD	TP			Contrôle continu	Examen
UE Fondamentale1 Code UEF3.1 Crédits : 12 Coefficients : 09	linguistique	04	03	1.30	1.30		45		50%	50%
	Etude de textes littéraires	04	03	1.30	1.30		45		50%	50%
	Etude de textes de civilisation	04	03	1.30	1.30		45		50%	50%
UE Fondamentale2 Code UEF3.1 Crédits : 06 Coefficients : 06	Compréhension & production écrite	02	02	------	1.30		21.30		100%	----
	Compréhension & production orale	02	02	------	1.30		21.30		100%	----
	Traduction & interprétariat	02	02	------	1.30		21.30		100%	----
UE Fondamentale3 Code UEF3.1 Crédits : 04 Coefficients : 02	Introduction à la didactique	02	01	1.30	------		21.30		----	100%
	Introduction aux langues de spécialités	02	01	-----	1.30		21.30		100%	----
UE Méthodologie Code UEM3.1 Crédits : 04 Coefficients : 02	Techniques de recherche	04	02	-----	1.30		21.30		100%	----
UE Découverte Code UED3.1 Crédits : 02 Coefficients : 01	Psychologie cognitive/ Sciences de la communication	02	01	1.30	----		21.30		----	100%
UE Transversale Code UET3.1 Crédits : 02 Coefficients : 01	Langue(s) nationale(s)/ langues étrangères	02	01	1.30	----		21.30		----	100%

Appendix n°3

Students' Pre-questionnaire

Dear Student

The present questionnaire has the aim to gather your points of view on teaching writing at university, year 3. Be certain that your answer will remain confidential and will not serve any other purpose than the one stated above. Thank you for your collaboration.

Mrs. Imerzoukéne Sonia

Part I: Background Information.

1) Age

18-20 ☐ 21-23 ☐ Over 24 ☐

2) Gender:

Male ☐ Female ☐

3) Are English studies your own choice?

Yes ☐ No ☐

4) Classify these skills according to the importance you give to each

A) Speaking ☐

B) Listening ☐

C) Reading ☐

D) Writing ☐

5) Please, justify your answer

……
……
…….

Appendix n°3

Part 2: the writing skill

6) According to you, writing is (you can choose more than one option)

- Easy ☐
- Difficult ☐
- Interesting ☐
- Boring ☐
- Enjoying ☐
- complex ☐
- Motivating ☐

7) Please, justify your answer

……
……
……
……

8) How do you classify your level in writing:

Very poor	Poor	Average	Good	Very good	Excellent

9) Please, justify your answer

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10) What do you prefer to write about

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11) Please, justify your answer

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Appendix n°3

12) At the 3rd year level, what do you need to write about

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13) Please, justify your answer

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14) Do the teachers of writing involve you in the choice of the writing topics?

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……

15) Among the following genres of writing, which **ones** do you think you need more this year (3rd year)

Academic writing	
Literary writing	
Practical and business writing	
Scientific writing	
Political writing	
Legal writing	
Creative writing	
Fiction writing	
Technical writing	
Professional writing	
Journalism writing	

16) Please, justify your answer

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……
……

17) According to you, which of these is/are more important when writing (you can choose more than one option:

- The steps followed when writing ☐
- The final product ☐
- The genre in which you write ☐
- The three together ☐

18) Please, justify your answer

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Part 3: further suggestions

19) In the space below, please feel free to add any comments or suggestions concerning the topic under study.

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THANK YOU FOR YOUR HELP

Appendix n°4

Students' writing questionnaire

Dear Student

The present questionnaire is part of our research paper. It aims at gathering data related to "learner autonomy development in writing" at the university, with the 3rd year level. All your answers will remain confidential and will be treated anonymously, and will not serve any other purpose than the one stated above. Thank you for your collaboration.

Mrs. Imerzoukéne Sonia

Part I: writing difficulties

1-would please tick your opinion about the following items?

	Items	Strongly agree	agree	No opinion	Disagree	Strongly disagree
1	Writing is an important skill					
2	Writing is about planning, brainstorming, drafting…					
3	Writing an essay is very difficult for me.					
4	I spend a lot of time to get familiarized with the topic					
5	It is difficult to get ideas about the topic					
6	Writing is putting ideas on paper					
7	I am motivated during the writing sessions					
8	There are a lot of opportunities to write in class					
9	I plan my topic before I start writing					
10	I usually follow the plan I have designed before writing					
11	Organizing my ideas is the most important aspect					
12	Organizing my ideas is the most difficult aspect					
13	I have difficulty understanding the topic					
14	When not provided, I have some difficulties to choose a topic					
15	When I write I focus most on language					
16	When I write I focus more on content					
17	I usually revise while I write					
18	I do not read/revise when I finish writing					
19	When I write I consider my reader					
20	When I know the reader I pay attention to the ideas to include					
21	I follow all the steps of writing provided by the teacher					
22	According to me, it is better to rely on a text model when writing					
23	Writing in a specific genre helps me more					
24	My teacher encourages me to practice my writing at home					
25	Writing about different topics is important to develop my writing skills					

Appendix n°4

<u>Part II:</u> writing strategies

2-after reading the assignment you:

- Start immediately writing
- Take a moment to measure your topic understanding
- Take a moment and think about what to include
- Make an outline as your first writing draft
- Write down your ideas and order them according to their chronology and importance
- Think about the structure of the essay
- Others, please specify

  ……
  ……
  ……
  ……

3-in writing, according to you, which component(s) is/are more difficult (1=the most difficult, 2=the least difficult)

- Content organization
- Vocabulary
- Grammar
- Punctuation
- Spelling
- The reader of your piece of writing
- The context/theme in which you write
- Others, please specify

  ……
  ……
  ……
  ……

4-classify the following steps according to their difficulty

- Generating ideas
- Writing initial drafts
- Revising
- Editing
- Joining ideas
- Identifying the purpose
- Identifying the reader
- Considering the genre

- Others, please specify

……

……

……

……

5-do you think that the time allotted to teach/learn writing to 3rd year level is sufficient

Yes ☐ No ☐

6-Please, justify according your answer

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Part III: further suggestions

7-In the space below, please feel free to add any comments or suggestions concerning "developing learner autonomy in writing".

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Thank you for your collaboration!

Appendix n°5

Teacher's Questionnaire

Dear Teacher

The present questionnaire is part of our research paper. It aims at gathering data about "learner ability development in writing". All your answers will remain confidential and be treated anonymously and will not serve any other purpose than the one stated above. Thank you for your collaboration.

Mrs. Imerzoukéne Sonia

Part I: Background Information.

1) Gender

Male ☐ Female ☐

2) Grade ……....

3) How long have you been teaching English?

……

4) How long have you been teaching writing to 3rd year students?

…….

5) Classify these skills according to the importance you give to each

A) Speaking ☐

B) Listening ☐

C) Reading ☐

D) Writing ☐

Part II: Teachers' Perceptions about teaching writing

6) What is your students' level in writing, in general?

Very poor poor average good very good excellent

7) According to you, what are the most challenging factors hindering EFL writing?

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……
……

8) According to you, which text genres do 3rd year students need more to foster their skills in essay writing?

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9) Do you think that teaching the writing skill is much more demanding that any other skill?

Yes ☐ No ☐

10) If yes, please explain the reasons and the requirements

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11) If no, what are the strategies you actually adopt to make it feasible in class?

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Part III: Teaching Writing

A. Syllabus of "written expression" module

12) Is the time allotted to the teaching of writing (1h30 per week) is sufficient to develop your students' writing skills?

Yes ☐ No ☐

13) Please, justify your answer in both cases

Appendix n°5

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14) Does the syllabus of the "written expression" module provide any theoretical basis in teaching different genres?

Yes No

15) If yes, does it provide any guidelines in order to achieve the objectives?

Yes No

B. Teaching writing strategies

16) Do your students face any difficulties in writing?

Yes ☐ No ☐

17) If yes, please list some of them

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……

18) If no, what helps them gain such confidence and level?

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19) Which of the following approaches do you adopt to teach the writing skill to 3rd year EFL learners

- *The process approach* (steps followed when writing) ☐
- *The product approach* (final product) ☐
- *The genre approach* (genre in which you write) ☐
- All together ☐

Appendix n°5

20) What has motivated your choice as your basis to teach the writing skill?

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21) has the approach you relied on brought the expected results?

Yes ☐ No ☐

22) Please, justify your answer

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……

23) Among these activities, which ones do you implement in your writing class?

Activities	**Yes**	**no**
1.activating students' previous knowledge 2.reading/listening texts 3.genre features instruction 4.Discussion on topic 5.sentence building practice 6.vocabulary use practice 7.planning for writing 8.Generating ideas and brainstorming 9.group/collaborative writing 10.independent writing 11.revising writing productions 13.peer feedback 14.Teacher feedback 16.others, please cite some …… …… …… …… …….		

24) When giving writing assignments to your students, do you recommend them to perform it in a given genre?

Yes ☐ No ☐

25) In both cases, please, justify your answer

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Part IV: Further Suggestions

26) In the space below, please feel free to add any comments or suggestions concerning "developing learner ability in writing essays".

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Thank you for your collaboration!

Appendix n°6

Name: _____ Date: _____

Essay Rubric

Directions: Your essay will be graded based on this rubric. Consequently, use this rubric as a guide when writing your essay and check it again before you submit your essay.

Traits	4	3	2	1
Focus & Details	There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.
Organization	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
Voice	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited.	The author's purpose of writing is unclear.
Word Choice	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
Sentence Structure, Grammar, Mechanics, & Spelling	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.
Reviewer's Comments				

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Appendix n°7

Peer assessment rubric

Name of the assessor: name of the student writer:

Genre analysis: session date:

1-does the work respect essay structure?	
2-are there any grammar mistakes? List them	
Does the essay follow the genre format?	
Does the essay respect the genre requirements?	
3-is there a thesis statement?	
4-are there arguments?	
5-are the arguments convincing?	
6-are the sentences clear? List any ambiguities	
7-are the sentences coherent?	
8-is the language used appropriate? Select any irrelevant vocabulary	
9-does the essay have a purpose? If yes, is it explicit?	
10-what are the general strengths of the essay?	
11-What are the general weaknesses of the essay?	

Appendix n°8

Students' writing post-questionnaire

Dear Student

The present questionnaire is part of our research paper. It aims at gathering data related to "learner ability development in writing" at the university, with the 3rd year level. All your answers will remain confidential and will be treated anonymously, and will not serve any other purpose than the one stated above. Thank you for your collaboration.

Mrs. Imerzoukéne Sonia

<u>Part I:</u> Writing Strategies

1- Have you enjoyed the way you studied the module of "written expression" in the third year

……

2- Did the method used by the teacher respond to your needs?

……

3- If yes, would you explain how

……...

4- If, no would you explain why

……

5- Did the steps followed in the classroom help you create a better essay?

……...

6- Please, justify in both cases

……

7- Did the use of peer assessment checklist help you in producing a better essay?

……...

8- Please explain in which way

……
……

Appendix n°8

9- Have you enjoyed reading texts before analyzing the genre of writing?

……

10- Please, justify according your answer

……
……

11- Did Reading a text model before writing help you while writing your own essay?

……

12- Please, justify

……
……

13- Do you think you have developed more your writing skill in the third year?

……

14- Please, explain your answer

……

Part II: further suggestions

15- In the space below, please feel free to add any comments or suggestions concerning the way you have studied in the module of written expression in the third year.

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Thank you for your collaboration!

Appendix n°9

Results of both pre and post tests (first and the last essays)

Students' number	First draft (pre-test					Total /20	Final draft (post-test)					Total /20
	Focus & details /4	Organization /4	Voice /4	Word choice /4	Sentence structure, grammar, mechanics, & spelling /4		Focus & details /4	Organization /4	Voice /4	Word choice /4	Sentence structure, grammar, mechanics, & spelling /4	
1	2	2	1	2	2	9	3	3	3	3	3	15
2	2	1	2	2	2	9	4	4	3	3	3	17
3	2	2	2	1	1	8	3	4	3	3	3	16
4	2	2	1	2	1	8	3	3	3	2	3	14
5	3	3	2	2	1	11	4	4	3	3	3	17
6	2	2	2	1	1	8	3	3	3	3	2	14
7	2	1	2	1	1	7	3	3	3	2	2	13
8	2	2	2	1	1	8	4	3	3	3	3	16
9	2	2	1	1	1	7	3	3	3	2	1	12
10	3	2	2	2	2	11	3	3	3	2	3	14
11	2	2	1	1	1	7	3	3	3	3	2	14
12	2	2	2	1	1	8	3	3	3	3	2	14
13	1	1	1	1	1	5	3	4	3	2	3	15
14	2	2	2	1	1	8	3	4	3	3	3	16
15	2	2	2	1	1	8	4	4	3	3	3	17
16	2	2	2	1	1	8	4	4	3	2	2	15
17	1	1	2	2	1	7	4	3	3	2	3	15
18	2	2	2	1	1	8	3	4	3	3	3	16
19	3	3	3	2	1	12	4	4	3	3	2	16
20	2	2	2	2	2	10	4	4	3	3	3	17
21	3	3	2	2	1	11	4	4	3	3	3	17
22	3	2	2	2	2	11	4	4	3	3	2	16
23	2	2	2	1	1	8	3	3	3	3	2	14
24	1	1	1	1	1	5	4	4	3	3	3	17
25	3	3	2	2	1	11	4	4	3	3	3	17
26	3	2	2	1	2	10	4	4	3	3	2	16
27	2	2	2	2	2	10	4	4	3	2	2	15
28	3	2	2	2	2	11	4	4	3	3	3	17
29	2	3	2	1	1	9	4	4	3	2	2	15
30	3	3	2	2	1	11	4	4	3	3	2	16
31	2	1	2	1	1	7	3	2	3	2	2	12
32	1	1	1	1	1	5	3	3	3	2	2	13
33	2	2	1	1	1	7	3	3	2	2	2	12
34	2	2	2	2	2	10	4	4	3	3	3	17
Total	73	67	61	49	43	293	120	121	101	89	85	517
Mean score	2.14	1.97	1.79	1.44	1.26	**8.61**	3.52	3.55	2.97	2.61	2.50	**15.20**

Appendix n°10

First essay of the intervention programme

Students' number	First essay (expository)					Total /20
	Focus & details /4	Organization /4	Voice /4	Word choice /4	Sentence structure, grammar, mechanics, & spelling /4	
1	2	2	2	2	2	10
2	2	2	2	2	1	9
3	2	2	2	2	2	10
4	2	3	2	2	1	10
5	3	3	3	2	2	13
6	2	2	2	3	1	10
7	2	2	2	2	2	10
8	3	2	2	2	1	10
9	2	2	2	1	1	8
10	3	3	2	2	1	11
11	2	2	2	2	1	9
12	2	2	2	2	1	9
13	2	2	2	3	1	10
14	2	2	2	2	1	9
15	1	2	2	2	1	8
16	3	2	2	2	2	11
17	3	3	2	2	2	12
18	2	3	2	1	2	10
19	2	3	3	2	2	12
20	2	3	2	3	2	12
21	3	3	3	2	1	12
22	3	2	3	3	1	12
23	2	1	2	2	1	8
24	2	2	2	1	1	8
25	2	3	2	3	1	11
26	2	2	2	2	2	10
27	3	3	2	2	1	11
28	3	3	2	2	1	11
29	2	2	2	2	2	10
30	2	2	2	2	3	11
31	1	3	2	2	1	9
32	1	2	1	1	1	6
33	2	1	1	2	2	8
34	3	2	2	2	2	11
Total	75	78	70	69	49	341
Mean score	2.20	2.29	2.05	2.02	1.44	10.02

Appendix n°11

The second essay of the intervention programme

Students' number	Second essay (narrative)					Total /20
	Focus & details /4	Organization /4	Voice /4	Word choice /4	Sentence structure, grammar, mechanics, & spelling /4	
1	3	3	2	2	2	12
2	2	2	2	1	2	9
3	3	2	3	2	2	12
4	2	2	2	2	2	10
5	4	3	3	2	1	13
6	3	2	3	1	2	11
7	2	2	3	2	2	11
8	2	2	2	2	2	10
9	2	2	1	2	1	8
10	3	2	2	2	2	11
11	2	2	2	3	1	10
12	2	3	2	1	1	9
13	3	3	3	2	1	12
14	2	2	2	3	1	10
15	2	3	2	1	1	9
16	2	2	3	3	2	12
17	3	3	2	3	3	14
18	3	3	2	3	2	13
19	4	3	3	2	2	14
20	3	4	3	2	3	15
21	3	3	3	2	2	13
22	3	3	3	3	2	14
23	2	3	2	1	1	9
24	3	3	1	2	2	11
25	3	2	2	2	3	12
26	3	3	2	2	2	12
27	3	2	2	2	2	11
28	3	3	2	2	2	12
29	2	1	2	3	2	10
30	3	3	2	2	2	12
31	3	2	2	1	1	9
32	2	2	1	2	1	8
33	3	2	1	1	2	9
34	4	3	2	2	2	13
Total	92	85	74	68	61	380
Mean score	2.70	2.50	2.17	2	1.79	11.17

Appendix n°12

The third essay of the intervention programme

Students' number	Third essay (descriptive)					Total /20
	Focus & details /4	Organization /4	Voice /4	Word choice /4	Sentence structure, grammar, mechanics, & spelling /4	
1	3	3	3	2	2	13
2	3	3	2	2	2	12
3	3	2	2	2	2	11
4	3	2	2	1	1	9
5	4	3	3	4	3	17
6	3	2	2	2	2	11
7	3	2	2	2	2	11
8	3	3	3	2	2	13
9	2	3	3	1	2	11
10	4	2	2	2	2	12
11	3	2	3	1	2	11
12	2	3	2	3	1	11
13	3	4	3	2	2	14
14	3	3	2	2	2	12
15	3	2	3	3	1	12
16	3	2	3	2	1	11
17	3	3	3	2	2	13
18	3	3	3	3	2	14
19	3	4	3	2	2	14
20	4	4	2	3	2	15
21	4	3	3	2	3	15
22	4	3	3	2	2	14
23	2	3	2	2	2	11
24	3	3	3	3	2	14
25	3	3	3	3	1	13
26	3	3	3	2	2	13
27	3	3	2	2	2	12
28	3	3	3	3	3	15
29	3	3	2	2	2	12
30	3	4	2	3	2	14
31	2	3	2	2	2	11
32	2	1	2	2	2	9
33	2	2	1	2	2	9
34	3	3	3	3	2	14
Total	101	95	85	76	66	423
Mean score	3.08	2.79	2.50	2.23	1.94	12.44

Appendix n°13

The fourth essay of the intervention programme

Students' number	Fourth essay (argumentative)					Total /20
	Focus & details /4	Organization /4	Voice /4	Word choice /4	Sentence structure, grammar, mechanics, & spelling /4	
1	3	3	3	2	2	13
2	3	3	3	3	2	14
3	3	3	3	3	2	14
4	3	2	2	2	1	10
5	4	4	4	4	3	19
6	3	3	3	2	2	13
7	3	3	2	2	2	12
8	4	4	3	2	2	16
9	3	3	2	2	2	12
10	3	3	2	3	2	13
11	3	3	3	2	3	14
12	3	4	3	3	2	15
13	4	3	3	2	2	14
14	3	3	3	3	3	15
15	4	3	3	3	3	16
16	3	4	3	3	1	14
17	3	3	3	3	3	15
18	4	4	2	3	3	16
19	4	4	3	3	2	16
20	4	4	3	3	3	17
21	4	4	3	3	3	17
22	3	3	3	3	3	15
23	3	3	2	2	3	13
24	4	3	3	3	3	16
25	4	4	3	2	2	15
26	4	3	2	3	3	15
27	3	4	2	2	2	13
28	3	4	3	3	4	17
29	3	3	2	3	3	14
30	4	4	3	3	2	16
31	3	3	2	2	2	12
32	3	3	2	3	2	13
33	3	3	3	2	2	13
34	3	4	4	3	3	17
Total	114	114	93	90	82	493
Mean score	3.35	3.35	2.73	2.64	2.41	14.5

Appendix 14:

Essay scoring rubrics pre-post essays

Student's name:

Essay Scoring Rubric

Traits	4	3	2	1	Essay genre
Focus and details			X		***Pre-Test***
		X			*Post-Test*
Organization			X		***Pre-Test***
		X			*Post-Test*
Voice		X			***Pre-Test***
		X			*Post-Test*
Word choice			X		***Pre-Test***
		X			*Post-Test*
Sentence structure, grammar, mechanics, & spelling			X		***Pre-Test***
		X			*Post-Test*

Student's name: 1

Essay Scoring Rubric

Reviewer's Comments

Pre-Test Essay	Interesting but very short, problem of punctuation and Sentence Structure.
Post-Test Essay	The content is interesting but there is a problem with the form, this is not the form of an essay but the form of a very very long paragraph.

2

Student's name:

Essay Scoring Rubric

Traits	**4**	**3**	**2**	**1**	**Essay genre**
Focus and details		X			***Pre-Test***
	X				*Post-Test*
Organization		X			***Pre-Test***
	X				*Post-Test*
Voice		X			***Pre-Test***
		X			*Post-Test*
Word choice		X			***Pre-Test***
		X			*Post-Test*
Sentence structure, grammar, mechanics, & spelling		X			***Pre-Test***
		X			*Post-Test*

Student's name: 2

Essay Scoring Rubric

	Reviewer's Comments
Pre-Test Essay	well organized, coherent and well written
Post-Test Essay	well organized, many details are included, the vocabulary is rich and varied.

3

Student's name:

Essay Scoring Rubric

Traits	4	3	2	1	Essay genre
Focus and details			X		***Pre-Test***
		X			*Post-Test*
Organization			X		***Pre-Test***
		X			*Post-Test*
Voice			X		***Pre-Test***
		X			*Post-Test*
Word choice				X	***Pre-Test***
		X			*Post-Test*
Sentence structure, grammar, mechanics, & spelling				X	***Pre-Test***
			X		*Post-Test*

Student's name: 3

Essay Scoring Rubric

Reviewer's Comments

Pre-Test Essay	Unclear ideas, lack of coherence and the conclusion is amissing.
Post-Test Essay	Well organized but the vocabulary is limited.

Appendix 15:

Essay scoring rubrics expository essay

Student's name: S1

Essay Scoring Rubric

Traits	**4**	**3**	**2**	**1**	**Essay genre**
Focus and Details			**X**		**Expository essay**
Organization			**X**		
Voice			**X**		
Word choice			**X**		
Sentence structure, grammar, Mechanics, & spelling			**X**		

Reviewer's comments

Problems of spelling, tenses, punctuation

Student's name: S2

Essay Scoring Rubric

Traits	**4**	**3**	**2**	**1**	**Essay genre**
Focus and Details			**X**		**Expository essay**
Organization			**X**		
Voice			**X**		
Word choice			**X**		
Sentence structure, grammar, Mechanics, & spelling				**X**	

Reviewer's comments

Problems of: -organisation (repetition of the same ideas). -punctuations, spelling and tenses

Student's name: S3

Essay Scoring Rubric

Traits	**4**	**3**	**2**	**1**	**Essay genre**
Focus and Details			**X**		**Expository essay**
Organization			**X**		
Voice			**X**		
Word choice			**X**		
Sentence structure, grammar, Mechanics, & spelling			**X**		

Reviewer's comments

Problems of spelling, tenses, punctuation

Appendix 16:

Essay scoring rubrics narrative, descriptive and argumentative essays

Student's name:

Essay Scoring Rubric

Traits	4	3	2	1	Essay genre
Focus and details		X			*Narrative*
		X			***Descriptive***
		X			*Argumentative*
Organization		X			*Narrative*
		X			***Descriptive***
		X			*Argumentative*
Voice		X			*Narrative*
		X			***Descriptive***
		X			*Argumentative*
Word choice			X		*Narrative*
			X		***Descriptive***
			X		*Argumentative*
Sentence structure, grammar, mechanics, & spelling		X			*Narrative*
			X	X	***Descriptive***
					Argumentative

Reviewer's Comments

Narrative Genre	very simple.

Student's name: 1

Essay Scoring Rubric

Descriptive Genre	very simple, there is a lack of creativity & She used the same sentence structure in all the essay.
Argumentative Genre	Well organized but the vocabulary is limited and the same sentence structures are used.

Student's name:

Essay Scoring Rubric

Traits	4	3	2	1	Essay genre
Focus and details		X			*Narrative*
			X		***Descriptive***
		X			*Argumentative*
Organization		X			*Narrative*
			X		***Descriptive***
		X			*Argumentative*
Voice			X		*Narrative*
			X		***Descriptive***
		X			*Argumentative*
Word choice			X		*Narrative*
				X	***Descriptive***
		X			*Argumentative*
Sentence structure, grammar, mechanics, & spelling			X		*Narrative*
			X		***Descriptive***
			X		*Argumentative*

Reviewer's Comments

Narrative Genre	Very simple, the vocabulary is very limited, the ideas are simple,

Student's name: 21

4

Essay Scoring Rubric

Descriptive Genre	poor content and ideas.
Argumentative Genre	good essay but with a limited vocabulary.

Student's name:

3

Essay Scoring Rubric

Traits	4	3	2	1	Essay genre
Focus and details		X			*Narrative*
		X			***Descriptive***
		X			*Argumentative*
Organization			X		*Narrative*
		X			***Descriptive***
		X			*Argumentative*
Voice			X		*Narrative*
		X			***Descriptive***
		X			*Argumentative*
Word choice			X		*Narrative*
		X			***Descriptive***
		X			*Argumentative*
Sentence structure, grammar, mechanics, & spelling			X		*Narrative*
			X		***Descriptive***
			X		*Argumentative*

Reviewer's Comments

Narrative Genre	- the introduction is confusing, not clear. - the ideas are not clearly expressed - Conclusion !!

Student's name: 3

Essay Scoring Rubric

Descriptive Genre	Very long essay, many details, good choice of words but some serious spelling mistakes.
Argumentative Genre	Very interesting but very very long

Appendix 17:

Students' pre-test essays

S.1

The Influence of family Problems On Chilren.

The other day my mom went to see our neighbours, she told her that her son escaped from home and she has no idea about what to do. so she needs her in her side.

When mom came back home she didn't want to stop thanking god for not having problems in our family. The poor woman told mom that she has many problems with her husband and that's what made their son angry to the point of leaving the house.

her husband always comes late at home, not only late but also drunk, he screams at her face without any reason and the miserable woman cries and goes to her parents' house.

All their children were tired of this situation, but the oldest one couldn't deal with these problems any more, so he chose the easiest way for him which is to leave the house definitively without telling any one.

as a conclusion the parents should learn a lesson, their children must always be far from these kinds of problems to avoid such disasters.

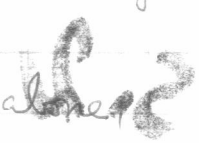
Lemon Pie

5.2

There is no one who does not love lemon pie if I can say so, it's really delicious and particular what makes people fall in love with it at the first bite, so today I'll write its recipe, the very traditional one, that is serv thead by everyone; If I say tradition dl : I mean the french one called : La tarte aux citrons meringuée.

First of all, to succeed in preparing a good lemon pie we should first take care of the pie crust, and prepare it gently with love; For that we need 300 g of all perposed flower plus half of the quantity (150g) of cold butter in cubes, we try to mix them gently only with our finger, then we add one large egg e mixed with two tiny spoons of sugar and half of it baking powder; After mixing the whole gently and form a ball, we cover it and put it to rest at least 30 minutes in the fridge. Meanwhile, we prepare the lemon cream, for that we need 3 large egg yolks, 3 lemons juice and a zeste of one, one table spoon of cornstach

4 table spoons of sugar, and 125 g of warm butter; we mix it all cold then put it on fire till we it becomes homogeneous and soft then let it aside.



After baking the pie crust alone, we put on it the lemon cream, then prepare the meringue, based of egg white, sugar and lemon zeste, well-blended

Finally, we decorate our lemon pie as we wish with the meringue, and try to crystlize it on top in the oven; And put it to cold in the fridge at least 2-3 hours before eating it.

S.3

07:00

You have been rejected too many times, so you're fed up; you want to have a girl friend, to love and be loved. Some skills are required and necessary to reach your aim: Men and boys are asked to take into consideration the instructions bellow, it would answer to your questions, help you to understand your mistakes, encourage you to make some steps you've never thought about, and teach you how to seduct any woman.

In order to be more attractive, the major point is to be self-confident; for women feel that self-confedence and love it. Than you have to take care of your look, wear good clothes and chose the colours that suit you best. The phisical appearence is very significant in such case. Whenever you like a girl, don't show it, keep yourself distant, and don't look at her as if she was an animal in a zoo. Make sure to go step by step, and use the appropriate words. In your speech, you have to be mysterious, don't give too much information about yourself, it will make her want to know more about you. Once you're together, make her feel the lucky one. From time to time, write some beautifull things to her; as "you're the light of my night,.." ~~And~~ Moreover, pay attention to the smallest things.

Eventually, you can be a man with the ability to attruct any women at any time and any place.

Appendix 18:

Students' expository essays

S.1

In nowadays We are struggling with a huge Concept which is spread out in all the world, stress.

stress is physical or Mental or Emoticonal factor that effect on our physical or Mental tension.

the main Causes of stress are different from a person to another, everyone has variety of stress triggers, Work stress tops the list for example, Being unhappy in your jobs, Having a heavy work load or too much responsibility working under dangerous Conditions. Being Unsure about your chance for advancement or risk of termination.

student also suffer from this illness this reflect on them negatively, Specialy teenagers, for example if they want something and they can't attend it this stress them a lot, a lot of pressure this influence badly on their mind and

body, Having Small space of time push them also to stress ent.

life of stress can also Have a big impact, the Death of the one we loved, Divorce, loss of job, Increase of finicial Obligations getting married, Moving to a new home, Chronic illness or injry Emotional problems (Depressions anxiety, anger, grief, guilt, low self-esteem). Unrealistic exceptations.

I am Unique

I am come with no wraping or pretty pink bows
I am who I am, from my head to my toes
I tend to get loud when speaking my mind
even a little crazy some of the time

Stress : S.2

The Stress is a problem all the human beings in their daily life, and it's created by many factors in our environement, it effects us in every task that we do in our life.

First of all, the stress is a biological response or on a reaction to the changes or incidents and it developed mainly by the adults, because they are aware of the society and all the pressures of life.

This psychological phenomenon is found everywhere in our society at work, home, school ... etc ; in our place of work for example, we get stressed daily and that because we get overload works or sometimes just being unhappy with your actual job can get you stressed and even the society pushs us to be stressed all the time and among these factors that provokes this stress, we have the divorce or moving to a new home even getting married can cause this psychological reaction.

Stressing always could became an ilness and stops us from working or even going out and can grow in our brains some sort of psychological ilnesses, and it effects more body for example losing and gaining weight some people can lose or gain weight just by the stress, but the most dangerous effect of this phenomenon is heart desease which can develops

Heart attacks.

So next time we have to think twice before getting ourselves in stressy situations and using this feeling as a motivation to do our daily tasks not ~~using~~ seeing it as a barrier in our everyday life.

S.3

Every body and everyone is addicted to food, and everyone of us have its own taste and likes to taste all kind of delisious ~~food~~ plates ever.

The Traditional and modern food are struggling between each other in order to build a tasty flavour and to satisfy the stomach of hungry people, but as I said in the begining Each one has its own taste and desires, So it depends on people tastes.

Personally I prefer traditional food which ~~as~~ always makes me travel back in time to discover the ligacy of my grandparents and protect their old yummy plates.
Traditional food is the culture and the kitchen that represent the old way of Cooking - and the best way to having an appetile.
The Traditional food is so healthy, so I should protect my bosly and I must be in shap in order to get in the right fram mind.

As a conclusion this was just my opinion - and my preferaces, because there are a lot of people who prefer the modern food, So this ~~subject~~ depends on our own choice - and Each one is free to choose what he wants.

Appendix 19:

Students' narrative essays

S.1

Forbidden love

While I was walking in the forest, breathing a natural air and thinking of how would be my imaginary prince, suddenly a group of knights appeared they were really fast at the point that I could be dead now if he were not here.

he was really owesome, he took me between his hands and told me to not to be worried, I looked to his eyes and heard his beating heart. the guy asked me about my name and when I was asking at my turn, he directly stopped me and appologiesed because he had to leave. I felt that this is the one, my heart was beating really fast, I could from that moment feel that if this one goes nobody will replace him.

When returning home, I heard about a king who will organize a party to marry his son with a princess, I was so curious to see this prince and his future princess so I decided to go. there in the party all the presents were dressed very well, I was really poor so my clothes were not like theirs and I could be seen easily, one minute later the king stared at me and ordered his servants to not to let me in. unexpectedly one of them

stopped them, I was really shocked, It was him, my lover is here. He looked at me and said: "I falled in love with you the second I saw you, but I'm sorry I can't marry you", the king came to me and said that his son will never marry a servant like me. I stayed all the party looking at him and crying. And finaly his princess is here, the pope asked the prince "would you marry her and curry her at the rest of you life" he looked at me and said "yes I would".

I run out leaving the party, he said yes, he gave up easily without fighting, all my dreams disappeared by only one simple word "yes". I was ready at that moment to stop my imagination forever.

S.2/

Being a princess is not perfect as in fairy tales, it is way more difficult, I just can't stand this life anymore, I really want to have a normal life as everyone else, where there will be no rules, no prestige, not even as much money.

I was hanging out with my two servants during a beautiful day in the garden, when suddenly someone banged against me and almost made me fall down, it was a handsome guy, I guess he was my age, he directly blushed and excuses a million times where recognising I was a princess he was new in the job and he was afraid that I would fire him for his mistake, after reassuring him that I would not, he seened so happy and thanked me and went away; I've never seen such a shy boy

Day by day, I've got to know him, and starting to appriciate his personality, he was so simple and innocent, the two rare qualities in the castle where I live. we were spending marvelous moments together and started to deeply love each other.

One day, I've gathered all my courage and told my parents about us they strongly refused the idea of marrying a servant, saying that a princess should marry only a prince, that felt as a knife in my heart, I've tried plenty of times to convince them but for nothing, their oppinion didn't change they even fired him, and made me marry the son of my father's friend who was a prince as well, he loved me so much but I couldn't love

S.3

Never thought that one's world could be made of a single thing, yet he was my entire world. Never imagined I could put someone's happiness above mine, yet I could take his pain instead of seeing him suffering. My whole life changed because of one person..., a man... My man.

I was a 11 years old girl, living in peace, showing no emotion, but hostility toward people. After the death of my mother, I became that cold person that I was. My father was never beside me, because of his duty, that's to say; being a king was not only an advantage. I was lonely, but never showed a need to have friends.

One day, my father obliged me to have a bodyguard in order to go out. I was shouting at everyone and insulting them to make them know that I was against. Infortunatly, or fortunatly I didn't have my word to say, that is how I met my bodyguard, handsome, sexy, hot, cold, distand, and big brown eyes that transpierced my soal. I knew he was not indiferent to my charm, I am aware of my beauty so I showed him my most strict face to make him understant that he was not welcomed.

One week had passed, to let me see my bodyguard through an other angle. He was kind to me, and I could tell him everything I kept inside for so long. His eyes were ice, but when he looked at me they were only tender.

We felt in love in one month, he made me happy. He was the only person to make me smile. We wanted to give a name to our relationship so he proposed to me, that was the happiest day of my life.

By curse, or something like that we'd received a clear reffusal to such a marriage. The royal conventions were against our union. No matter our love, or feelings. My father warned me, that if I persist in that way, so he would be obliged to punish me; my punishment would be through my lover: death. so I couldn't live either.

We have decided to leave everything behind and run away, but the guards decided to follow us so we took a decision: "If we can't live together, so we'll die together." In front of all those people we'd jumped to the river, leting behind a tragedy of a poor young princess who prefered to die with her dear bodyguard rather than live without him.

59 years later, in a small village far away of that country, you would find an old couple of 90 years old madly in love though their age, telling and retelling this same story to all their surroundings. They always ended the story by saying: "Still, there's life after death, you just have to keep your eyes wild-open and believe in love", the they look to each other and laugh. The old man had always called his wife my dear princess," while the old woman called him "my dear body-guard".

This was my story; the story of my life. I can only say that I've lived happily with my soul-mate.

Appendix 20:

Students' descriptive essays

S.1

My dream home would be in my favorite town ever, it would be in Florida, I would be of course surrounded by people I love.

I would love to live in a very big house, inside, I would have a spa room and a huge kitchen from where I can smell my cooking and taste the different dishes I cook there, I would love to have technology all around the house, for example a wall that is made with glass from where I would look to the ocean, and the wall will have multi-sevices, lets say I would be able to hear music wherever I go in the house just by touching the walls with my finger. In the other side of the house there will be a big garden full of flowers and trees. The house inside should contain 6 bedrooms, my room should be the largest one, a living room that have a t.v of 100 enches in the middle and a beautiful chair and a dining room too. The principle door should have a security lock on it because I really get afraid when staying alone.

Living in such a house will never make me bored I would be so happy to live my dream and to see it coming True.

Favorite movie. S.2

I don't really have a favorite movie, because there are many that I like, but among my preferences there is "Orange is the new Black" series which I really enjoy.

It's an american work, produced by the famous Jenji Kohan, which deals enfailed women and their life stories, each one has her own reason why she's there. Some are truly guilty, but some are emprisoned despite their innosence. Contrary to what some think, they are still human beings not monsters though their crimes, but they are treated like animals behind the walls of Litchfield prison.

This movie has completely changed my perspective of the life in prison and the prisoners, and it made me enjoy every free moment that I live in my life, thinking that there are people back there who wish to have it at least for a minute.

S.3

Descriptive essay:

The perfect man! The man of my life, the one haunting my nights, leting me sleepless,... That fairy tale love...! If he exists, I haven't the slightest clue about his place; yet every girl dreams about her charming prince on a horse back and takes her away from the entire world. Too many times I've been asked the same question: who is the perfect man for you? For sure one word is so not enough to describe him, but if I had to answer it, well the words are on my tip tongue.

Generally speaking, a girl would prefer to have a handsome man, charming and so on; yet it's not the same thing in my case. About

the physical appearace; he could be good-looking or ugly, thin or fat this won't change anything because I look deeper in people. Still I would like him to be tall since I am. Apart, black would not suit my relegion neither my parents.

Besides, the love of my whole world should be considerate, thinking about other's feeling; fun-loving, not a borring person; smart not a stupid person who doesn't know how to speak or has a screw loose; funny so he could make me laugh like a whale; kind and taking care of people and lend a hand whenever he had to; loyal and faithful to all his relationships; and for sure a person who's able to have responsibilities and keep his promises.

Moreovers, the image I have of that perfection doesn't seem to have an end. The one who would make me forget my nightmares with only a smile. The person who makes me feel like I am the luckiest girl in the world, to make me feel special not partialy but apparently. This man would make sure to never open my scars, and love me as no one did before; being able to shout it from the roof top and never let me heart broken. He would make me trust him without hesitation and make me feel on the top of the world only with his presence.

By and large, he would be my true and honorable man, as dear to me as are the ruddy

drops that visit my sad heart.
The one and only man who would say truly and honestly: "Je t'aime, I love you, Ti amo, seni seviyorum, Main tume pyaar kartai hae, ich liebe dich, te quiero ... without annoyance, he could keep teling it to me during the rest of my life. Is that fact or fiction? None, it's only my big imagination hoping it to be real one day.

Appendix 21:

Students' argumentative essays

S.1

Having a good mark may appear really necessary for some students, they think that if they have a bad mark that means that they are bad students. Personally, I'm against this thinking and I think that marks Do not reflect the real level of the students.

First of all judging a student as a bad one in level just because he got a bad mark once is not fair this may be caused because the student was sick or have some problems in family. However some people don't believe in this, they say that even if he's sick or wherever this doesn't mean something because a brilliant student will revise his lessons before

Secondly, there are some students that can't memorize what they retain they simply forget every thing in the exam, despite this reality other people say that if you want to memorize something it's so easy, but this happens because the students hates the module that's why he didn't get the abrage.

Finaly, stress play an important role in reducing the level of a student, I know many good students that can not control their stress, so they lose control on

themselves and their brains. Though, in the other hand, the rest of people believe that getting a bad mark means that a student is lazy, weak and irresponsable, he can't revise his lessons so eventualy he get bad marks.

As a conclusion a student should never be judged based upon his marks. Someone who is not interessted in studies can be interessted in something else which he can master.

S.2

The influence of marks on student

Generally, marks are very important concerning studies, because students with low marks are considered as failures, but I think that people should think twice about it.

In my point of view, markes are just numbers which do not define the student's level because it has relation with the one's situation during the exam, that's why its not the real level, as some people may think because it is said that the student's situation is purely personal, so they should mix the things up, studies and private life.

In addition to this, after finishing studies, marks will no more important, so teachers should take this point into consideration, because the student's professional carrier is very essential.

Finally, teachers should find a solution, to know the real level of his students, for example doing kinds of oral interviews to let the students escpress themselves in order to be fair about their levels.

S.3

Argumentatif essay:

Never Judge a book by its cover; because you may be deceived without any further understanding. This statement sounds logical, right and trust-worthy. Well, many people believe it, though there are not less opposed to the latter. In this debate, it's not a question of appearances to define some personalities, social classes, or any other thing of this kind. Here we are looking for an answer to a simple question: "Do marks reflect the level of the students?" It's a short question, but not that simple, for its answer is more complex. While we should respond with a "yes" or a "no", I am going to go deeper; the reason is simple; I share the two points of view.

On a hand, Students having good marks are said to be good, just for having managed to answer the questions of the exam in an appropriate way. For sure, it doesn't matter if they are in the incapacity to form a coherent sentence during lectures! What's the hidden meaning of the words "good student" in this case? I would say irony. Going further, we notice the ones making efforts, participating and showing interest and comprehension, yet they have

bad marks; does this give us the right to call them "bad students", without level or mind? I wouldn't say that.

On the other hand, there are the ones who have good marks, but people would think they don't look as persons carrying about studies, so they don't deserve it. Since when there is a law telling that students with a good level have a specific appearance? Does the fact of taking care of myself define my level? What a shameful and uncultured thought!

In other words, marks don't always reflect the level of students, even though it might in a way. I can feel the contradiction... Let me make it easier; there are many reasons why a good student may have bad marks: health, bad mood, personal issues, lack of concentration and attention... As there are ones for bad students having good marks: cheating, good luck, use of questionable methods ...etc. In this case marks don't reflect the level of students, whereas the other side of the topic says: "let us just call things by there names"; good or bad, most of the time students harvest what they sow.

Appendix 22:

Students' post-test essays

3. narrative essay on: "an encounter with someone who changed you life, either positively or negatively"

My first arrival at university, was a nightmare, just being in such a big university without knowing nobody makes me afraid, I sat at this chair in the classroom looking at those stangers who came from everywhere. Than after a while, I saw a girl sitting alone, here I said that this girl looks so sweet and we may be friends. The next day, I was going to university alone and feeling bored, suddenly I saw her in the school bus, really! does she stay in the same residence as me also, I was really happy even if I did not talk to her and I did not know her but only seing her makes me feel comfortable. We went together in the same road to the amphitheater, I was ~~dea~~ so shy and I could not imagine my self opening the first the conversation with her, and while I was talking with my self, I heard a voice: "hey, girl, please can you stop for a minute". I turned left and found out that she was talking to me, she said, "hi my name is Wahida, you are sonia, right", she discovered my name thanks to the teacher of yesterday who read the list name of students, we talked until the amphi, and then we set together, I told her that we were in the same residence too, what she did not know. Than, all the next days, we were going and coming and hanging out together, we were really close to each other, I found that she has a good heart, thanks to her I loved going to university, we were eating together even in the residence, she always comes to my room and sometimes she sleeps with me, we had both average marks, so

We were revising together. She is until now my best friend, we are now in the third year, and because of her friendship, my years at university did not become a mess, we always remember that moment when she talked to me, and laugh at our selves.
She really changed what would be my life at university, I would never forget her, and I will be always thankful to god who brang her into my life.

University of Bejaia
Departement of English

S.2/

2.- My favorite vacation

May 29th, 2017 was the day in which my dream to travel came true and I considere it as the most amazing experience of my life, just like I've imagined it before.

After my 2nd semester exams, I've had the chance to go and visit the most beautiful muslim country in the world, Turkey. Turkey is a touristic country which half european and half asian what make it different and unique, and my vacation in it was unique as well; It has so many beautiful places to visit which is very exiting, for example I have visited Istanbul, the capital of Turkey it is the largest city and very crowded from tourists of all nations around the world, its view on the sea and the bridge across it makes it a very special touristic place, and also its large shop spaces in addition to all this the kidness of its people, without forgetting their delicious food and pasteries which are well known around the world.

After this, I have visited the famous Blue mosque, which was very gorgeous and huge, its decorations tells the story of that country in details, and the thing that I've liked the most that

people still pray in it though its ancienty; In its 1st floor it has a very big museum which describes and narrate its story of building and so on.

Finally, I've visited the most beautiful shores called Sidi Fredj that we as algerian got to know from ther movies; its was as beautiful and crowded as on TV; tourists were enjoying their visit thanks to the wonderful view of the sea.

I've categorized this as one of my favorite vacation because I've learned about a new culture that I ignored before and became more open minded to visit more and more places and learn different cultures.

S.3

3- Narrative essay:

You may have loved than hated, been happy than sad, or believed in something than stopped. life is not alway flat, otherwise, it would be boring. A starting point arrives when things begin to change; your perspective, beliefs, emotions, even persons. For sure, things are not always the way they seem to be. I have learned this few years ago, because of an ordinary human being.

I used to see life in pink, living in my own world. I was flying in the sky on the clouds, but someday I woke up, falling down and facing reality. It was harsh, and sometimes we prefer to be blind. In 2014, during summer, my way knew an other possible road. I was 19 years old when I had my first job in a fast food, I enjoyed it very muchthough. In my first day, I met a girl, whose name is Souad. She seemed to be kind at first sight and I didn't knew that time that appearances could deceive.

With time, we came up to know each other, she was 17 years old and she had a boyfriend that she loved. Working with her made me knackered because, she asked me to do things and work at her place most of the time. I could not distinguish the good from the bad, though she

she was younger than me. Through time, I started to notice that she was not that innocent. In fact, she was cheating on her boyfriend. When I told her this was wrong, she denied everything; what I believed.

The seventh day, a new employee had come, his name was Adlane. I still don't know the reason but he couldn't bare him in the begining. Souad seemed to like him, inspite of having a boyfriend. When Adlane started to show some interest on me, her behaviour changed towards me.

After that, I started dating Adlane, my first boyfriend ever, and my last I guess. I cannot explain how, but it just happened. There were some other guys, working with us, who had already asked me for a date, but I refused. They were four, they asked souad to make a conflict and push me to leave Adlane, on the other hand, they would buy her an Iphone. That how they invented a story. I believed, for I couldn't imagine any person toying with such a thing, having an aim to ruin my relationship.

I refused to talk with Adlane, but he insisted inorder to prove his innocence. They made me believe that he was married and have a little girl. I knew this was not true when they made a face to face with them. I was chocked about such evil thoughts.

In short, Squad was the proof that everyone was not an angel as I thought once. Evil people exist in reality, but I had the idea that it was only in movies. I should have smell a rat, but I didn't. I opened my eyes for the first time, and saw that hypocrite persons were everywhere. Still I don't know whether I should thank her or blame her. The truth is not alway white, and the world is not always right.

Appendix 23:

Students' sample checklist: expository essays

Peer assessment rubric

Name of the assessor: S.19 name of the student writer: S.34

Genre analysis: Descriptory

1-does the work respect essay structure?	yes
2-are there any grammar mistakes? List them	yes, did not forgot. reduced they went be
Does the essay follow the genre format?	yes
Does the essay respect the genre requirements?	yes.
3-is there a thesis statement?	yes
4-are there arguments?	yes
5-are the arguments convincing?	
6-are the sentences clear? List any ambiguities	yes, and simple also.
7-are the sentences coherent?	not really.
8-is the language used appropriate? Select any irrelevant vocabulary	the language that is used is very appropriate
9-does the essay have a purpose? If yes, is it explicit?	yes. and it is explicit also. "Exams are not the only way to determine the level of student."
10-what are the general strengths of the essay?	Vocabulary is clear. Sentences is very simple. the essay follow the genre format.
11-What are the general weaknesses of the essay?	very short sentences.

Peer assessment rubric

Name of the assessor: S.30 name of the student writer: S.01

Genre analysis: Expository

1-does the work respect essay structure?	yes
2-are there any grammar mistakes? List them	No
Does the essay follow the genre format?	yes
Does the essay respect the genre requirements?	yes
3-is there a thesis statement?	yes
4-are there arguments?	yes
5-are the arguments convincing?	yes,
6-are the sentences clear? List any ambiguities	yes
7-are the sentences coherent?	yes
8-is the language used appropriate? Select any irrelevant vocabulary	yes
9-does the essay have a purpose? If yes, is it explicit?	yes. convince people
10-what are the general strengths of the essay?	organized and clear.
11-What are the general weaknesses of the essay?	a little bit short.

Peer assessment rubric

Name of the assessor: S.01 name of the student writer: S.16

Genre analysis: Expository

1-does the work respect essay structure?	yes
2-are there any grammar mistakes? List them	No
Does the essay follow the genre format?	yes
Does the essay respect the genre requirements?	yes
3-is there a thesis statement?	yes
4-are there arguments?	yes
5-are the arguments convincing?	yes
6-are the sentences clear? List any ambiguities	yes
7-are the sentences coherent?	yes
8-is the language used appropriate? Select any irrelevant vocabulary	yes
9-does the essay have a purpose? If yes, is it explicit?	yes, convincing people
10-what are the general strengths of the essay?	coherent and organized
11-What are the general weaknesses of the essay?	It is shourt, ~~bad~~

Appendix 24:

Students' sample checklist: narrative essays

Peer assessment rubric

Name of the assessor: S. 27 name of the student writer: S. 18

Genre analysis: Narrative

1-does the work respect essay structure?	yes.
2-are there any grammar mistakes? List them	yes there is one. -> I'm was going.
Does the essay follow the genre format?	yes it follow the genre format
Does the essay respect the genre requirements?	yes it is well organized and it respect the genre requirements.
3-is there a thesis statement?	yes there is
4-are there arguments?	yes there are.
5-are the arguments convincing?	the arguments convincing but she didn't gave many.
6-are the sentences clear? List any ambiguities	yes the sentences are clear
7-are the sentences coherent?	yes they are
8-is the language used appropriate? Select any irrelevant vocabulary	yes the language used is appropriate.
9-does the essay have a purpose? If yes, is it explicit?	yes. Miracts happend.
10-what are the general strengths of the essay?	that love is high from every thing.
11-What are the general weaknesses of the essay?	She didn't gave more details

Peer assessment rubric

Name of the assessor: S. 16 ... name of the student writer: S. 26

Genre analysis: Narrative essay

1-does the work respect essay structure?	yes
2-are there any grammar mistakes? List them	yes. - surrounded with servants - awareness.
Does the essay follow the genre format?	yes
Does the essay respect the genre requirements?	yes
3-is there a thesis statement?	yes.
4-are there arguments?	yes
5-are the arguments convincing?	yes
6-are the sentences clear? List any ambiguities	
7-are the sentences coherent?	yes
8-is the language used appropriate? Select any irrelevant vocabulary	yes.
9-does the essay have a purpose? If yes, is it explicit?	yes - always trust your feelings and your parents.
10-what are the general strengths of the essay?	- it has a meaning: purpose. - teach us a lesson.
11-What are the general weaknesses of the essay?	- it is a little bit long.

Peer assessment rubric

Name of the assessor: S.18 name of the student writer: S.27

Genre analysis: narrative

1-does the work respect essay structure?	yes
2-are there any grammar mistakes? List them	No.
Does the essay follow the genre format?	yes, the essay follow the genre format
Does the essay respect the genre requirements?	yes
3-is there a thesis statement?	yes there is.
4-are there arguments?	yes, there are arguments.
5-are the arguments convincing?	Not really
6-are the sentences clear? List any ambiguities	yes. It is very clear and simple.
7-are the sentences coherent?	yes. they are.
8-is the language used appropriate? Select any irrelevant vocabulary	yes, the language used is appropriate and accessible to everyone.
9-does the essay have a purpose? If yes, is it explicit?	yes." Love is blind".
10-what are the general strengths of the essay?	- Social classes, should not be as an obstacl for Love.
11-What are the general weaknesses of the essay?	"She didn't gave many details".

Appendix 25:

Students' sample checklist: descriptive essays

Peer assessment rubric

Name of the assessor: S. 10 name of the student writer: S. 14

Genre analysis: Descriptive essay.

1-does the work respect essay structure?	No.
2-are there any grammar mistakes? List them	No.
Does the essay follow the genre format?	No.
Does the essay respect the genre requirements?	No.
3-is there a thesis statement?	yes.
4-are there arguments?	Nos
5-are the arguments convincing?	Yes.
6-are the sentences clear? List any ambiguities	No, ambiguity.
7-are the sentences coherent?	yes.
8-is the language used appropriate? Select any irrelevant vocabulary	yes.
9-does the essay have a purpose? If yes, is it explicit?	No.
10-what are the general strengths of the essay?	full of details and attraction.
11-What are the general weaknesses of the essay?	one paragraph.

Peer assessment rubric

Name of the assessor: S.3 name of the student writer: S. 26

Genre analysis: Descriptive

1-does the work respect essay structure?	yes.
2-are there any grammar mistakes? List them	No.
Does the essay follow the genre format?	yes
Does the essay respect the genre requirements?	yes.
3-is there a thesis statement?	yes.
4-are there arguments?	yes.
5-are the arguments convincing?	yes.
6-are the sentences clear? List any ambiguities	yes
7-are the sentences coherent?	yes.
8-is the language used appropriate? Select any irrelevant vocabulary	yes
9-does the essay have a purpose? If yes, is it explicit?	yes.
10-what are the general strengths of the essay?	coherent, very organized
11-What are the general weaknesses of the essay?	very long.

Peer assessment rubric

Name of the assessor: S.7 name of the student writer: S.22

Genre analysis: Descriptive

1-does the work respect essay structure?	yes
2-are there any grammar mistakes? List them	no
Does the essay follow the genre format?	yes
Does the essay respect the genre requirements?	yes
3-is there a thesis statement?	yes
4-are there arguments?	not enough
5-are the arguments convincing?	yes
6-are the sentences clear? List any ambiguities	yes
7-are the sentences coherent?	yes
8-is the language used appropriate? Select any irrelevant vocabulary	yes
9-does the essay have a purpose? If yes, is it explicit?	yes. which to encourage people to love spring and enjoy it
10-what are the general strengths of the essay?	coherent - simple. explicite
11-What are the general weaknesses of the essay?	- quite short - lacks arguments

Appendix 26:

Students' sample checklist: argumentative essays

Peer assessment rubric

Name of the assessor: S. 28 name of the student writer: S. 17

Genre analysis: Argumentative essay

1-does the work respect essay structure?	yes
2-are there any grammar mistakes? List them	No
Does the essay follow the genre format?	yes
Does the essay respect the genre requirements?	yes
3-is there a thesis statement?	yes
4-are there arguments?	yes
5-are the arguments convincing?	yes
6-are the sentences clear? List any ambiguities	Yes
7-are the sentences coherent?	yes
8-is the language used appropriate? Select any irrelevant vocabulary	yes
9-does the essay have a purpose? If yes, is it explicit?	yes, it tries to convince us that marks don't reflect the level of students
10-what are the general strengths of the essay?	strong arguments, reinforced with examples.
11-What are the general weaknesses of the essay?	Repition, the language is too simple.

Peer assessment rubric

Name of the assessor: S.21 name of the student writer: S.25

Genre analysis: Argumentatif

1-does the work respect essay structure?	Yes, it does.
2-are there any grammar mistakes? List them	There aren't any grammar mistakes.
Does the essay follow the genre format?	yes, it follows.
Does the essay respect the genre requirements?	yes, it respects.
3-is there a thesis statement?	
4-are there arguments?	Yes, there are
5-are the arguments convincing?	The arguments are convincing.
6-are the sentences clear? List any ambiguities	There is no ambiguities.
7-are the sentences coherent?	since there's no ambiguities, they're clear.
8-is the language used appropriate? Select any irrelevant vocabulary	The vocabulary is relevant since the sentences are coherent.
9-does the essay have a purpose? If yes, is it explicit?	For sure, it has a purpose, yes it's clear & in detail.
10-what are the general strengths of the essay?	- All the ones directly or indirectly support the thesis statement.
11-What are the general weaknesses of the essay?	A too broad thesis statement.

Peer assessment rubric

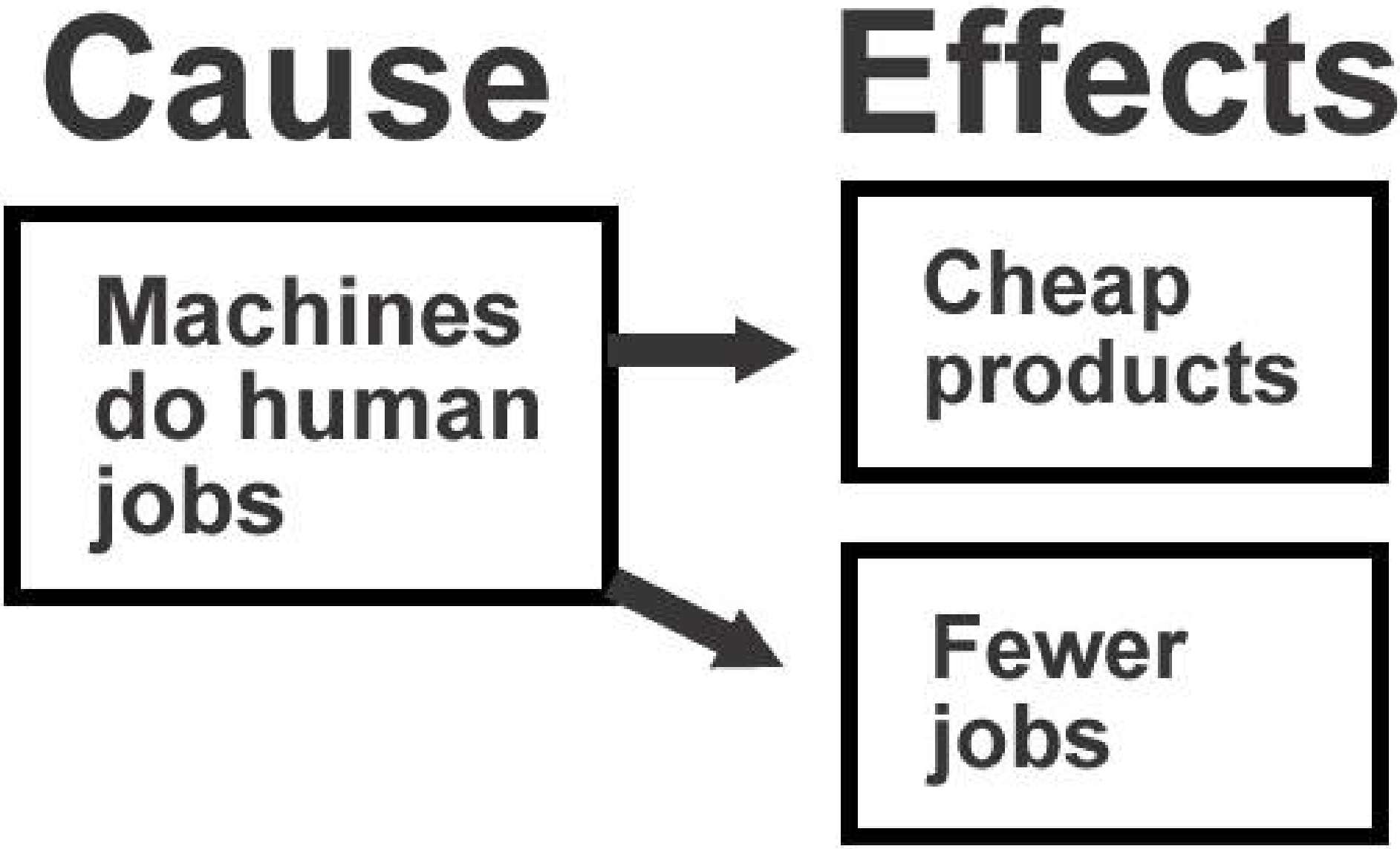
Name of the assessor: S. 15 name of the student writer: S.29

Genre analysis: Argumentative Essay

1-does the work respect essay structure?	yes
2-are there any grammar mistakes? List them	there are some :
Does the essay follow the genre format?	yes
Does the essay respect the genre requirements?	yes
3-is there a thesis statement?	yes
4-are there arguments?	yes, he has good convincing argument
5-are the arguments convincing?	yes
6-are the sentences clear? List any ambiguities	No, it's very clear.
7-are the sentences coherent?	yes
8-is the language used appropriate? Select any irrelevant vocabulary	yes
9-does the essay have a purpose? If yes, is it explicit?	to show that we need to eliminate cheating and stress for grades to reflect the true level
10-what are the general strengths of the essay?	- good arguments - coherence
11-What are the general weaknesses of the essay?	- grammatical mistake.

Appendix 27:

Expository Writing Course Content


Cause
Effects
Machines do human jobs
Cheap products
Fewer jobs

Title: *More and more women are now going out to work and some women are now the major salary earner in the family. What are the causes of this, and what effect is this having on families and society?*

In the past, most women stayed at home to take care of domestic chores such as cooking or cleaning. Women's liberation and feminism have meant that this situation has been transformed and in contemporary society women are playing an almost equal role to men in terms of work. This has had significant consequences, both in terms of the family, for example by improving quality of life and increasing children's sense of independence, and also for society itself with greater gender equality.

The main reasons behind the increase of women in the workplace are women's liberation and feminism. The women's liberation movement originated in the 1960s and was popularised by authors such as Simone de Beauvoir. As a consequence of this, new legislation emerged, granting women equal rights to men in many fields, in particular employment. Because of feminist ideas, men have taken up roles which were previously seen as being for women only, most importantly those related to child rearing. As a result of this, women have more time to pursue their own careers and interests.

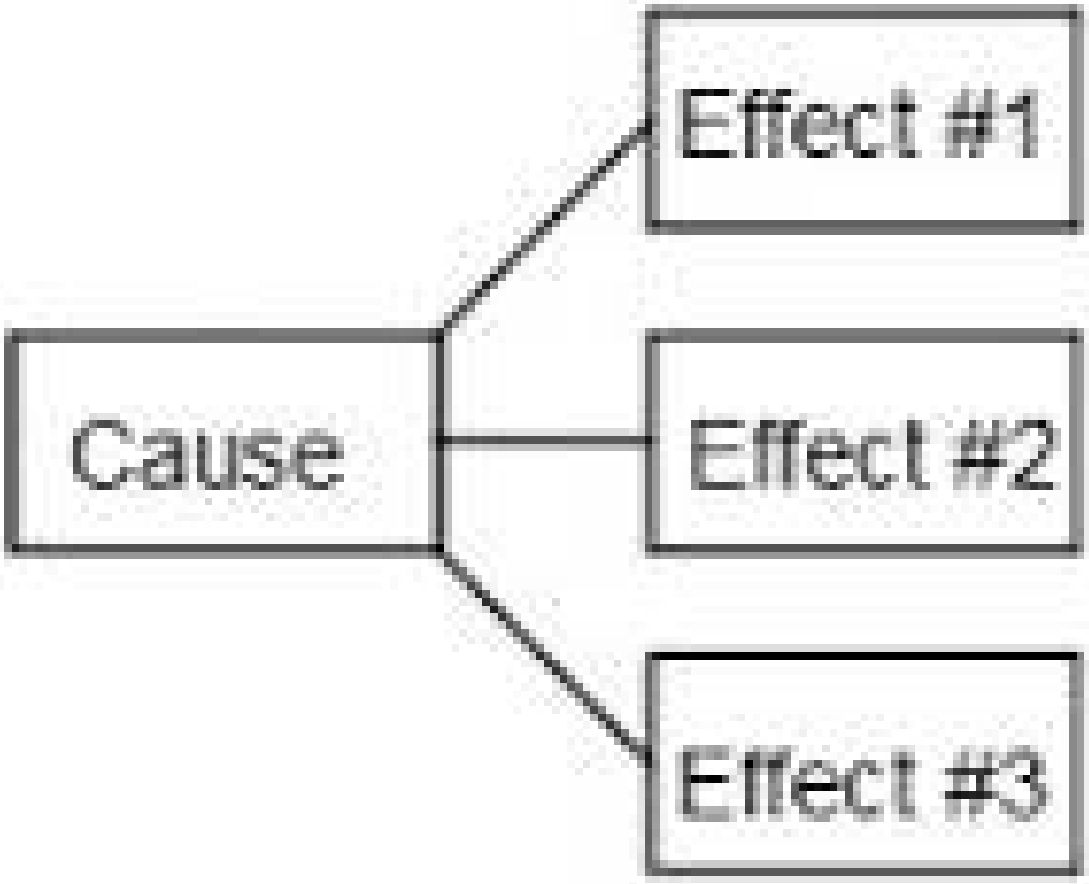
These have led to some significant effects, both to family life and to society as a whole. Although the earning capacity of a woman in her lifetime is generally much less than that of a man, she can nevertheless make a significant contribution to the family income. The most important consequence of this is an improved quality of life. By helping to maintain a steady income for the family, the pressure on the husband is considerably reduced, hence improving both the husband's and the wife's emotional wellbeing. Additionally, the purchasing power of the family will also be raised. This means that the family can afford more luxuries such as foreign travel and a family car.

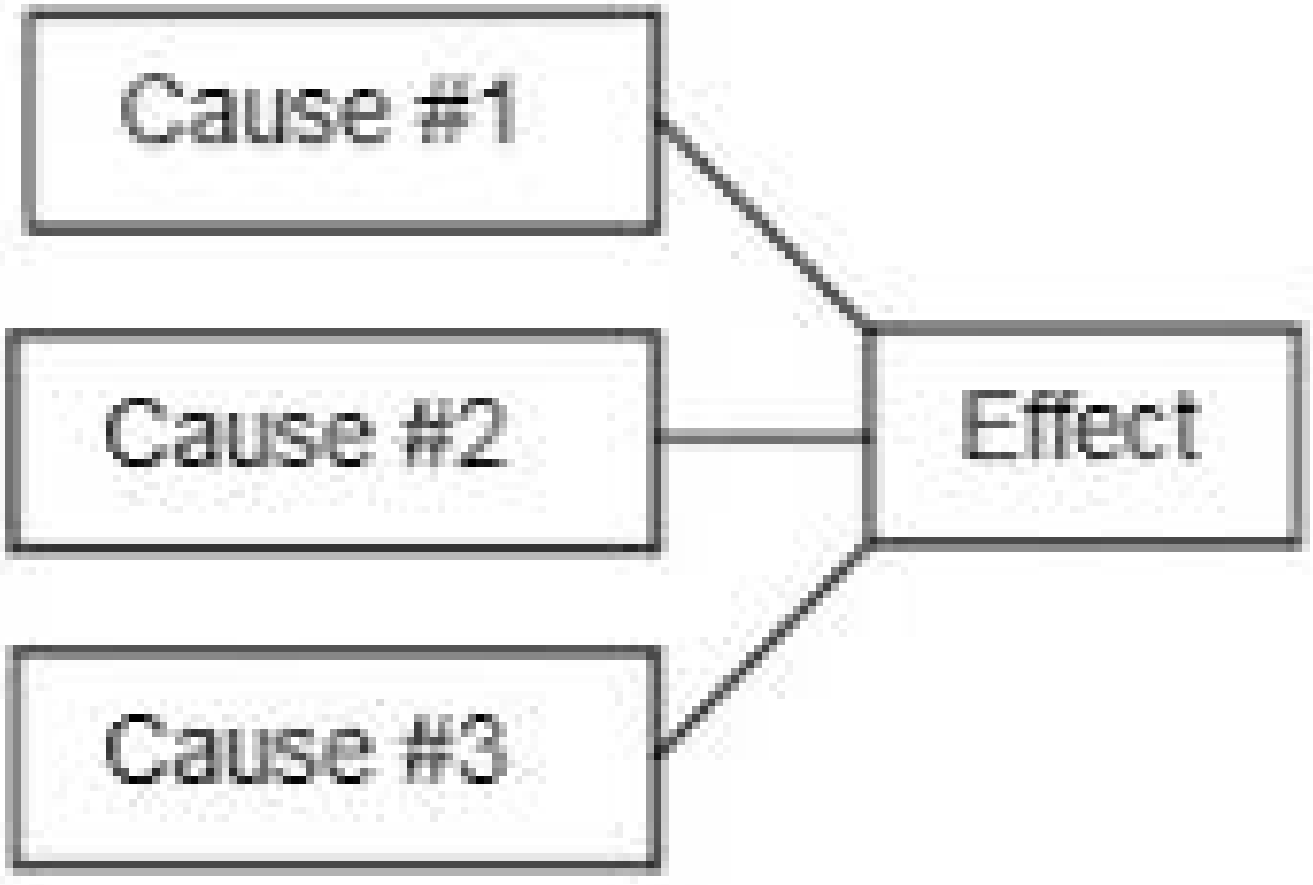
A further effect on the family is the promotion of independence in the children. Some might argue that having both parents working might be damaging to the children because of a lack of parental attention. However, such children have to learn to look after themselves at an earlier age, and their parents often rely on them to help with the housework. This therefore teaches them important life skills.

As regards society, the most significant impact of women going to work is greater gender equality. There are an increasing number of women who are becoming politicians, lawyers, and even CEOs and company managers. This in turn has led to greater equality for women in all areas of life, not just employment. For example, women today have much stronger legal rights to protect themselves against domestic violence and sexual discrimination in the workplace.

In conclusion, the increasing number of women at work has brought about some important changes to family life, including improved quality of life and increased independence for children, as well as affecting society itself. It is clear that the sexes are still a long way from being equal in all areas of life, however, and perhaps the challenge for the present century is to ensure that this takes place.

Adapted from: https://www.eapfoundation.com/writing/essays/cande/


Effect #1
Cause
Effect #2
Effect #3


Cause #1
Cause #2
Effect
Cause #3

Cause + effect

Cause = an event or reason that makes something happen. It shows WHY something happens. Example: It started to rain.

Effect = the result of the cause. It shows WHAT happens. Example: so I had to go inside.

Cause + effect = explains what happens and why it happens.

as a result of	seeing that	this led to
because	since	hence
because of	so	this causes
consequently	thanks to	in order to/ that
due to	the reason	resulting in
due to the fact	therefore	thereby
on account of	whereas	similarly
thus	which means	for this reason
resulting in	as a consequence of	otherwise

Appendix 28:

Narrative Writing Course Content

1

Use the story elements
to write a story

cat dog

park

friends forever

Use the story elements
to write a story

frog toad

pond

lost book

3

Use the story elements
to write a story

boy girl

dance

won first prize

Use the story elements
to write a story

mom dad

house

birthday party

5

Use the story elements
to write a story

brother sister

school

lost homework

Use the story elements
to write a story

fish dolphin

ocean

found treasure

Read this sample essay

A janitor changed my life. I was at a low point, ready to quit everything–even when I had it all. I didn't realize how lucky I was. At 5 foot nothing, 100 and nothing pounds, I was hardly your typical football player. But, that didn't stop me from believing that I could play for Notre Dame. It turns out, the most important part of achieving my dreams is believing in myself.

After two years of trying hard to prove that I was worthy of playing, I found out that I hadn't made the dress list for our kickoff game.After fighting to be on the team and sweating through every practice, I was going to sit on the bench…again.

So, I decided to call it quits. Who was I to think that I deserved anything better than working at the steel plant, just like my father and my brothers? If that life was good enough for them, why wasn't it good enough for me?

As I stood there in section five, staring out at the empty stadium, I thought of how proud my dad would have been to see me out there on the field playing for the team we both loved so much. I felt so stupid. I wasn't a football player. I was a bench warmer… nothing more. That's when the team janitor found me standing there.

"Hey," he said. "Don't you have to be at practice?"

"Not anymore," I said, annoyed. "I quit."

"Why'd you quit? You don't seem like the quitting type."

"I don't know," I said. "I just don't see the point anymore."

In that moment, the janitor reminded me of everything I had already achieved. Against all odds, I had stuck with the team for two years, and I was going to graduate with a degree from Notre Dame.

What he said next drove his point home. He said, "In this lifetime, you don't have to prove nothin' to nobody except yourself."

He had a point. I had already proven myself to everyone except for me. If I didn't believe in myself… who would ever believe in me? Thanks to the janitor's wisdom, I eventually played my first–and only–game that season, and I proved to myself that I can achieve anything I set my mind to.

Adapted from: https://www.kibin.com/essay-writing-blog/how-to-write-a-narrative-essay/

Personal Narrative Example

Title	Mashed Potato Pizza
Introduction	My grandpa always tells me that people who laugh at their own mistakes will get everyone else to laugh along with them. Yesterday, I learned that he is right.
Beginning of the Story	"Stay in line," Mrs. Martin said. I knew right away that my friend Naomi wouldn't be able to eat. I looked at Naomi and frowned. Soon, the line began to move faster, and I followed along hoping that there would still be pizza. When I reached the counter, I looked at the choices. I could only see chicken and mashed potatoes, macaroni and cheese, and fish. I could hear the rumbling of my very disappointed stomach.
Middle Events	Then, out of the corner of my eye, I saw one last piece of pepperoni pizza. I got so excited. "Pepperoni pizza," I said politely. Mrs. Martin handed me the pizza. I took the paper plate so quickly that the pizza slid off the plate. I tried to save it, but the pizza landed in the pan of hot, buttery mashed potatoes. I could feel my face turning redder and redder. All I could hear was laughter from the kids in line. As I looked at the upside-down pizza, I heard Mrs. Martin's voice. "Mario, would you like a side of mashed potatoes with your pizza?"
End of the Story	I looked up and saw Naomi. She was laughing too. With a nervous smile, I said, "Of course." Mrs. Martin smiled and scooped the mashed potato pizza on my plate. I looked around at my friends, and we all laughed again.
Conclusion	I never really believed my grandpa until I saw my friends laughing with me. The laughing made me feel good instead of just dumpy.

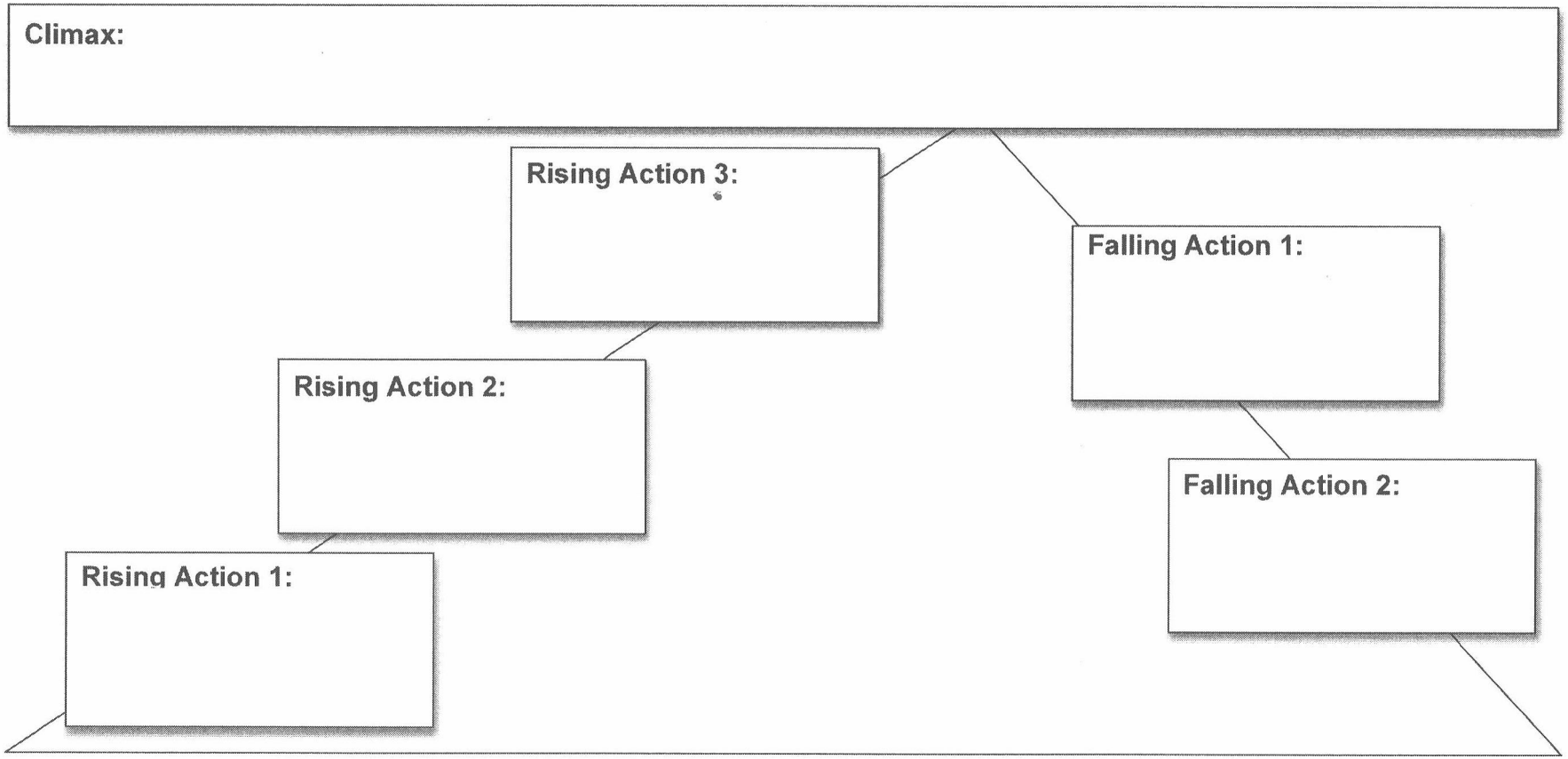
Activity 3.

Name: _____

Writing Toward a Climax

Good stories have climaxes or turning points. This is when the momentum in the story changes from good to bad (or bad to good). In this exercise you will practice planning your story around the climax.

Directions: Put the turning point of your story in the box at the top. Put major events before and after the climax in the appropriate boxes. Also describe the conflict in your story and how it is resolved.



Conflict: _____

Resolution: _____

Characters

The people or animals in the story.



Setting

Where and when the story takes place

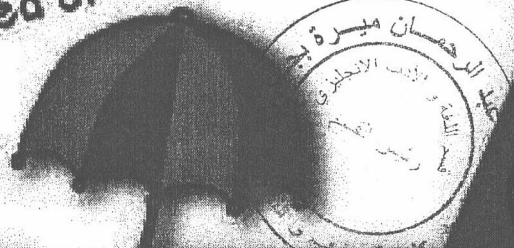
Problem

The conflict that occurs between the characters or events in the story.



Solution

How the problem of the story was solved or resolved.



Plot

What happened or the events of the story.

RISING ACTION

CLIMAX

EXPOS

Point of View

How the story is being told

1st PERSON

One of the main characters is telling the story using "me" or "I"

3rd PERSON

A narrator is telling the story using "he/she" or "him/her"

Theme

The BIG idea of the story that throughout the characters, and/or plot.

LOVE & FRIENDSHIP

SURVIVAL

COU

PERSON VS. NATURE

GOOD VS. EV

HONESTY

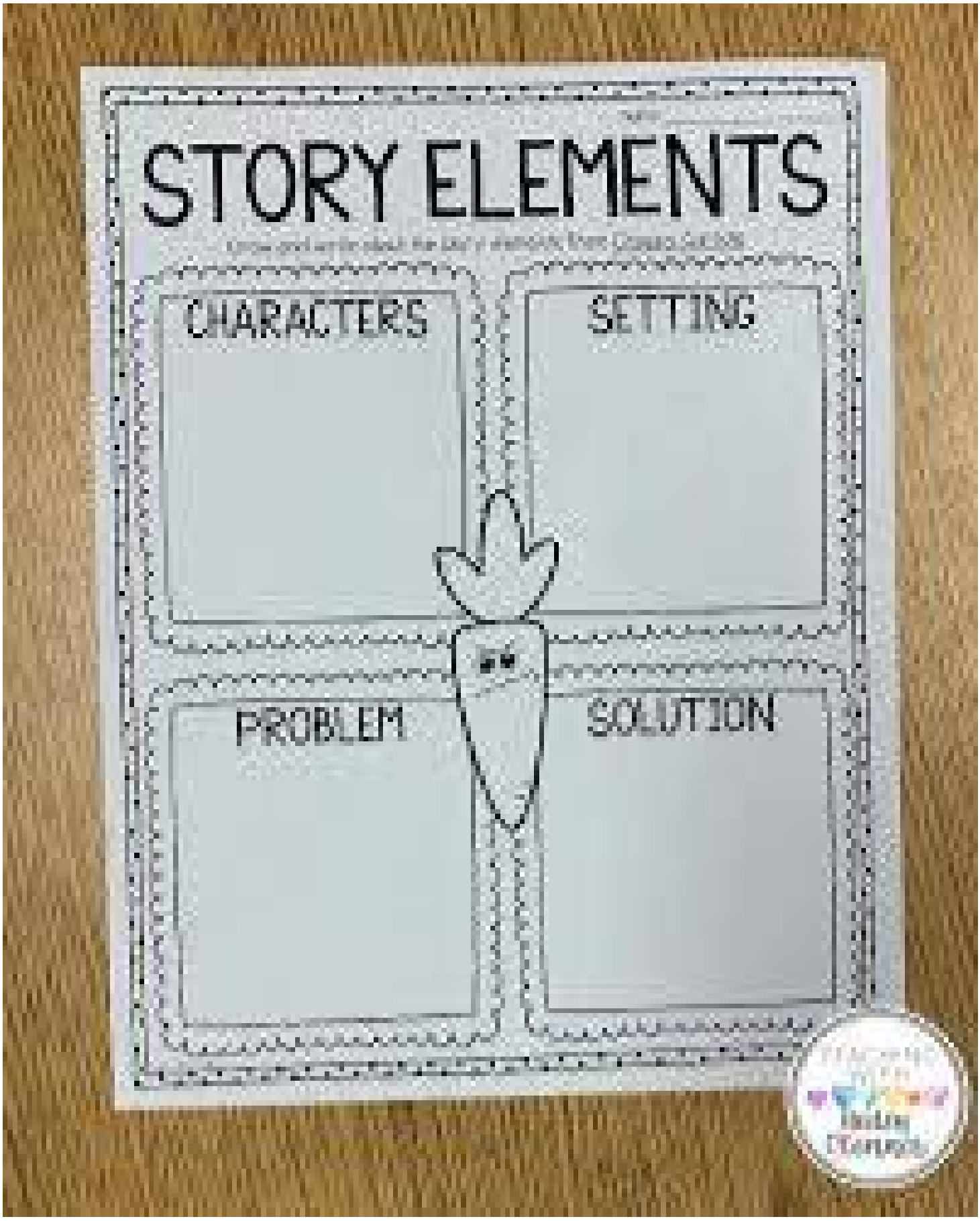
FAMILY

PERSERVERANC

Central Message

The author's purpose of the story; the lesson or moral they are trying to teach the reader.

Slow and steady wins the race!


STORY ELEMENTS
CHARACTERS
SETTING
PROBLEM
SOLUTION

Appendix 29:

Descriptive Writing Course Content

Sample Descriptive Essay About A Person
Shhh! Here Comes the Librarian

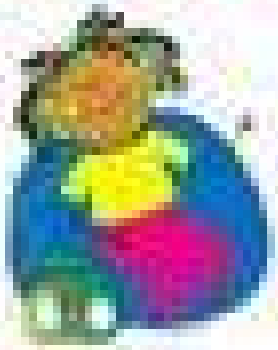
Over the years that I knew her, I gained an uncommon respect for the librarian at our high school. In one word she could be described as “eccentric”, but only because she refused to accept the stereotypical notion of what the term “librarian” had come to mean. The students thought she was just plain weird, but those who took the time to know her realized she was a person searching for a comfortable identity. At first glance, she could indeed be a formidable figure to behold. Her hair was most often in disarray simply as a result of her compulsion to go everywhere in tenth speed. Not only was her gait a marvel, but her purpose was also a wonder. She always gave one the impression she had a mission, and, at that express moment, had been called forth to duty. When classes would commence, she would proudly stride off to her room, as if a group of novice missionaries awaited her divine intervention. Her habit of dress, however, was not in the least missionary-like. In fact, the students used to kid her about getting a summer job as a highway flagman. The brighter the colors, the more she became entranced by their iridescence. As she flashed through the library, students became hushed as if a bolt of lightning had struck. In the morning, her emerald greens and hot pinks were eye-openers for the rest of us when she walked through the staff room door. Characteristically, her first words were a singsongy “Good Morning!” whereupon everyone would look up waiting for the next outpouring. She had an unconscionable taste for polysyllabic words – the more syllables the better. She used them with such flair, they looked good on her; and we could only smile, nod and try to make a witty rejoinder. Too often, we would be unfamiliar with the words, so she would again march off to another venue with the assurance that she had stymied the lot of us. Though she spoke precisely, as you might expect of one in her position, her voice was always at peak volume. A favourite response of the librarian’s aide was, “You shrieked, madame?” In fact, students could audit her classes in the hallways, or on a clear day, even in the lunchroom. Similarly, her other ways did not resemble those of a librarian. She was easily flustered – not at all cool and composed like some of her predecessors. One particular day nearing the Christmas holiday, a very well-established physics teacher on staff kissed her full on the lips in front of almost all her colleagues. She went into a rage and made it clear that another such liberty would be inexcusable. Later that day, some mischievous students, who had gained access to the crawl space above the library, lowered a rubber chicken into her office, suspended a rope decorated with mistletoe. By the end of the day, her patience was severely tried and so it was no surprise to any of us when she polkaed too exuberantly at the staff party and knocked over the Christmas tree. What would have been embarrassing for many others was often summarily dealt with by “The Happy Booker,” the pseudonym she was not unhappy to have bestowed upon her. When our colorful librarian moved away to a new lifestyle, a chic hairdo and trendy clothes, we felt cheated when a very acceptable, but normal lady came to take her place. Who would wake us up every morning with the word for the day? Whose voice would be ringing through the halls even after the last bell had rung? Would she realize she had taken a part of us away with her? Most importantly, would she realize the legacy she left behind?

Adapted from: https://englishtips101.wordpress.com/tag/descriptive-writing/

Descriptive Words

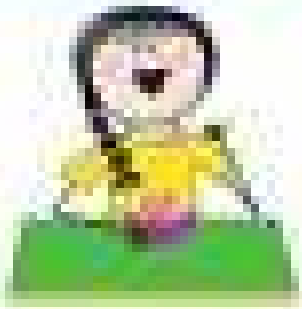
Hearing Words

- buzz
- chatter
- mumble
- rumble
- squeal
- wail



Tasting Words

- bitter
- bland
- salty
- spicy
- tangy
- tart



Feeling Words

- bumpy
- frosty
- furry
- prickly
- slippery
- sticky



Smelling Words

- burnt
- fresh
- musty
- rotten
- sour
- sweet



Seeing Words

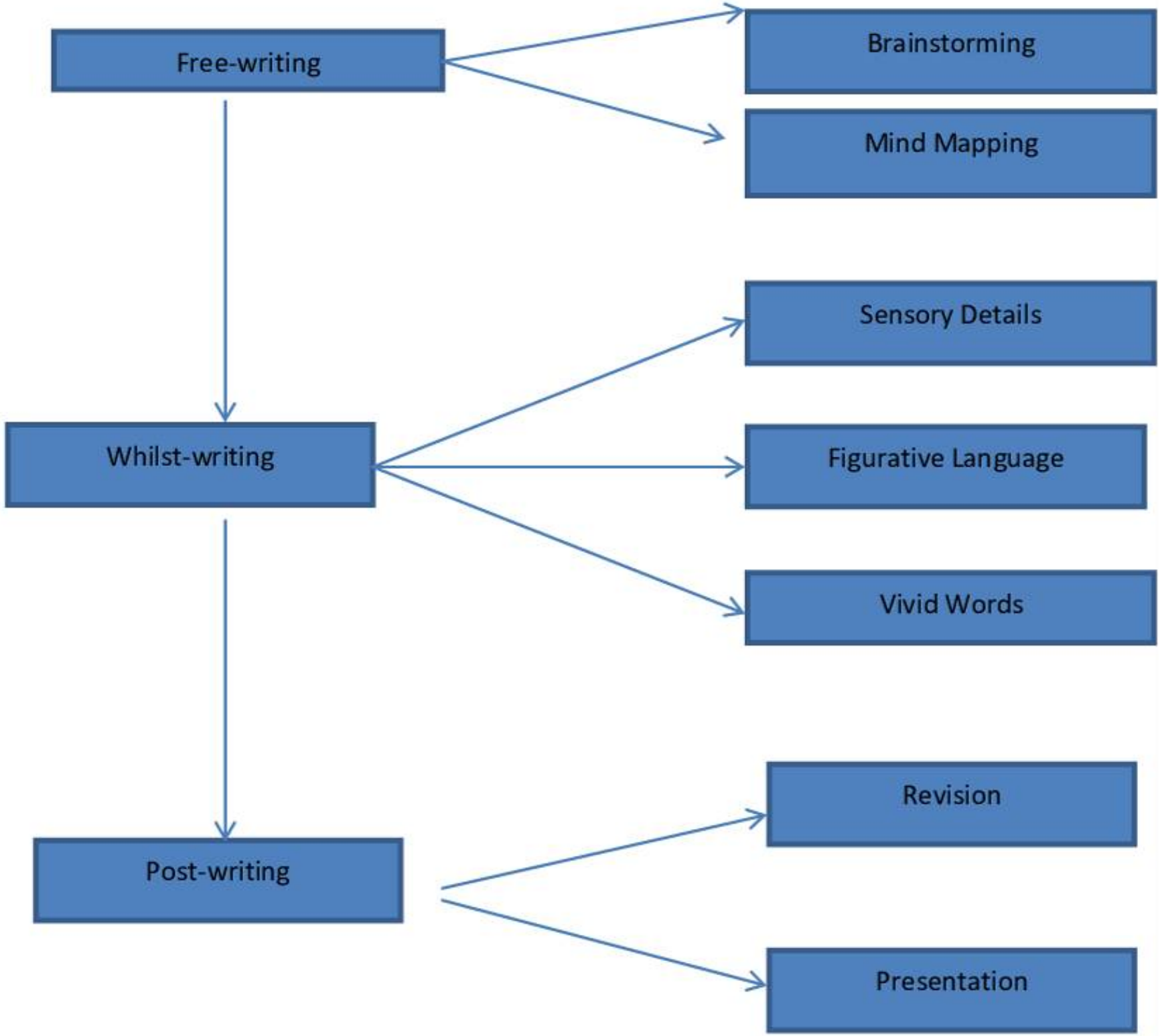
- cluttered
- crooked
- immense
- lovely
- shabby
- tidy



Color Words

- aqua
- beige
- bronze
- coral
- ebony
- violet




Free-writing
Brainstorming
Mind Mapping
Whilst-writing
Sensory Details
Figurative Language
Vivid Words
Post-writing
Revision
Presentation


My Special Places
vacation places
Disneyland
Hawaii
Mexico
places to play
the park
my friend's house
Chuck E. Cheese's
eating places
McDonald's
Olive Garden
Red Robin
places to shop
Target
the mall
the grocery store
recreation & learning places
natural history museum
school
discovery museum
sports places
football stadium
soccer field
baseball park
outdoor places
campground
the lake
other places
amusement park
the dentist's office

Appendix 30:

Argumentative Writing Course Content

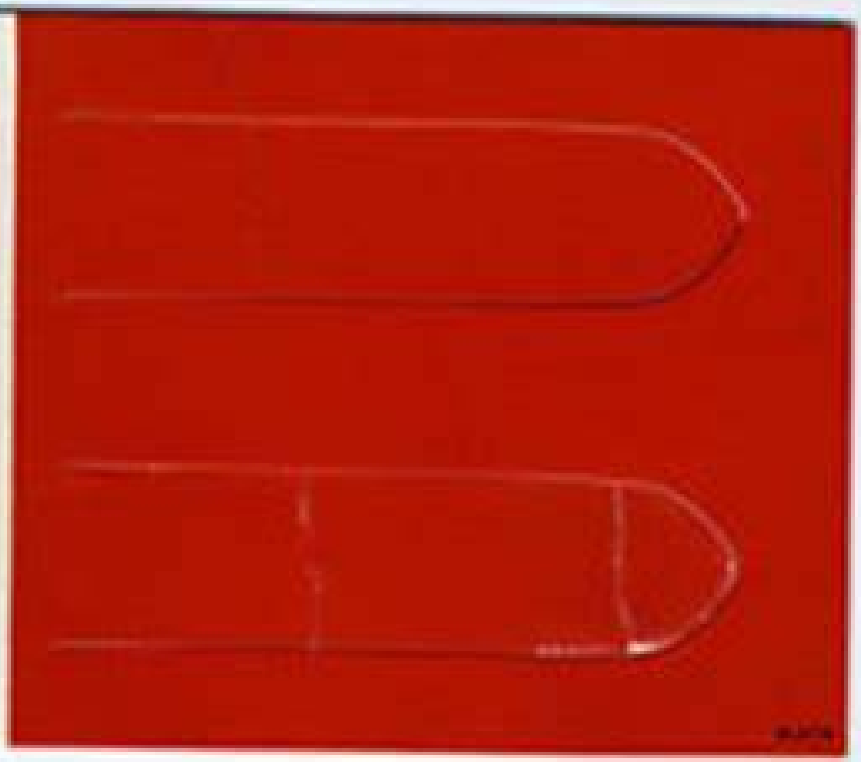
TRAVEL SHORTER BY AIR FASTER

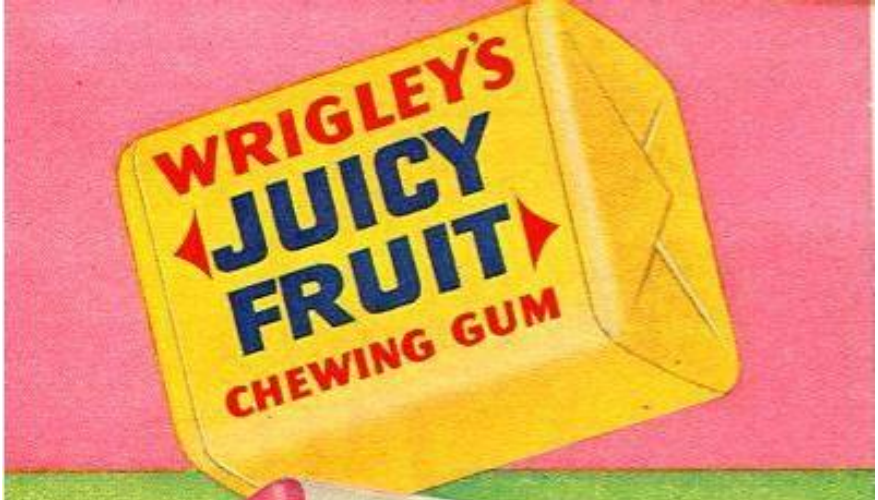
Delicious · Healthful · Refreshing
WRIGLEY'S DOUBLE MINT GUM
A Pleasant Companion Wherever You Go.

DOUBLE THE ENJOYMENT OF YOUR FLIGHT

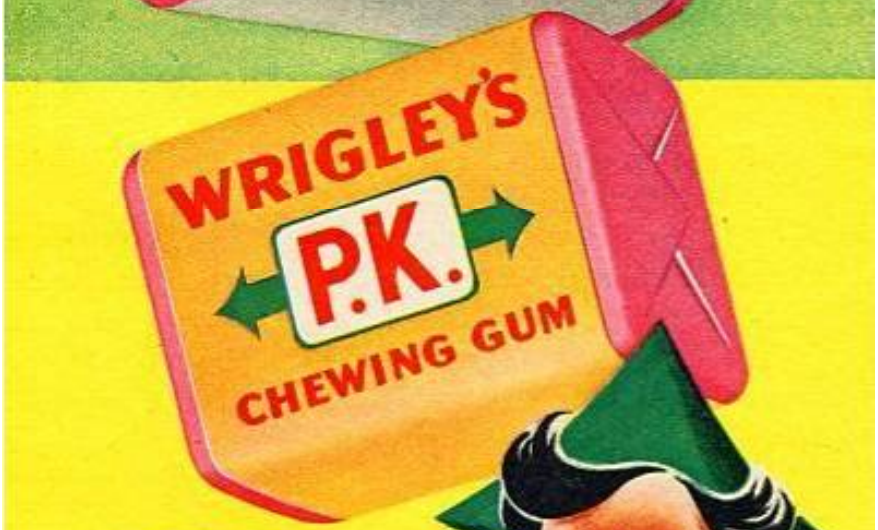
with this Doubly Delicious Double Mint Gum

- Aids Digestion
- Steadies Nerves
- Gives Complete Relaxation
- Time Passes Faster and More Pleasantly











Chew **WRIGLEY'S**

Helps brighten teeth - sweetens breath
Aids your digestion
Enjoy chewing daily
Keep a packet handy

Refreshing - Delicious!

To Chew or Not to Chew

Is it right to ban gum in school? Many people would agree that gum should be banned. Nasty gum stuck in unlikely places is a nuisance for both teachers and students. Teachers and administrators alike say it is distracting, and it creates a janitorial nightmare. But wait-if schools are interested in improving student achievement, they will rethink their policy against chewing gum. Research shows that chewing gum actually improves learning by increasing brain activity and focus.

Gum chewing helps students stay alert and ready to learn. Students in my classes sometimes have trouble staying awake, much less keeping alert. If they chew gum, the movement of the jaw can help keep students awake. Even better, research done by Kathleen Melanson, from the University of Rhode Island, has shown that chewing gum raises your metabolism by 20 percent (www.medicalnewstoday.com). This increase in metabolism shows a direct link between physical alertness and chewing gum.

Some people think that gum is an unhealthy habit, but when examined closely this idea is not supported by research. As a matter of fact, gum is a healthy option to avoid overeating. Others say that chewing sweet gum causes tooth decay. However, many gums contain xylitol, which makes them sugar free. Research by the Trident Company, a chewing gum manufacturer, shows that chewing sugar-free gum can reduce cavities by 70 percent. According to Trident, chewing gum is like chewing fluoride in its cavity-prevention power.

Most importantly, gum promotes learning by helping students work better and longer. The Wrigley Company, which has produced chewing gum for decades, claims that soldiers have chewed gum since World War I to improve concentration during stressful situations. In addition, research conducted by the American Society for Nutrition found that students who chewed gum during class over a 14-week period had a significant increase in test scores and received a better final grade compared to those who had not chewed gum. By now it should be clear that chewing gum has real benefits. One last piece of evidence indicates chewing gum increases brain power and the ability to concentrate. Chewing gum makes the brain think it is going to get food. As a result of this chewing motion, research has shown that insulin, which enhances learning and memory, is released to the brain and helps it to concentrate and focus (Andrew Scholey, Swinburne University, www.medicalnewstoday.com).

Students do not have to chew gum to do well in school, but the evidence clearly shows that chewing gum may help students do better in school. Schools should do all they can to support student learning.

Adapted from : https://www.coursehero.com/file/76016856/Copy-of-To-Chew-or-Not-to-Chew-docx/

Violence Can Be an Answer

I was rather small and skinny, and because of this, I had been dumped into toilets, locked into lockers, pushed around, called names, and I was finished with it. No one was going to bully me anymore. That is how I felt in the fifth grade, when for years I had been subjected to torment by my larger peers.

Madrona Elementary was a non-graded school, which meant that we never received a grade, but only a “pass” or “fail.” It is a progressive approach to education, but the playground and the halls were not as modern as one might expect. The issue of bullying still abounded. Perhaps even more so, with troubled children coming to the school to find an easier footing in the Washington state educational system. **Though I had been bullied for as long I could remember, it never stopped. Pacifism had not done its purported job.**

On my birthday in the fifth grade, I got a basketball from my mother. Basketball was my favorite sport, though I was short. I loved watching the theatrics and the intense pace of the game. Sometimes there was nothing better than going to a hoop and shooting baskets and dribbling around. It was a type of therapy for me.

The day after my birthday, I brought my basketball to school. I wanted to shoot some hoops during recess. After only a few shots, a big kid came up to me and snatched the ball away from me with strong force. At that moment, something surged within me. It was a rage I had never known. It must have been cultivating within me through the years of bullying and mocking. Without a thought, I punched the kid in the face as hard as I could. It seemed like an uncontrolled force made me do it—purely out of instinct. All the pain and shame I felt powered my punch, and knocked the kid down into a crying fit.

The principal called my mother in a calm voice and informed her of my actions. My mother seemed indifferent about it, and thought it was best that I fought back. I think she was right, because after this fight, no one bothered to bully me again, until middle school. But that is another story.

Name_____ WJJ

organizing my opinion

My opinion:

Reason 1

Reason 2

Reason 3

Reason 4

Conclusion:

Résumé

L'écriture, à la fois moyen et compétence, aide les étudiants à faire face aux défis de l'éducation et de la vie professionnelle future. Par conséquent, la maîtrise de l'écriture est cruciale. Cependant, la plupart des étudiants font face à des difficultés pour atteindre un tel objectif. La recherche actuelle propose un modèle de processus-genre comme alternative pour remédier à de tels obstacles et promouvoir les compétences d'écriture des apprenants. Le corpus se compose de 34 étudiants de troisième année d'anglais à l'université de Bejaia. Le modèle est fondé sur l'approche de Badger et White (2000) en matière de processus et de genre. Le modèle est basé sur les principes du produit, du processus et du genre à l'enseignement de l'écriture. La chercheure a présenté quatre modes d'écriture (expositoire, narratif, descriptif et argumentatif), accomplie en 180 minutes chacune. Le modèle proposé repose sur sept étapes: préparation; modélisation; planification; rédaction collaborative; rédaction indépendante; révision et évaluation. L'étude est basée sur les essais des étudiants évalués sur la base d'une grille d'évaluation de dissertation (ReadWriteThink). Cette dernière englobe les principaux éléments de l'écriture traités dans cette étude (la concentration et les détails; l'organisation; voix; choix de mots; et la structure des phrases, la grammaire, la mécanique et l'orthographe). Les résultats ont révélé l'efficacité du modèle processus-genre vu que les étudiants ont développé de manière significative leurs compétences en écriture. L'amélioration est significative dans tous les éléments inclus dans l'enquête. Les résultats montrent également que les élèves-participants remettent encore en question le dernier élément (structure des phrases, grammaire, mécanique et orthographe) vue la légère amélioration de cet élément dans leurs essais. Ce travail de recherche énumère un ensemble de recommandations pour l'enseignement de la rédaction en général et l'adoption du modèle du processus-genre en particulier en référence à ses principaux constituants.

Mots clés : modèle de processus-genre, étudiants de 3éme année en l'anglais, l'enseignement de la rédaction, la concentration et les détails; l'organisation; voix; choix de mots; et la structure des phrases, la grammaire, la mécanique et l'orthographe.

ملخص

الكتابة، بوصفها وسيلة ومهارة على حد سواء، تساعد الطلاب على مواجهة تحديات التعليم والحياة المهنية، المستقبلية، ومن هنا فإن إتقان الكتابة يشكل أهمية بالغة، غير أن معظم الطلاب يواجهون صعوبات في تحقيق هذا الهدف، ويقترح البحث الحالي نموذجا من مدخل العمليات ونمط النص كبديل لعلاج هذه التعقيدات وتعزيز مهارات الطلاب في الكتابة وتشمل عينة الدراسة 34 طالبا في السنة الثالثة من طلاب اللغة الإنجليزية في جامعة بجاية، ويستند النموذج إلى نهد "بادجر" و "وايت" (2000) الخاص بمدخل العمليات ونمط النص، ويستند النموذج إلى مبادئ نهج المنتج والعملية والنوع في تدريس الكتابة، وقد قدم الباحث أربعة أنواع من الكتابة (التعريض، السرد، الوصف والكتابة)، والتي أنجزت في 180 دقيقة لكل منها، ويستند النموذج المقترح إلى سبع خطوات: الإعداد، والنمذجة، والتخطيط، والكتابة التعاونية، المستقلة للتنقيح وتستند الدراسة إلى مقالات الطلاب التي تم تقييمها على أساس عنوان تقييم المقال، وتشمل هذه الأخيرة العناصر الرئيسية للكتابة التي تم التحقيق فيها في هذه الدراسة (التركيز، والتفاصيل، التنظيم، الصوت، اختيار الكلمات وتركيب الجملة والنحو والميكانيكا والتهجنة)، كشفت النتائج عن فعالية نموذج مدخل العمليات ونمط النص مع تطور الطلاب بشكل كبير في مهاراتهم في الكتابة والتحسن كبير في جميع العناصر المدرجة في التحقيق، وتظهر النتائج أيضا أن الطلاب المشاركين لا يزالون يواجهون تحديات في العنصر الأخير (بنية الجملة، والنحو، والميكانيكا والتهجنة)، حيث يسلطون الضوء على تحسن طفيف في مقالات الطلاب ويورد العمل البحثي مجموعة من التوصيات لتعليم الكتابة بشكل عام واعتماد نموذج نوع العملية بشكل خاص مع الإشارة إلى عناصرها الرئيسية.

الكلمات المفتاحية:

طلاب السنة الثالثة من اللغة الإنجليزية، تدريس الكتابة، التركيز والتفاصيل، مدخل العمليات ونمط النص والتنظيم ؛ والصوت؛ واختيار الكلمات وهيكل الجملة والنصوص والميكانيكا والتهجنة.

Agzul

Tira d allal rnu d tazmert i yettɛawanen isdawanen ad mmagren acqirrew n tsensegmit d umahil-nsen . Dɣa ɣef waya tira tesɛa tixutert meqqren . D acukan tuget n yisdawanen ttmagaren –d uguren iwakken ad awḍen ar yiswi-nsen . Imnadiyen n wass-a sumren-d tamudemt d tamellayt I ferrun wuguren-agi d usebgen n tzemmar tirawt n yisdawanen . Ammud yebna ɣef 34 yisdawanen deg uswir wis kraḍ n turagt n tutlayt tagnizit deg tesdawit "Ɛebd reḥman mira". Tamudemt-a tebna ɣef unekmar n Bagder akked White (2000) , deg wayen yerzan yerzan processus-genre deg uselmed n tira. Tamnadit-a tefka-d ukuẓ n yimedyaten n tira (aneskiman , aullis, aglaman,afuklan), yettwasexdem deg 180 dqayeq I yal yiwen deg-sen . Tamudemt yettunefken tebded ɣef ṣa (07) n tegnatin : aheyyi , asmuddem, tirawt tarwant , tirawt tilellit , askazal. Tazrawt-a tebna ɣef wayen xedmen yisdawanen yettwaskazalen s tfelwit n uskazal d usenfali (ReadWriteThink) . Taneggarut-a tesdukkeliferdisen igejdanen n tirawt n tezrawt-a (asuddes, taɣect,lxetyar n wawalen , taɣessa n tefyar, tajerrumt d tirawalt . Igemmaḍ seknen-d tamellit n tmudemt (processus-genre) imi isdawanen segmen tizemmar-nsen n tirawt . Aseggem yettbin deg akk iferdisen yellan deg tsastant . Akken diɣen igemmaḍ skanayen-d isdawanen I tekkin deg tezrawt-a ttarran lewhi ɣer uferdis aneggaru (taɣessa n tefyar , tajerrumt , tirawalt) . Ilmend n yigemmaḍyelhan n uferdis-a .Amahil-a ussnan yessezwer tagruma n yiwellihen I uselmed n tirawt s umata duseqdec n tmudimt (processus-genre).

Awalen isura : tamudemt n processus-genre , isdawanen n useggas wis kraḍ turagt n tutlayt n gtegnizit , aselmed n tirawt , afruri d lwelha , asuddes, taɣect, afrann wawalen d tɣessa n tefyar , tirawalt .