



Sudan University of Science & Technology



College of Graduate Studies

Department of English

**Role of the Process Approach in Developing English
Writing Composition among secondary schools**

**(A case Study of Third year Secondary Schools Students at
Al Fashir Locality)**

**دور المنهج العملي في تطوير كتابة الإنشاء في اللغة الإنجليزية لدى المرحلة
الثانوية**

(دراسة حالة طلاب الصف الثالث الثانوي بمحلية الفاشر)

**A thesis Submitted in Fulfillment for the Requirements of (PhD)
Degree in English Language Teaching**

Submitted By:

Abdualateef Ali Abdualmula Rekiak

Supervised By:

Dr. Abdul Qadir Mohammad Ali Adam

Dr. Alsadig Osman Mohammed

2021

Dedication

This work is dedicated to my parents.

To my wife Sahar

To my daughter Lujain,
and to my beloved family

Acknowledgment

I would like to extend my sincere gratitude to the soul of my supervisor Dr. Abdul Qadir Mohammad and to my co-supervisor Dr. Alsadig Osman Mohammed for his effective and patient guidance, motivation and assistance throughout the project and. I also wish to extend my sincere thanks to colleague for their encouragement and advice. I also extend my gratitude to the doctors who refereed the tools of the study. My sincere appreciation also goes to school heads, teachers and pupils who participated in this study for the useful information and co-operation they offered.

ABSTRACT ENGLISH VERSION

This study aimed at investigating the role of the process approach in developing EFL students' writing composition for 3rd-year secondary schools students in Al Fashir. The researcher adopted descriptive analytical method. Data collected through a questionnaire for the teachers and test for the students. The study examined (150) students and (60) teachers as sample of the study. The results of the study showed that stages of the process approach encourage students in writing good composition. In addition, students have problems in how to start good beginning of the sentences, clear ending the composition, logical sequence of the subject, organizing idea, lack of vocabulary, grammatical problems and unable to use punctuation marks in proper place. Moreover, teachers neglect the importance of using process approach in teaching writing composition, student's textbooks did not provide process approach information for teaching writing composition. Finally, the researcher found that the process approach played a great role in developing students writing composition. Based on the results, the study concluded with a set of recommendations for teachers, students and stockholders in placing the utmost importance of using the process approach when teaching composition.

ABSTRACT ARABIC VERSION

هدفت هذه الدراسة إلى التحقق من دور المنهج العملي في تطوير كتابة الإنشاء لطلاب اللغة الإنجليزية كلغة أجنبية لطلاب الصف الثالث ثانوي بمحلية الفasher. اعتمد الباحث في دراسته على المنهج الوصفي التحليلي. جمعت البيانات من خلال استبيان للمعلمين واختبار للطلاب. اختبرت الدراسة (150) طالباً و (60) معلماً كعينة للدراسة. أظهرت نتائج الدراسة أن أسلوب مراحل المنهج العملي يشجع الطلاب في كتابة الإنشاء بطريقة جيدة علاوة على ذلك ، يواجه الطلاب مشكلات في كيفية بدء الجمل بداية جيدة ، وإنهاء واضح للإنشاء ، والتسلسل المنطقي للموضوع ، وتنظيم الفكرة ، ونقص المفردات ، والمشكلات النحوية ، وعدم القدرة على استخدام علامات الترقيم في المكان المناسب. بالإضافة على ذلك ، يتجاهل المعلمون أهمية استخدام المنهج العملي في تدريس الإنشاء، كما أن الكتاب المدرسي للطلاب لا يحتوي على معلومات المنهج العملي لتدريس الإنشاء. وأخيراً ، وجد الباحث أن المنهج العملي لعب دوراً كبيراً في تطوير كتابة الإنشاء لدى الطلاب. وختتمت الدراسة من خلال النتائج بمجموعة من التوصيات للمعلمين والطلاب والمساهمين في إيلاء الأهمية القصوى لاستخدام المنهج العملي عند تدريس الإنشاء.

Table of Contents

Items	Pages
Dedication	II
Acknowledgment	III
Abstract (English Version)	IV
Abstract (Arabic Version)	V
Table of Contents	VI
List of Tables	X
List of Figures	XII
List of Abbreviations	XIV
Definition of the Study Terms	XV
CHAPTER ONE : INTRODUCTION	
1.0 Overview	1
1.1 Background of the Study	1
1.2 Statement of the Study	3
1.3 Significance of the Study	4
1.4 Objectives of the Study	4
1.5 Questions of the Study	4
1.6 Hypotheses of the Study	5
1.7 The Methods of the Study	5
1.8 delimitation of the study	5
Summary	6
CHAPTER TWO LITERATURE REVIEW & PREVIOUS STUDIES	
2.0 Introduction	7
2.1 Background of the Study	7
2.2 Definition of Writing	7
2.2.1 Aristotle's Definition	8
2.2.2 Liu Hsieh's Definition	9
2.3 The Importance of the Writing	11
2.4 Difficulties of the Writing	12
2.5 Techniques of Teaching Writing	14
2.5.1 Using Picture Techniques	14

2.5.3 Using All Language Skills Technique	17
2.6 Approaches of Teaching Writing	17
2.6.1 Product Approach	18
2.2.1.1 Models of the Product Approach	20
2.6.2 The Genre Approach	22
2.6.2.1 Models of the Genre Approach	23
2.6.3 Communicative Approach	24
2.6.3.1 Discourse Competence	25
2.6.3.2 Linguistic Competence	26
2.6.3.3 Pragmatic Competence	27
2.6.3.4 Intercultural Competence	28
2.6.3.5 Strategic Competence	28
2.6.3.6 Sociolinguistic Competence	29
2.6.4 Process Approach	30
2.6.4.1 Brief Background of the Process Writing	30
2.6.4.2 Concept of the Process Writing Approach	31
2.6.4.3 Models of the Process Approach	32
2.6.4.4 Stages of the Process Approach	34
2.7 Principles for Teaching Writing	56
2.7.1 Meaning-focused Input	56
2.7.2 Meaning-focused Output	56
2.7.3 Language-focused Learning	57
2.7.4 Fluency Development	57
2.8 Definition of the Composition	57
2.9 Overview of the Composition	58
2.10 Classification of the composition writing	59
2.10.1 Guided or controlled composition	60
2.10.1.1 Models of Controlled Composition	61
2.10.1.2 Free composition	62
2.11 Types of Writing Composition	63
2.11.1 Narrative Composition	63
2.11.2.1 Purposes of Narrative Writing Composition	63
2.11.2 Descriptive Composition	64
2.11.3 Exposition Composition	64
2.11.4 Comparative Composition	65
2.12 Mechanics of Writing Composition	66
2.12.1 Capitalization	66
2.12.2 Punctuation marks	67

2.12.3 Spelling	67
2.12.4 Handwriting	68
2.13 Composition Error Analysis	69
2.13.1 Composition Error Analysis in EFL Writing	69
2.13.1.1 Handwriting errors	70
2.13.1.2 Punctuation Errors	70
2.13.1.3 Syntactic Errors	71
2.13.1.4 Common Errors	72
2.13.1.5 Vocabulary Errors	72
2.14 Previous Studies	73
2.15 Comments on Previous	78
Summary	79
CHAPTER THREE: METHODOLOGY	
3.0 Introduction	80
3.1 The Methods of the Study	80
3.2 Population of the Study	80
3.4 Sample of the Study	81
3.5 The Tools of the Study	81
3.6 Tests	82
3.7 Validity and Reliability of the Test	82
3.8 Questionnaire	83
3.9 Validity and Reliability of the questionnaire	84
Summary	84
CHAPTER FOUR DATA ANALYSIS & DISCUSSION OF THE RESULTS	
4.0 Introduction	86
4.1 Data Analysis	86
4.2 Discussion of the Results	112
Summary	115
CHAPTER FIVE MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES	
5.0 Introduction	116
5.1 Main Findings	116
5.2 Conclusions	117
5.3 Recommendations	118
5.4 Suggestions for Further Studies	120

References	121
Appendixes	

List of Tables

N/ of table	Items	Pages
Table 3.1:	Table: Design of Pre-test and Post-test	31
Table 3.2:	background information of questionnaire respondents	90
Table 3.3:	Reliability Statistics of the Tow Test of the students	95
Table 3.4:	Table (3.4) Reliability Statistics the Teacher's Questionnaire	97
Table 4.1:	using process approach in teaching writing composition	100
Table 4.2:	the process approach motivates students in writing composition	101
Table 4.3:	students interesting when teacher use process approach in teaching composition	102
Table 4.4:	encouraging students to use stages of the process approach	103
Table 4.5:	stages of the process approach engorge students in writing good composition	105
Table 4.6:	the causes behind learner's weakness in writing composition	107
Table 4.7:	Students' competence in organizing idea	108
Table 4.8:	T-test between the control and the experimental groups in writing good beginning of the sentences	109
Table 4.9:	T-test between the control and the experimental groups in writing clear ending	110
Table 4.10:	T-test between the control and the experimental groups in writing logical sequence of the subject	110
Table 4.11:	Students' competence in using vocabulary	111
Table 4.12:	information about student's textbooks	112
Table 4.13:	Students' competence in using grammar	113
Table 4.14:	T-test between the control and the experimental groups in using grammatical	115
Table 4.15:	T-test between the control and the experimental groups in using articles	115
Table 4.16:	T-test between the control and the experimental groups in using preposition	116
Table 4.17:	Students' competence in using punctuation	117
Table 4.18:	T-test between the control and the experimental	118

	groups in using full stop	
Table 4.19:	T-test between the control and the experimental groups in using comma	118
Table 4.20:	T-test between the control and the experimental groups in using capitalization	119
Table 4.21:	teachers use process approach in teaching writing composition	120
Table 4.22:	awareness of EFL teachers about stages of the process approach	121
Table 4.23:	teacher's neglect the importance of using process approach	122
Table 4.24:	the impact of the large number of the students in the class	123
Table 4.25:	time allocated for applying process approach lesson	124

List of Figures

N/figure	Items	Pages
Fig 2.1:	Producing a Piece of Writing Raimes (1983, p.6)	24
Fig 2.2:	An example of model paragraph in product approach in writing (Thanatkun 2008, cited in Blanton, 1979, p.26-28)	26
Fig 2.3:	An example of sentence-combination in product approach in writing (Thanatkun 2008, cited in Strong, 1973, p.26-8)	27
Fig 2.4:	An example of a particular type of rhetorical pattern in product writing (Thanatkun 2008, cited in Arnaudet and Barret, 1984, p.26-8)	27
Fig 2.5:	Physical structure or generic structure of recount genre Degrease (2016)	29
Fig 2.6:	Integrating Writing within the Communicative Competence Framework by Esther and Martinez (2006)	31
Fig 2.7:	The process approach includes different stages, which combined with other aspects of teaching writing. (Coffin et al 2003, p. 34)	39
Fig 2.8:	Process Writing Model Richards & Renandya, (2003, p.315)	39
Fig 2.9:	White and Arndt's Process Writing Model Ghodbane (2010, as cited in White and Arndt 1991, p.5)	40
Fig 2.10:	Using mapping technique to explore ideas about legalizing drugs (Galko, 2002: p.25)	47
Fig 4.1:	using process approach in teaching writing composition	101
Fig 4.2:	the process approach motivates students in writing composition	102
Fig 4.3:	students interesting when teacher use process approach in teaching composition	103
Fig 4.4:	encouraging students to use stages of the process approach	104
Fig 4.5:	stages of the process approach engorge students in writing good composition	106
Fig 4.6:	the causes behind learner's weakness in writing composition	107
Fig 4.7:	Students' competence in organizing idea	108

Fig 4.8:	Students' competence in using vocabulary	112
Fig 4.9:	information about student's textbooks	113
Fig 4.10:	Students' competence in using grammar	114
Fig 4.11:	Students' competence in using punctuation	117
Fig 4.12:	teachers use process approach in teaching writing composition	121
Fig 4.13:	awareness of EFL teachers about stages of the process approach	122
Fig 4.14:	teacher's neglect the importance of using process approach	123
Fig 4.15:	the impact of the large number of the students in the class	124
Fig 4.16:	time allocated for applying process approach lesson	125

List of Abbreviations

- **EFL:** English as a Foreign Language
- **ESL:** English as Second Language
- **SPSS:** Statistical Package for Social Sciences
- **Fig:** Figure
- **SAP:** Subject, Audience, and Purpose
- **Etc:** et cetera
- **WH:** a question that start with why, which, what, when and where.
- **L2:** Second Language

Definition of the Study Terms

- **Process approach:** Is an approach to writing pedagogy that focuses on the steps involved in drafting and redrafting a piece of work. Learners are taught to produce, reflect on and discuss and rework successive drafts on a text. Nunan (1999)
- **Al-Fashir or El Fasher:** is the capital city of North Darfur, Sudan. It is a large town in the Darfur region of northwestern Sudan. (wikipedia)

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter will display background of the study, question, hypotheses, objectives, significance, and statement of the study as well as delimitation of the study.

1.1 Background of the Study

Writing provides a permanent record of information, beliefs, arguments, feelings, explanations, theories and so on. Through writing, we communicate our ideas not only with our contemporaries, but also with our future generations. Even knowledge or information of the past years transformed to the future generations through writing.

Writing has a significant place in teaching of every language. Through the medium of writing, we express our feelings, ideas and thoughts. Bose (1979: p. 161) properly remarked, "Learning to write in English is a mode of communication.". Moreover, writing used to fix oral and reading work. The language items already learnt firmly to fix in the minds of the pupils. Baruah (1984: p.264) rightly stated that:

"Since the development of communicative competence in writing is a slow and arduous process, at the initial stages writing should be viewed primarily as a means of fixing the material taught orally."

Writing is one of the four important skills that learners should master in any language in same time; it is the most difficult skills to acquire. Therefore, when one wants to learn how to write perfectly he/she should follow many steps and procedures. There are many reasons why students might need to improve writing skills in English. Perhaps they need to reply to emails at work in English or take an English language exam, or maybe need to write essays in university, letters to friends or relatives or might want to start writing a blog in English. Whatever the reason is for improving English writing skills, they need to work hard. Having good writing skills in English is not something, which is easy to achieve. Strunk & White (2013: p.10) stated that:

Writing is a complicated and often mysterious process. Although we may think of it as little more than arranging letters and words on a page, a few moments' reflection reveals that it is much more than that ... On the other hand, writing is a science- we want the instructions that came with our Blue-Ray player to be accurate, precise, and easy to understand.

However, in order to develop writing skills, there are many approaches teachers should follow to enhance learner's skill of writing. The most common approaches are communicative approach, controlled to free approach, product approach, grammar syntax- organization approach and process approach. Therefore, teacher may use one or more approaches to develop learners' writing composition; to apply one of the above styles it is depending on the learner's attitude, cognitive skills, condition and individualities among students.

Thus, according to researcher's observations through teaching English and correcting learner's exercises, learners suffer a lot in writing composition. Therefore, to solve this problem researcher believe that adopting the process approach in teaching composition may help students to overcome this problem. To do so, there are many approaches, which teachers should follow to develop students' writing. One of these approaches is the process approach.

Fowler et al (2007) argued that if instructors choose to orient their courses around an exploration of the writing process, students become aware of the range of strategies and choices available to them as writers and become confident in their ability to respond to future writing tasks. In this case, students taught to respond to writing situations with a full awareness of the importance of discovering, focusing, planning, drafting, revising, and editing; forms of expression presented as strategies best learned in the context of a particular writing task; and grammar, punctuation, and mechanics introduced when necessary for effective communication in an essay. Al Fashir 3rd year secondary school students encounter difficulties in writing composition. Thus, the researcher believes that if the instructors adopt the process approach in their teaching, student will get better in writing.

1.2 Statement of the Study

During the teaching career, the researchers observed that when teaching students and giving them assignments in writing a composition, some students write things that could not understand. They encountered several challenges when composing and transcribing text across some of the literary forms ordered. Some of them present texts with loose content, lack originality based on the given topic. Their texts also lack proper sequence and organized flow of ideas. Furthermore,

paragraphs badly formulated, with ideas randomly arranged. It is common to find different ideas placed in one paragraph. Therefore, the researchers believed that using the process approach in teaching writing composition would enhance students writing skill and help them to be a good writer.

1.3 Significance of the Study

The significance of this study based on its advantages to students, teachers, and readers as follow:

For the students: having good awareness about the importance of the process approach and adopt it in their writing to develop their writing composition. For the teachers: the results of this study may give a brief explanation to the teachers on the importance of using the process approach in developing students' writing composition. For the readers: they will pay attention about the importance of using process approach in developing writing composition.

1.4 Objectives of the Study

The research aims to achieve the following objectives:

1. To find out teacher's attitudes toward using the process approach in developing writing composition of 3rd-year secondary schools students at Al Fashir.
2. To investigate the causes of learner's weakness in writing composition.
3. To find out whether the teachers are using the process approach in teaching writing composition for not.

1.5 Questions of the Study

The research poses the following questions:

- 1- What are the teacher's attitudes toward using the process approach in teaching writing composition?
- 2- What are the causes of learner's weakness in writing composition among 3rd year secondary schools students?
- 3- To what extent do teachers using the process approach in teaching writing composition?

1.6 Hypotheses of the Study

The research hypothesizes that:

1. Teachers have positive attitudes toward using the process approach in teaching writing composition among 3rd year secondary schools students.
2. There are some causes behind learner's weakness in writing composition among 3rd year secondary schools students.
3. Teachers do not use the process approach in teaching writing composition.

1.7 The Methods of the Study

Descriptive analytical method used for tackling the study; Statistical method will be use for analyzing data of the study using statistical package for social sciences (SPSS). The tools that used for collecting data are varying as follow:

- 1- Questionnaire used for collect data from teachers to show their perceptions about students' problems in writing composition.
- 2- Pre and Posttest used for the students to investigate the problems of the students in writing composition.

1.8 Delimitation of the study

It is means place and time of achieving the study. They are described as follow:

- 1- The target (place) of the research will be Al Fashir secondary schools students and the teachers whom are teach English for these students.
- 2- Time of the study is students of academic year 2019-2020.

Summary

In this chapter, the researcher handled the main issues of chapter one: objectives of the stud, questions of the study, hypotheses of the study, significance of the study, methodology of the study, and limitation of the study. Definitions of the variables, terms of the study, and the list of abbreviation will come later. In chapter two, the researcher will discuss the review of literature and some related studies.

CHAPTER TWO

LITERATURE REVIEW & PREVIOUS STUDIES

2.0 Introduction

This chapter divided in to two sections; section one: provide theoretical structure of the study that researcher depends on to accomplish this study. Section two: previous studies which related to the topic of the study as follow:

2.1 Background of the Study

Writing is the most challenging aspect for foreign students in learning language. When learners learn foreign language, they subjugated to learn the four skills (listening, speaking, reading, and writing). However, the research will focus on the latter skill (writing).

As mentioned above, to investigate more about writhing, the researcher divides this chapter in to two sections. Section one is about theoretical framework, it will highlight on the history of writing , definition of writing, the importance of the writing, difficulties of writing, techniques of teaching writing, and types of writing.

. Finally, this section will conclude with some approaches that teachers use to develop learners composition writing skills, namely (the product approach, genre approach and process approach), as they represent the recent dominant approaches to teaching writing.

2.2 Definition of Writing

Writing has been with us for several thousand years, and nowadays is more important than ever. Having spread steadily over the centuries from clay tablets to computer chips, it is poised for further dramatic advances. Although hundreds of

millions of people are still unable to read and write, humanity relies on writing to an unprecedented extent. It is quite possible that, today, more communication takes place in the written than in the oral mode. There is no objective measure, but if there were any doubts, the internet explosion has laid to rest the idea that for the human race at large writing is only a 'minor' form of communication.

Florian (2003, p.3) added, "It is not risky to call writing the single most consequential technology ever invented." The immensity of written record and the knowledge conserved in libraries, data banks, and multilayered information networks make it difficult to imagine an aspect of modern life unaffected by writing. 'Access', the catchword of the knowledge society, means access to written intelligence. Writing not only offers ways of reclaiming the past, but also is a critical skill for shaping the future. However, to appreciate the important and difficulty of writing it is useful to review some of the definitions that provided by some writers who concerned with the issue.

Florian (2003) quoted some definitions from Aristotle and Liu Hsieh, each definition carry different concept for the writing as follow:

2.2.1 Aristotle's Definition

Aristotle began with some basic explanations about things, concepts, and signs, before discussing nouns and verbs as parts of sentences that can be true or false. He discussed how these linguistic entities relate to ideas and to things of the material world. He stated as follow:

Words spoken are symbols of affections or impressions of the soul; written words are symbols of words spoken. It is just as letters are not the same for all men; sounds are not the same either, although the affections directly expressed by these

indications are the same for everyone, as are the things of which these impressions are images. (1938, p.115)

Florian (2003) argued that Aristotle's main concern here was not with writing. Rather, his purpose was to alert his readers to the need to clarify the complicated relationships that obtain between things, ideas, and words, as a prerequisite of developing logical thinking. He only dealt with writing because words manifested themselves in two different forms: as sounds produced by the human voice and as letters. Explaining the relationship between the two was a matter of systematic rigour and terminological orderliness, but of little importance for the rest of his treatise on proposition. Yet, this brief statement became hugely influential in Western thinking about writing, and much has been written about it.

2.2.2 Liu Hsieh's Definition

Liu Hsieh's definition resembles Aristotle's, but upon closer inspection also differs in important respects. In his celebrated essay, he stated that:

When the mind is at work, speech is uttered. When speech is uttered, writing is produced.

The Tao inspires writing and writing illuminates the Tao.

What in mind is idea when expressed in speech is poetry. Isn't this what we are doing when dashing off writing to record reality?

Writing originated when drawing of bird trace replaced string knitting.

(1983, p.13–17)

According to Florian (2003) who stated that, this definition shares a number of elements with Aristotle's definition. A mind at work is what Aristotle calls

'affections of the soul'. It produces speech that in turn generates writing. The Tao corresponds to nature, that is, things about which ideas formed in the mind. However, Liu Hsieh's statement also contains an element that lacks a counterpart in Aristotle's definition. Writing is credited with a creative analytic potential: it illuminates the Tao. Moreover, the Tao inspires writing, apparently unmediated by speech. An idea in the mind is expressed in speech, but also in writing that is employed 'to record reality'. While Aristotle unambiguously places speech between ideas and written words, Liu Hsieh seems to concede the possibility that ideas expressed poetically in speech or in writing, where the relationship between the two is not necessarily unidirectional.

Furthermore, Cook & Benedetta (2005, p.3) stated, "Writing is referring to the set of rules employed in a particular language for spelling, punctuation etc." According to this definition, students should master the conventions of writing that make student write correctly, which includes punctuation, capitalization, numbers, dates, abbreviations, typing and spelling...etc.

Similarly, Charles (2008) stated that, writing is a system of graphic marks that present the units of a specific language. The units represent (whether individual sounds, syllable, part series of word, or some combination of all three) are a function of the structure of the language; the need and tradition of the society that uses that system, and the capability of the human brain.

While some writer argued that writing used for the recording or transmission of both idea and sound in this point Gelb (1963) defined writing "as a device for recording speech by means of visible marks, and take the written language to be a point-by-point equivalent of its spoken counterpart."

In the terms of complexity, Denise Johnson (2014) stated that writing is a complex, multifaceted, and purposeful act of communication that is accomplished

in a variety environment, under various constraints of time, and with a variety of language resources and technological tools.

2.3 The Importance of the Writing

The importance of writing has different perspective in each field. In academic field, for example, Rowman & Littlefield (2018) declared that writing; prepare learners for future academic work in university and college community, for their roles as citizens, and for their future career. It means that developing written skills will enable students to learn how to compose ideas, organize their thoughts and arguments, support key points and share information. Acquiring these skills will also prepare students for their future academic and professional endeavors.

Similarly Pedro (2003) summing up the importance of writing in the following points:

- 1- Writing demonstrates what you have learned. Writing that is error - free and well organized is always in your favor.
- 2- Writing is also to learn because:
 - a) You need to think reflectively to understand better.
 - b) You need to think creatively to put idea together.
 - c) Writing makes you to think about your topic in relation to what you have previously learned.
- 3- Writing trains you thinking, organizing, and presentation skills.
- 4- Writing to learn and writing to demonstrate what you have learned are two sides of the same coin. You really learn sufficiently about your topic before successful.

On the other hand, the importance of writing in civilization perspective display different concept from education perspective. In this point, Diamond (2012) Proclaimed, that writing brings power to modern societies, by making it possible to

transmit knowledge with far greater accuracy and in far detail, from more distant lands and more distant times. Writing marched together with weapons, microbes, and centralized political organizations as a modern agent of conquest.

While from the perspective of psychologically and physiologically Ghodbane (2010) pointed out that “The power of writing is so strong that writing about one’s feelings and experiences can be beneficial psychologically and physiologically because it can reduce depression, lower blood pressure, and boost the immune system” (sited in Mc Arthur, et al. 2008, p. 11). According to Raimes (1983), the importance of writing is help students learn. Because, first: writing reinforces the grammatical structure, idioms, and vocabulary. Second: it is give students chance to adventures with language, to go beyond what they have just learned to say, to take risk. Third: it helps students quickly to involve with the new language, the effort to express ideas and the constant use of eye, hand, and brain that is a unique way to reinforce learning.

2.4 Difficulties of the Writing

writing difficulties may be socially as Blanka (2013) asserted that writing difficulties caused by social reasons, such as negative attitudes toward the target language, continued lack of progress in the FL (foreign language), a wide social and psychological distance between them and the target culture, and, a lack of integrative and instrumental motivation for learning.

The basic training of students on writing also plays an important role in overcoming writing difficulty. in this respect Shelley (2009) stated that in the pedagogy class if writing used as first opportunity for students experience may cause difficult task, and then only if assignments are deliberately designed to challenge them as writers: posing for them serious difficulties, both cognitive and affective, in discovering and then communicating what they mean.

While Nyang (2009) compared all aspects of difficulties, which encountered by students in writing, he stated that from the foregoing, it is evident that second language learners often face various difficulties in learning second language (L2) writing skills. The difficulties are partly attributed to teaching methods used, learning strategies, first language (L1) interference, limited vocabulary and inadequate mastery of grammatical structures of L2.

Similar state Dana & Ayda (2013) indicated, “Students’ first language affects learning the target language” (cited in Gomaa 2010, p.255). This is why students make certain mistakes and repeat them. Bruce (2012) stated that students struggle with many components of writing, such as handwriting, grammar, punctuation, and spelling. Furthermore, they may lack awareness of audience need or genre requirements and forms.

According to Karen et al., (2013) students have trouble in writing for three reasons. First, writing is demanding task requiring attention in multiple process, such as in mechanic of text production, homophones (sound alike), homonyms (sound alike and are spelled alike), and homographs (have the same spelling). Second, skilled writer use different strategies to plan write, and revise, whereas students with less skills of writing may lack effective strategies, which increase writing difficulties. Finally, many teachers are simply not prepared to teach writing that lead to increase student’s difficulties.

Sharon & Michael (2015) reported the difficulties of writing could be related to broader issues with oral language including language diversity. Moreover, these difficulties generalized to requirements of writing, such as fine motor skill, knowledge of transcription (I.e., handwriting and spelling), and idea generation. While Christine & Pamela (2003) classified writing difficulties in to sub categories: as organization of ideas, letter formations, spelling, and punctuation. He stated that each sub category demand a particular cognitive functions.

Organization of ideas and letter formulation benefit from visual imagery, spelling involves word retrieval and punctuation involves memory.

Thus, Shelley & Main (2008) asserted many students difficulties in writing stemmed from their handwriting problems than from problems with spelling, because it is required mental efforts.

2.5 Techniques of Teaching Writing

There is no limit technique for how to teaching writing in ESL classroom, since there are many teachers and teaching style or learners and learning style. However, Raimes (1983) reported that choosing classroom techniques is day-to-day business for every writing teacher. Therefore, he proposed some useful technologies that may help teachers in teaching writing. These techniques are as follows:

2.5.1 Using Picture Techniques

Raimes (1983) pointed out that any ESL writing teacher can find easily a valuable resource of pictures as drawings, photographs, posters, slides, cartoons, magazines, advertisements, diagrams, graphs, tables, charts, and maps. He claimed that the use of pictures, first provide a shared experience for students in the class, which leads to a variety activities of language. Second, all students offer class observation if the material, and immediately need to opportunity to discuss what they have seen. Third, pictures are valuable, because it provides the use of common vocabulary and common language form. Fourth, pictures can be the basis in many task, ranging from mechanical controlled composition, sentences combining, exercise letters, essays ... etc. Finally, it provides a stimulating focus for student's attention.

a- Using Pictures Techniques in the Classroom

Raimes summarized the use of pictures in the classroom in to five points as follow:

- 1- Completely class discussion, and then lead to writing generated by many types of pictures, and displayed at the front of the room, simply picture drawn on the board, or duplicated drawing.
- 2- To provide a student audience to students writers, give half the class one picture , the other half other picture, a range of communicative task for small groups open now, with students conveying real information to others
- 3- Give each pair of the students or each group a different picture to work with, which free you from necessity of obtaining class sets of pictures.
- 4- Do not limit classroom work to what the students actually see in the picture. Ask students to visualize what happen just before the moment of picture, and what will happen next, or to infer what caused the situation presented in the figure, in the chart, and what the result will be.
- 5- Real communication task developed by using picture in the classroom that the students themselves provide. There is a double advantage: the teacher relieved of the task of finding a picture and students have personal meaning for them to answer question about and write about in the classroom, students asked to provide their favorite advertisement, their own drawing, ...etc.

2.5.2 Using Reading Techniques

Raimes (1983) stated that reading of a short story, a newspaper, an advertisements, a letter, a magazine article, and a poem... etc, also could work the same way as picture. It creates an information gap that leads to communicative activities. It provides subject matter for discussion and for composition topic. More reading helps students to be familiar with vocabulary, idioms, sentences

patterns, and cultural assumptions of native speakers of language. Using reading techniques in the classroom, can apply it in the classroom room as follows:

a- Copy Technique

Copy give practical with mastering new Alphabets, moving the hand on the page from left to right, and developing fluency of handwriting. Moreover, it gives students practical with mechanics of punctuation, spelling, capitalization, and paragraph indentation.

b- Examine Cohesive Links Technique

This point help students discover the devices that writer used to connect one sentence to another in order to make the text cohesive. In addition, in a text there is a logical linguistic links between sentences, the linguistics link include personal pronouns and adjectives, demonstrative pronunciations and adjectives, the definite articles, and connecting words.

c- Examine Punctuation and Grammar

In additional to examine the cohesive links, they also discover the rules of punctuation and grammar that the writer adopted. Close reading of a short passage help students scrutinize the cohesive that writer made and the rule he followed.

d- Examine Sentence Arrangement Technique

Reading on the other hand, help students examine a text carefully to found out that the sentences hanging together according to basic principles previous information comes before new information in a sentence.

e- Summaries Technique

Summarizing provides students with valuable practice in searching meaning and community of that meaning. Moreover, it helps students to find out the main ideas and express them in their own words.

f- React Technique

Reading help to expand the world of the classroom by bringing subject matter on it, students react with it more than chalk, books and homework. They get interested in controversial issues, connect stories with their personal experiences, and explore new world of interest.

2.5.3 Using All Language Skills Technique

According to Raimes (1983) using of all language skills technique help students to come as close as possible to real life communicative situation. Then, teacher should organize activities that let students use all skills of language. Thus, here students should speak to teacher and to each other listen to each other. Once, the classroom talk not restricted pattern like, “is she running? Yes, she is.” with listening comes comprehend what the speaker is saying. Then the listener can react by writing down for a reader his version of the information he has just heard.

2.6 Approaches of Teaching Writing

The view of writing over the past decades has been greatly influenced by trends in language learning. Therefore, a number of approaches have emerged to develop practice in writing skill. Applying one approach or another depends on what we want our learner to do: whether we want them to focus on the product of writing or its process, or whether we want to encourage creative writing. Raimes (1983) reported that there is no one answers to the question of how to teach writing in EFL classes. There are as many answers as there are teachers and teaching styles, or learners and learning styles. This may be because writing is a process of exploring one’s thought and learning from the act of writing itself what these thoughts are. Figure 2.1, below, displays the elements activated when producing a piece of writing.

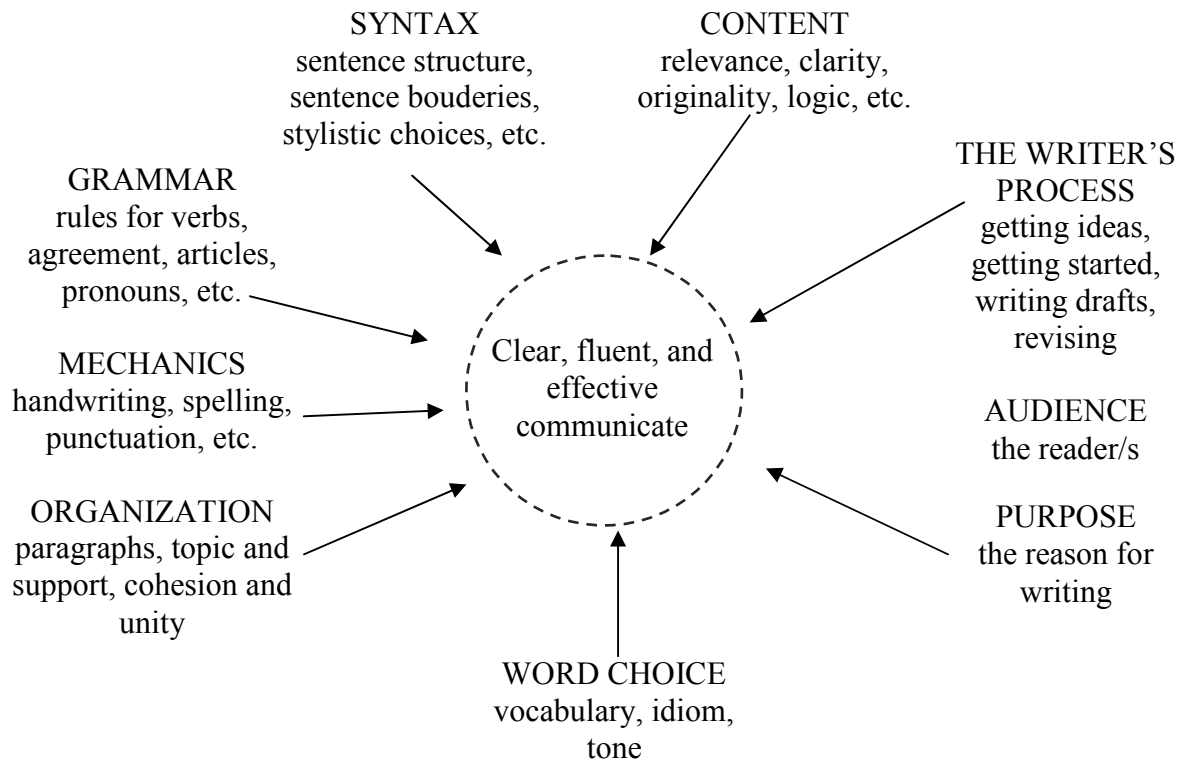


Fig 2.1 Producing a Piece of Writing Raimes (1983, p.6)

It includes different features such as syntax, content, grammar, mechanics, organization, word choice, purpose, audience, and the writers' process-which are required and necessary in writing any topic such as Linguistic, Literature, Civilization, and others. Accordingly, the approaches, which will discuss in this section, are product approaches, the genre approach and the process approach as the guiding reference points to trace such changing patterns of writing.

2.6.1 Product Approach

Product approach has called by several names: the controlled- to-free approach, the text-based approach, and the guided composition. The main goal of this approach is focus in the final production of the writing by providing some linguistic knowledge to student.

According to Badger & White (2000) in this approach, learning to write has four stages: familiarization, controlled writing, guided writing, and free writing. The familiarization stage aims to make learners aware of certain features of a particular text. In the controlled and guided writing sections, the learners practice the skills with increasing freedom until they are ready for the free writing section,

Silva (1990) reported that the product approach use in order to highlight form, syntax, and the emphasis was on rhetorical drills. The focus put on sentence structures as a support for the grammar class. Badger & White (2000) stated that writing itself viewed as mainly concerned with the knowledge about the structure of language, and writing development is mainly the result of the imitation input, in the form of texts provided by the teacher. It means that students asked to write an essay imitating a given pattern. The objective and the focus of such writing approach are on the written product rather than on how the student should approach or see the process of writing. Similarly, Raimes (1983, p.6) “speech was primary and writing served to reinforce speech in that it stressed mastery of grammatical and syntactic forms”. Here the students are not creators; they just write grammar exercises. Moreover, (Pincas, 1982, cited in Badger and White, 2000, p. 153) argued that this approach considers writing as a manifestation of “linguistic knowledge”.

Moreover, Richard Badger & Goodith White (2000) added that, product approach see writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher. In brief, the essential interest of this approach resides in the final product: in other words, the production of neat, grammatically correct pieces of writing.

2.2.1.1 Models of the Product Approach

There are varieties of activities in product approach, which help students' awareness in second language writing from the lower level of language proficiency to advance. These activities displayed in the following models such as the use of paragraphs model, sentence-combining model, and the model of rhetorical pattern exercises, which presented by Blanton, Strong and Arnaudet & Barret as shown in the following structures.

<p><i>Model 1</i></p> <p><i>I am Mr. Baroni. My first name is Robert. I am twenty-five years old. I am a student. I am in the classroom now. I am at my desk. Mr. Peter is my teacher. He is in the classroom now. He is at the blackboard. He is busy now. The Classroom is on the tenth floor. It is a small room. The classroom is in an old building. The building is near the river. It is in the busy city of Detroit.</i></p> <p><i>Instructions:</i></p> <p><i>Write one paragraph about yourself and your school. Follow the model 1, but change all information that is not correct for you. For example: you write down your information and take as many structures and words from the model as you can use in your paragraph.</i></p> <hr/> <hr/> <hr/>
--

Fig 2.2: An example of model paragraph in product approach in writing (Thanatkun 2008, cited in Blanton, 1979, p.26-28)

According to Thanatkun (2008), the model one is suitable for lower English proficiency level students because it requires learners to work on the given exercises strictly in order to avoid grammatical errors.

<p>Model 2</p> <p>Instructions:</p> <p><i>Combine the following sentences as logically as possible.</i></p> <p><i>The writer is young.</i></p> <p><i>The writer is developing.</i></p> <p><i>The writer works with options.</i></p> <p><i>Possible “transformations” or combinations:</i></p> <p><i>Options are worked with by the young, developing writer.</i></p> <p><i>The writer who is young and developing works with options.</i></p> <p><i>The young, developing writer works with options.</i></p> <p><i>The young writer who is developing works with options.</i></p>

Fig 2.3: An example of sentence-combination in product approach in writing (Thanatkun 2008, cited in Strong, 1973, p.26-8)

This model encourages students to take two or more short, copy sentences and combine them into one effective sentence. It helps improve the overall quality of the writing by increasing the amount and quality of the revision

<p>Instructions:</p> <p><i>Using cause-effect development, write a composition in which you describe the effect- negative or positive- that a teacher has had on your personality, your feelings about school, or your approach to life in general. Be specific:</i></p> <p><i>Mention at least three real effects</i></p> <p><i>Explain each one, using examples, details, or anecdotes.</i></p>
--

Fig 2.4: An example of a particular type of rhetorical pattern in product writing (Thanatkun 2008, cited in Arnaudet and Barret, 1984, p.26-8)

The rhetorical patterns in the product writing provide a certain amount of freedom for English students to create their compositions. In this case, (Thanatkun 2008, cited in Harris, 1993) reported that learners have the knowledge of appropriate second language use and can apply their knowledge to write in the rhetorical patterns, comparison/contrast, cause-effect, classification, and definition.

While Raimes (1983) stated that, this approach stresses three features mentioned in figure 2.1: grammar, syntax, and mechanics; it emphasizes accuracy rather than fluency or originality. Then, it is a sequential approach, i.e., students deal with writing according to the following steps: sentence exercises, paragraphs to copy or manipulate grammatically, and after these students allowed to write controlled composition with the help of the teacher's intervention to correct the errors. Moreover, once the students reach a certain level of proficiency, they are encouraged to write free composition.

2.6.2 The Genre Approach

The genre approach to the teaching of writing developed as an approach in Australia in the 1970s, which is now gaining recognition throughout the world. By investigating different genres such as essays, editorials, and business letters students can perceive the differences in structure and form and apply what they learn to their own writing.

There are strong similarities with product approach and, in some ways, genre approach regarded as an extension of product approach. According to Badger and White (2000), writing in the genre approach is regarded as an extension of the product approach since learners have an opportunity to study a wide variety of writing patterns, for instance, the business letter, the academic report, and the research paper.

Richard Badger & Goodith White (2000) stated that, genre approach see writing as essentially concerned with knowledge of language, and as being tied

closely to a social purpose, while the development of writing is largely viewed as the analysis and imitation of input in the form of texts provided by the teacher.

In short, genre approach's main concern is to raise students' awareness of the style and the conventions of particular genre. "In a genre approach to writing students study texts in the genre they are going to be writing before they embark on their own writing" (Chaouch Mekki 2012, cited in Harmer, 2001, p. 258). It means that, students provided with texts of particular genres. They analyze these texts in terms of their lexical and grammatical features. Then, after manipulating these features, they produce their own texts that conform to the conventions of each genre. For instance, students asked to write a letter of complaint. Before they do so, they study a typical model of such letter to find out the vocabulary and grammar structures related to this genre. They might then use this information to produce their own parallel texts.

2.6.2.1 Models of the Genre Approach

Many writers propose that every genre has its own distinctive generic structure or schematic structure. By its physical structure, for example, each of the genre schematic structure has different elements of text either by names or by numbers. One particular genre may be simple and the other one may be complex in term of the structure. However, Cope and Kalantzis (1993, p.11) proposed a wheel model of the genre approach. This wheel has three phases, as shown in the following.

<i>Orientation</i>
<i>Record of events or sequence of events</i>
<i>Re-orientation</i>

Fig 2.5: Physical structure or generic structure of recount genre Degrease (2016)

2.6.3 Communicative Approach

According to Esther et al. (2006) over the past two decades, communicative approaches to L2 language teaching have emerged. A key influence is associated to the work of Hymes (1971), who proposed the notion of communicative competence in reaction to Chomsky's notion of language competence. Hymes (1972) pointed out that what needed is not just an understanding of how language structured internally but also a better understanding of language behavior for a given communicative goal. Thus, the notion of communicative competence accounted for both grammatical competence as well as the rules of language use that neglected in Chomsky's view of language.

The main concerns of this approach when producing a piece of writing are its purpose and audience. Thus, students are encouraged to ask themselves two main questions: Why am I writing this? In addition, who will read it? So, the purpose, i.e., the communicative function of the text can be grouped according to whether it is intended to entertain, inform, instruct, persuade, explain, argue a case, and so on.

Harris (1993) reported that in this approach, students are encouraged to behave like writers in real life, which means that teachers must devise situations that permit them to write purposefully. In other words, students can write to each other in the classroom or use writing in role-play situations.

In the construct of communicative competence, the skill of writing plays a crucial role in facilitating the acquisition of communicative competence. It is the main purpose of this section, therefore, to show where the writing skill fits into the bigger picture of the proposed communicative competence framework presented by Esther and Martinez (2006). More specifically, it is described how the different components influence the development of this particular skill in order to increase

learners' overall communicative ability in the L2. Figure 2.6 shows the diagram representing this framework and it can be seen that writing is placed in a core position.

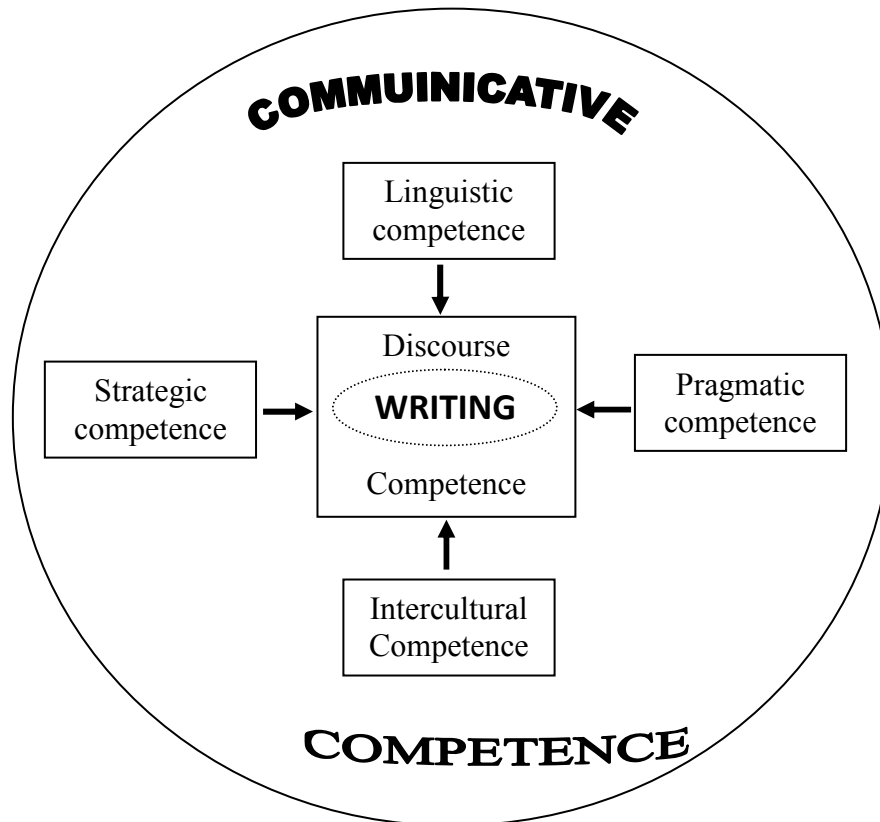


Fig 2.6 Integrating Writing within the Communicative Competence Framework by Esther and Martinez (2006)

2.6.3.1 Discourse Competence

The proposed communicative competence framework has at its heart the writing skill since it is the manifestation of producing written discourse as well as a way of manifesting the rest of the components (see Figure 2.2). According to Celce-Murcia & et al. (1995), discourse competence enables writers to use discourse features to achieve a well-formed written text given a communicative goal and context in which it has to be written. Scarcella and Oxford (1992) stated that these discourse features involve cohesion (e.g., reference, substitution, ellipsis,

conjunction, and lexical chains), coherence, (and its markers) as well as formal schemata or knowledge of the structure of written genres. Thus, if writers are to create a coherent written text, they need first to plan the discourse features to be used and then relate them to a given communicative purpose and context.

Consequently, during the process of producing a coherent written text, writers expected to play an active role, since they have to recruit their knowledge of how to produce linguistically and pragmatically accurate sentences given particular socio-cultural norms together with their ability to use strategies to allow effective communication. In other words, they have to activate their knowledge of the other components of the proposed framework, namely, linguistic, pragmatic, intercultural, and strategic competencies, which described in turn below.

2.6.3.2 Linguistic Competence

Kern (2000) reported that linguistic competence is an umbrella concept that comprises basic elements of written communication such as vocabulary or lexicon, grammar rules, and conventions in mechanics. Regarding lexical resources, writers need to know basic word meanings and how these meanings, for example, may differ depending on context. In order to use words, writers also need to become familiar with knowledge of the grammatical system.

Thus, writers need to pay attention to form in order to learn the grammar rules underlying the syntactic relations as well as the structure of clauses. Additionally, Olshtain (2001) added writers' knowledge of the mechanics is essential in writing since faulty punctuation or spelling mistakes may result in an illegible written text. As acknowledged by Silva and Brice (2004) and Johns, research on L2 writers' texts continues to dominate in the literature on writing. However, there is a trend in studying these bottom-up features in a more contextualized setting. In fact, both Johns and Tribble (2006) advocate the

contextualized teaching of these bottom-up features and discuss the benefits of using corpus linguistics to teach both grammar and vocabulary.

The mastery of linguistic competence is crucial to the efficacy of writing a text since it helps writers construct grammatically well-formed sentences accurately. This competence intrinsically related to discourse competence since difficulties in linguistic-related aspects, namely, vocabulary, grammar and mechanics, may create problems when trying to produce a cohesive text.

2.6.3.3 Pragmatic Competence

Esther and Martinez (2006) stated that pragmatic competence involves an understanding of the illocutionary force of an utterance in accordance with the situational and participant variables within which the utterance takes place, as well as politeness issues such as degrees of formality. This competence, as pointed out by Esther and Martinez (2006) played a paramount role in spoken communication, in which features of the situational context are clues to the illocutionary force of the utterance (i.e., its intended meaning). However, writing, as happens with reading, has limitations in this respect since these contextual clues are not explicit and, therefore, the writer has to rely on a set of devices to convey the intended meaning of a written text. Following Kern (2000), these written clues to meaning include text layout and graphic devices (such as punctuation and italics, among many other means), syntactic devices (cleft constructions), and linguistic devices (such as the choice of verbs or adverbs), as well as awareness of the physical location in which the text is to appear or appears.

An important point to remember here is that a written text also provides important clues to meaning and that mastery of how these clues is essential for writers if their ultimate goal is to make readers achieve a full understanding of a given written text. In fact, Johns (2006) emphasized the importance of helping

learners to understand how texts voiced by paying attention to their rhetorical situation. Of course, the interrelationship of this component with the discourse component is obvious, since texts always carry with them an intended meaning.

2.6.3.4 Intercultural Competence

Celce- Murcia et al. (1995) claimed that intercultural competence deals with the knowledge of how to produce written texts within a particular socio-cultural context. In order to produce a competently written discourse within a particular culture, writers need to understand and adhere to the rules and norms of behavior that exist in a target language community, as well as to develop cross-cultural awareness, since each particular culture has different “do’s and don’ts”. The intercultural component is inextricably tied to discourse competence, since written texts are always produced within a culture, and they have been regarded as cultural manifestations.

2.6.3.5 Strategic Competence

In addition to all the above-described competencies, Scarcella & Oxford (1992) explained that writers should have strategic competence, which refers to both learning and communicating strategies. On the one hand, writers need to possess a set of learning strategies to write effectively. Kroll (2001) points out the relevance of encouraging learners to develop the strategy of revising their drafts based on their own opinion or suggestions from peers and/or teachers.

While Celce- Murcia & Olshtain (2000) have regarded this strategy as fundamental if, writers are to create a coherent text. Additionally, Cumming (2006) exemplifies how learners use goals as a strategy to direct their learning to write process. On the other hand, Celce-Murcia et al (1995) explained that writers also needed to possess communication strategies to overcome limitations in the

language area, such as paraphrasing, restructuring, or literal translation from the first language.

Similarly to what happens with the previous three components, namely linguistic, pragmatic and intercultural, strategic competence is also intrinsically bound to discourse competence. In fact, it has been acknowledged by approaches Celce-Murcia & Olshtain (2000) that in order for writers to create a coherent piece of discourse they have to employ a set of strategies, such as planning ahead to structure and organize ideas, providing connections, and revising the written text several times which, will be discussed later in the following approaches.

2.6.3.6 Sociolinguistic Competence

This competence has not been mentioned in the proposed communicative competence framework that was presented by Esteban & Martinez (2006). However, this competence is also one of the important competences that was neglected in the above figure, so the researcher tries to give a brief overview about this competence.

Brown (2000) stated that Sociolinguistic competence refers to the learner's "knowledge of the socio-cultural rules of language and discourse". In his definition, Brown includes learners' sensitivity to dialect or variety, choice of register, naturalness, and knowledge of cultural references and figures of speech. Tarone & Swain (1995) defined this competence as the ability of the members of a speech community to adapt their speech to the context in which they find themselves. For example, a more formal variety will be used in an interview whereas an informal register, a "vernacular" style will be used amongst friends. Lyster (1994) defines the concept of sociolinguistic competence as the "capacity to recognize and produce socially appropriate speech in context".

Hinkel (2001) claimed that although sociolinguistic competence is recognized as an important aspect of L2 learners' competency, it remains a concept difficult to

grasp, to define and to teach. Indeed, this competence involves the learning of the socio-cultural principles that determine the norms of appropriate behavior and language use of a specific community, which is difficult to teach in a classroom.

2.6.4 Process Approach

Alice & Ann (2008) claimed that writing is not an easy thing. It takes study and practice to develop it, for both native speakers and new learners of English. It is important to note that writing is a process, not a "product." This means that it is a piece of writing; whether it is a composition for your English class or a lab report for your chemistry class; is never complete for that it is always possible to review and revise, and review and revise again.

Therefore, this suction will devote on the one of the important approach to teach writing which is the process approach, because the target of the study is base on the significance and the role of the process approach in developing EFL students writing skills. Firstly, the researcher will start with brief background about the process approach, definition of the process approach, and its stages. After that, demonstrate the models of the process approach. Finally, it will conclude with presenting the advantages and disadvantages of the process approach as follow:

2.6.4.1 Brief Background of the Process Writing

Tony & Maggie (1998) reported that the process approach began as a reaction to the simplistic model-based approach, which focused only on the product. The process approach has emphasized the idea of writing as problem solving, with focus on *thinking* and *process*. It is most closely associated with work of Flower (1985) whose textbooks shows students how to identify the theoretical problem, plan solution or series of solutions to the problem and finally reaches to appropriate conclusion. This is thinking stage; the process approach stage involves translating the plan into paragraphs and sentences, reviewing the first draft and

then revising the text to produce a number of subsequent drafts. While Tynjala et al (2001) proclaimed that the impact of cognitive approach to writing research over the last two decades has been remarkable. It has led to a shift in the focus of investigation the written product to the process that shape writing. This shift has implied paying attention to the search and generation of the ideas to put into words to create meaning as well as to the revision of the texts. Students often encounter problems in carrying out these writing processes, and these problems continue neglected in teaching writing at school. Gonca (2014) advocated to this idea by arguing that the process writing represents a shift in emphasis in teaching writing from the product of writing activities, that is the finished text, to studies of 'how you do it' of writers' composing processes (cited in Dyson, 1981). While Vincent (1990) explained that, this shift driven by a desire of the writer to know how is their task go on and what mental processes were going on as people wrote.

This major paradigm shift has entered L2 teaching under the influence of exponents such as Raimes, Spack and Zamel, from L1 teaching and research in America since 1960s (Gonca, 2014, cited in Furneaux, 2000). Zamel (1983) proclaimed that the investigations have brought about the notion that writing is a process of discovering and making meaning. Through the act of writing itself, ideas are explored, clarified and reformulated, and this process continues to generate a new ideas suggest themselves and become assimilated into the developing pattern of thought.

2.6.4.2 Concept of the Process Writing Approach

Asriati & Maharida (2017) claimed that writing process approach is a method in learning English where the students create their ideas, experience on the paper by doing process, and pretend their self as a good writer without worrying about mistakes. According to Peregoy & Boyle (2005), the process writing

approach is a potential method to provide students' phase in learning not only applying grammatical rules but also communicating their ideas in written. Grossmann (2009) argued that the process approach, as its name suggests, focuses on the process one goes through when writing including generating ideas, deciding which ideas are relevant to the message and then using the language available to communicate that message in a process that evolves as it develops. In the classroom, this translates into group brainstorming exercises, general discussions, and group planning activities to decide on the content of the piece of writing. Peer correction and group evaluation are also encouraged in this process.

Annab (2016) explained that the process approach to teaching writing characterized with students as active participants in learning to write provides a good opportunity for them to develop their writing, and with the help of the teacher as monitor, and a facilitator, this approach is considered to be efficient.

2.6.4.3 Models of the Process Approach

In this point, before start in the stages of the process approach, the researcher will expose some models or schematics of different authors that come across this approach and explained its stages. These schematics are as follow:

Coffin et al (2003) Presented diagram included eight stages in writing process. They are prewriting, planning, drafting, reflection, peer/tutor Review, revision, editing and proofreading. These stages are displayed in the diagrammed:

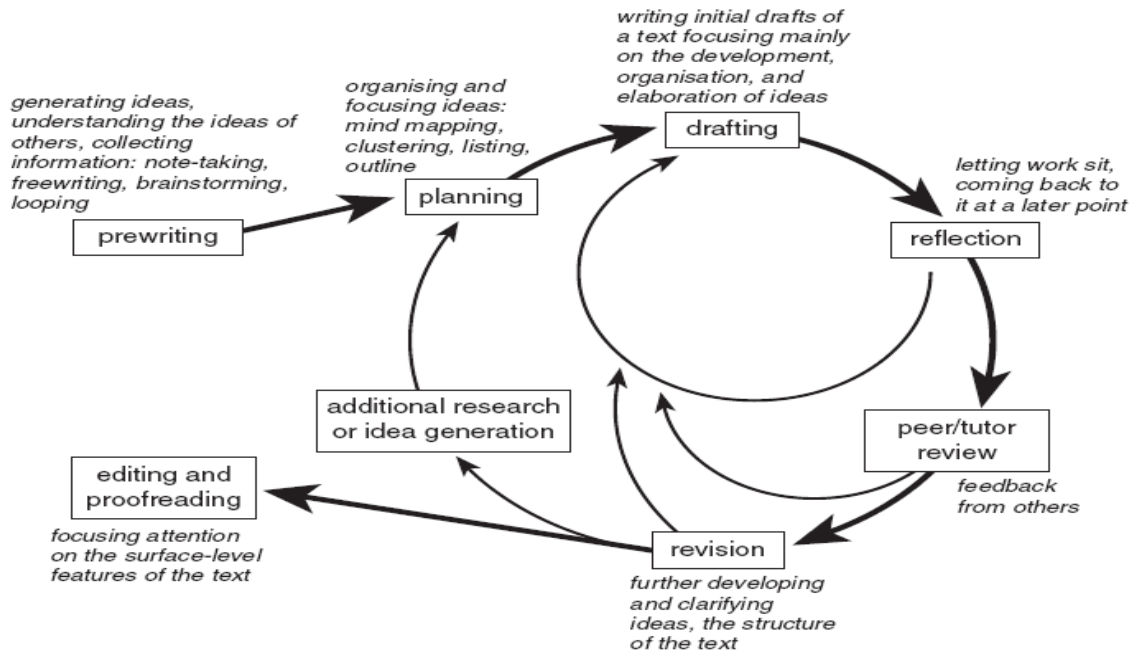


Figure 2.7: The process approach includes different stages, which combined with other aspects of teaching writing. (Coffin et al 2003, p. 34)

While Krashen’s point of view is that the process of writing as a private activity may be broadly seen as comprising four main stages: planning, drafting, revising and editing Ghodbane (2010, as cited, in Richards &Renandya, 2003, p.315)). As depicted in Figure 2.8 below, the stages are neither sequential nor orderly.

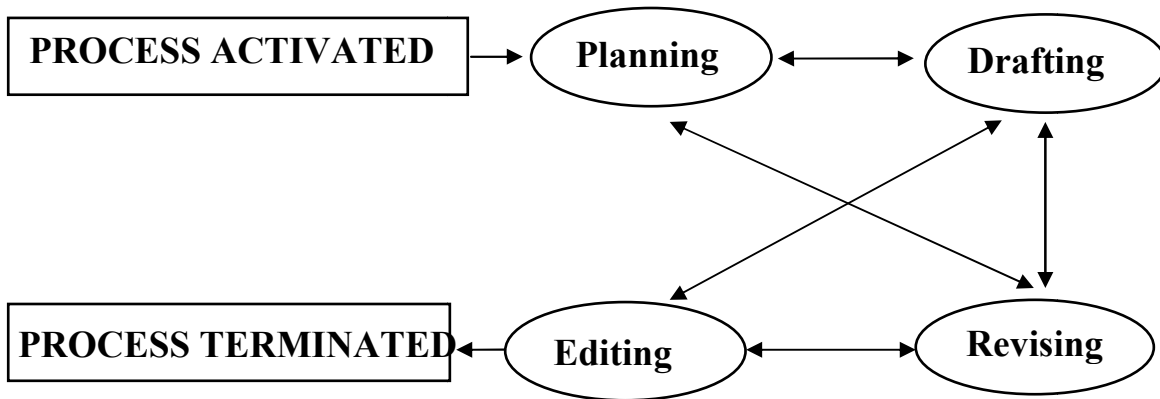


Fig2.8: Process Writing Model Richards &Renandya, (2003, p.315)

like Krashen, White and Arndt stressed that “writing is re-writing that revision seeing with news eyes-has a central role to play in act of creating text ".They share the same feature of Krashen’s model which is an interrelated set of recursive stages that includes: drafting, structuring, reviewing, focusing, evaluating and generating ideas. Their model represented diagrammatically as it displayed in Figure 2.3. Ghodbane (2010, as cited in White and Arndt 1991, p.5)

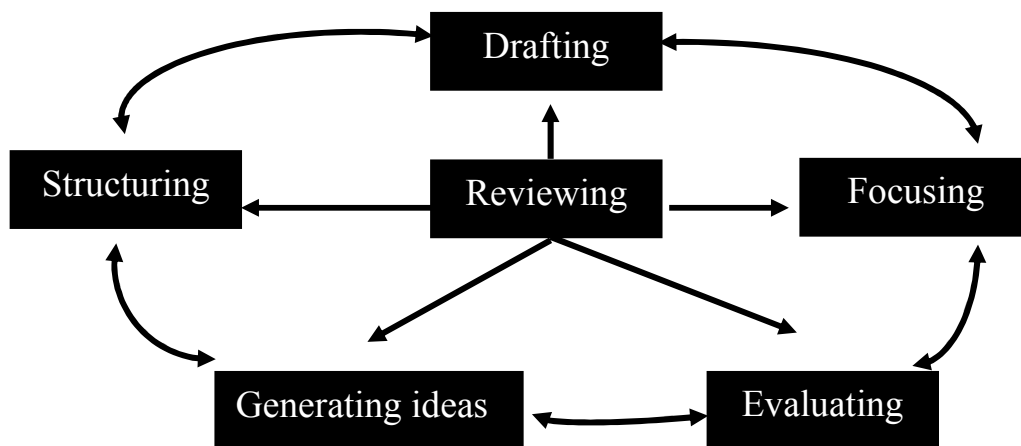


Fig 2.9: White and Arndt's Process Writing Model Ghodbane (2010, as cited in White and Arndt 1991, p.5)

They explained that this model is a gross simplification of the complex and recursive nature of writing, for use as a framework to guide the organization of the classroom teaching activities.

2.6.4.4 Stages of the Process Approach

The process approach stages outlined by several authors in different descriptions; although they have agreed that writers go through several stages while writing as displayed in above section. However, they have not reached an agreement on labeling the stages; some of them viewed that these stages consist of various steps while other summarized into smaller units, but these different aspects shared the same elements and concepts. Thus, in this section researcher will

explain more about these elements namely (planning, drafting, revising, editing and Publishing.

1- Prewriting (planning)

Prewriting is essential step in any kind of writing because it is basic without it a piece of writing seems to be haphazard. The following quotation displays the importance of planning in any filed by Robert (2004):

You would not start building an addition onto your home until you had an architect make a drawing to show you what it would look like, would you? And a manager in charge of a division or product line would not start marketing the products without a marketing plan, would she?

In the same way, doing some preliminary preparation for writing rather than just turning on the computer or take a piece of paper and start to type, this can help you craft better letters. Moreover, he presents some simple steps to take when planning a letter or other communication of any significance as follow:

- 1- Do a SAP (subject, audience, and purpose) analysis as outlined in the sections that follow.
- 2- Gather the information you need and do whatever additional research is required to complete the letter.
- 3- Make a simple 1-2-3 outline of the points you need to cover, in the order you want to present them.
- 4- Now sit down, and start writing!

According to Coffin et al (2003), prewriting stage is first as brainstorming (in brainstorm students spark ideas off each other after a discussion or reading). Second, free-writing (in free-writing an author writes literally without ceasing within a set time limit of, for example, ten minutes, starting with a particular topic related to the subject under study. Moreover, free-writing is messy, unplanned,

and unpredictable but students find it useful for activating often-tacit knowledge on a topic, identifying paths for exploration, and for quieting the ‘editor’ that scrutinizes every word we write). These can help writers to find ideas, collect information, activate tacit knowledge, and organize their thoughts.

While Jennifer (2013) added that in prewriting stage, students choose topic, determine audience, purpose, text structure, brainstorm, and organize ideas. Similarly, Gerald J et al. (2009) called to the prewriting as preparation, and they claimed that writer’s goals in this stage are to accomplish the following four major tasks:

- 1- Establish your purpose (i.e. identifying your audience or readers) in order to establish your purpose simply ask yourself what you want your readers to know, to believe, or to be able to do after they have finished reading what you have written.
- 2- Assessing your audience and context the next task after establishing your purpose is to assess your audience. The key questions that you should ask yourself are; who exactly is your reader? Do you have multiple readers? Who needs to see or to use the document? What are your readers’ needs in relation to your subject? etc.
- 3- Determining the scope determining your purpose and assessing your readers and context will help you decide what to include and what not to include in your writing.
- 4- Selecting the medium determine the most appropriate medium for communicating your message. Whether it is professionals on the job, face a wide array of options—from e-mail, fax, voice mail, videoconferencing, or Web sites to more traditional means like letters, memos, reports, telephone calls, and face-to-face meetings.

According to Nunan (2015), the prewriting is the most important writing process step, because students first face purpose and audience, and they most know why and for whom they are writing. He moved on to add that the two considerations (purpose and audience) will influence the discussion that students make throughout the writing process, in drafting, revising, editing, and publishing. Alice & Ann (2007) proclaimed that the first step called prewriting. Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic using listing technique in, which writer writes the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into his/here mind. However, in this technique, writer should not wonder if an idea is good or not just write it down! Keep on writing until the flow of ideas stops.

Techniques of using prewriting stage in EFL classroom. There are many strategies that teachers should adopt in classroom to develop writing skills of the student. These strategies as follow

a- Brainstorming Technique

According to Galko (2002) Brainstorming is a way to come up with ideas either alone or in a group. The main principle behind brainstorming is to let your ideas flow without judging them. First, you generate the ideas. Later, you can come back to them and toss out the ones that not work. One way to brainstorm is to begin with a word or phrase and let your ideas flow for a set of time. Jot down whatever comes to your mind during the brainstorming period. In a group, you might freely suggest ideas as they come to mind. Elect one person to record the ideas of the group. Use your brainstorming to develop the topic or to come up with more examples and details. The following example shows how to use it.

Example (1): Sahar wanted to write a descriptive paragraph about her father. After brainstorming, she placed a checkmark beside the items she plans to use in her paragraph.

- *Tall*
- *Balding*
- *Slim*
- *Authoritative*
- *Determined*
- *Usually wears a suit*
- *Warm, friendly laugh*
- *Good advice usually*
- *Conservative*
- *Strong*
- *Busy*
- *Drums fingers*

(Galko, 2002. p. 20)

Before brainstorming, the writer felt like there was nothing much to say about her father. Now she has some ideas to work with, because she has a number of details she can use to describe her father's appearance. There are many different ways she can use this information in her paragraph. For example, she could group the characteristics as types or examples of her father's appearance. She could even pick out one or two of the most important characteristics and brainstorm anecdotes that demonstrate these characteristics, and so on.

Example (2): Here teacher should give them model like this:

Choose one of the following topics. Then, brainstorm either alone or in a small group for 10–15 minutes as you list ideas that could be included in a writing assignment.

a. *the Internet*

b. *pets*

c. *education*

d. *Travel*

(Galko, 2002. p. 21)

b- Free writing Technique

This activity requires some preparation. Therefore, the teacher must instruct students with the mechanics of free writing composition such as indentation and clear handwriting. The teacher must teach them the qualities of a good paragraph such as unity, coherence, cohesion, and mechanics of writing. Concerning the topic, the teacher has to present the class with a subject that is interesting to them. In this point, (Sdoudi , 2011 Cited in Ebeedat & Thweqan1984, p.38) stated that in free writing composition students should be provided with some topics and are free to choose any one to write about. Students are free to express themselves and select the words and ideas they want.

c- Asking Questions Technique

Asking questions about your topic is another way to help learners generate ways to approach their topic. There are different ways of using this technique. You might ask students to start by listing the following question words on a piece of paper and by answering them individually(Galko, 2002: p.23):

WH-questions

- *Who*
- *Where*
- *What*
- *Why*
- *When*
- *How*

Another approach is to take a poll—ask others WH-questions about your topic.

Example: When given the following writing assignment, this student made a long list of WH-questions about the topic.

Is it a good idea for schools to incorporate technology in the classroom? Why or why not?

- *Who would be affected by technology in the classroom?*
- *Who will pay for it?*
- *Who will teach teachers how to use it?*
- *Where will the technology be kept? In each classroom?*
- *Who will maintain it?*
- *How much technology are we talking about?*
- *What's wrong with schools the way they are now?*
- *What happens when the existing technology becomes obsolete?*

What is technology?

(Galko, 2002: p.23)

Although not all of these questions are relevant to the writing assignment, the student has come up with many interesting ways of tackling the writing assignment.

d- Mapping Technique

Mapping is called clustering or webbing. When you map the ideas, you make a visual diagram about a topic. Often the topic circled in the center of a page. From there, the writer draws spokes linking ideas together. Galko (2002) asserted that mapping helps learners generate new ideas and relate them to one another. A map can be very simple or more involved like the one on the following example.

Example: This writer used mapping to explore his ideas about legalizing drugs when given the following writing assignment.

Should drugs be legalized in the United States? Why or why not?

The writer generates a number of different ideas and approaches when looking at the issue of drugs and the consequences of legalizing them in this country as shown in the following diagram in next page.

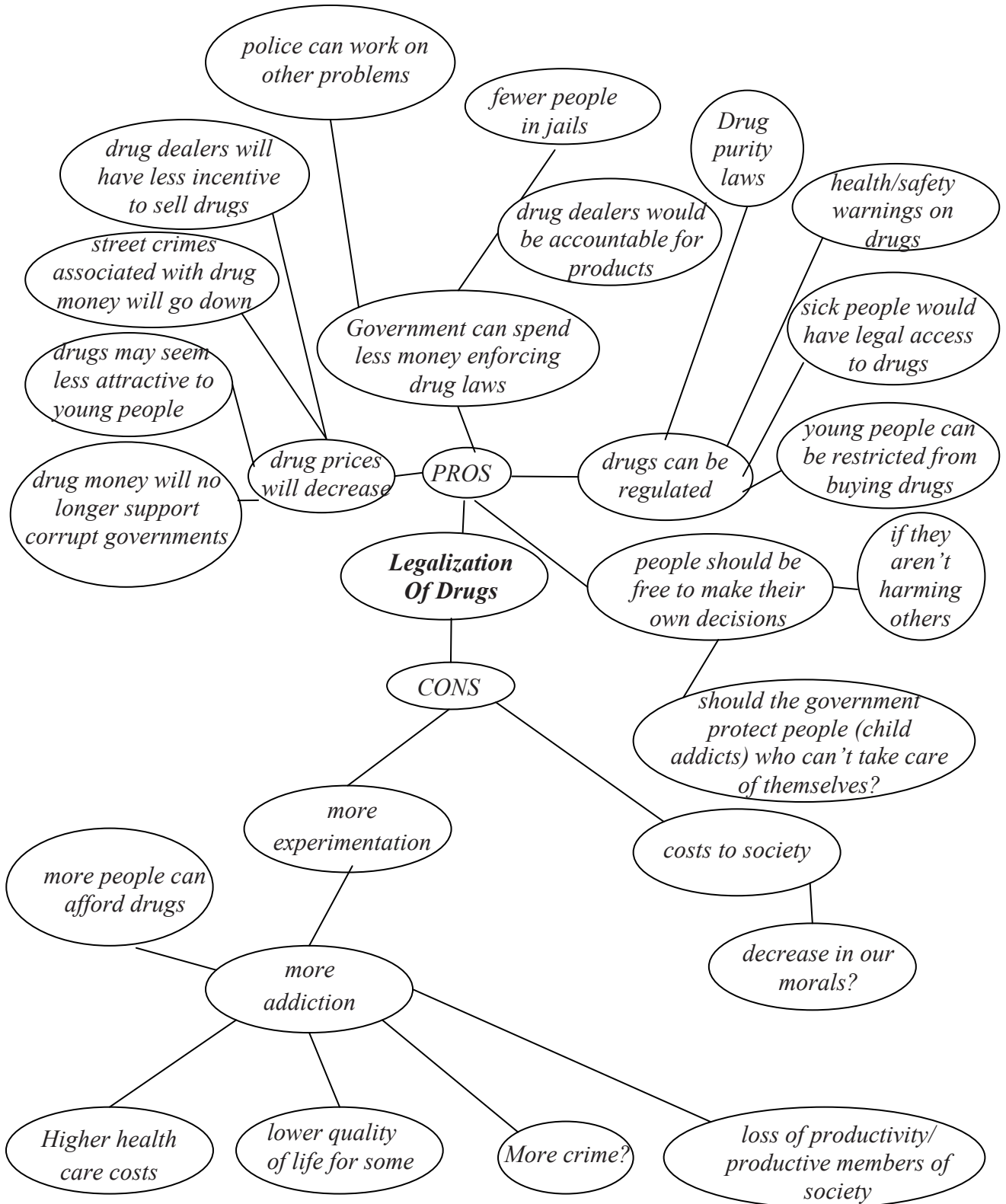


Fig2.10: Using mapping technique to explore ideas about legalizing drugs (Galko, 2002: p.25)

e- Listing Technique

In listing technique, teacher should make a column of words or phrases as described below:

Example: *Describe a social problem in your community and suggest ways to address it.*

Here teacher might start by listing all the problems he/she has read about or heard in the news lately .Here's one possible list.

- *Animal rights*
- *Violence in schools*
- *Poverty*
- *Hunger*
- *Crime*
- *Unemployment*
- *Teenage pregnancy*
- *Lack of universal healthcare*
- *Kids dropping out of school*
- *Child abuse*

(Galko, 2002: p.27)

If you already have a topic in mind, you can use *listing* to generate supporting details and examples to include in your writing.

f- Visualizing Technique

Visualizing technique, lead writer to describing the situation from his/her own point of view. Galko (2002) stated that visualizing can be especially helpful when writer trying to write about another place or time or provide a creative perspective for a topic. For example, you could use visualization to help you

explain a technical topic, such as how the human heart works, by visualizing the flow of blood through the different parts of the heart. You could also use visualizing to help you imagine another historical period or for creative writing assignments.

f- Charts Technique

Like word maps or webs, charts are ways to group your ideas visually. There are many different kinds of charts, which might helpful to teachers using them in the classroom, as displayed by Galko (2002) in the following points:

- **Pro and con chart:** to show both sides of an issue or an action plan
- **Five senses chart:** to break an event or situation down into observation
- **Comparison and contrast charts:** to show how things are alike and different
- **Timeline:** to show the chronological relationship between events
- **Flow chart:** to show the steps in a process

Here are some examples of these different kinds of charts.

Example (1): using the pro and con chart to develop student's ideas in answer to the following writing assignment

Nuclear energy avoids the mining and pollution problems of traditional fossil fuels. It also poses contamination and health risks. Do you think governments should build nuclear power plants? State your opinion and support it with convincing reasons.

PROS	CONS
<i>Once the plants are built, they can provide. Sometimes they melt down with horrible consequences.</i>	<i>low-cost electricity for a long time. (Chernobyl is one example.)</i>
<i>They can allow us to meet our growing energy needs.</i>	<i>Communities near power plants are at greater risk for nuclear contamination.</i>
<i>Nuclear energy avoids the pollution problems of fossil fuels and won't add to global warming problems.</i>	<i>Nuclear wastes build up over time and have to be stored for millions of years.</i>

Example (2): using five senses chart to develop student's ideas for a poem about the seashore

SEE	HEAR	TASTE	FEEL	SMELL
<i>Birds</i>	<i>Ocean</i>	<i>Salt in the air</i>	<i>Cold, wet water</i>	<i>Fresh air</i>
<i>Waves</i>	<i>Gulls</i>		<i>Clammy sand in between my</i>	<i>Fishy smells</i>
<i>Sand</i>	<i>Waves crashing</i>		<i>toes</i>	<i>Salty air</i>
<i>Waves</i>	<i>Children</i>		<i>Wind blowing my hair in my eyes</i>	

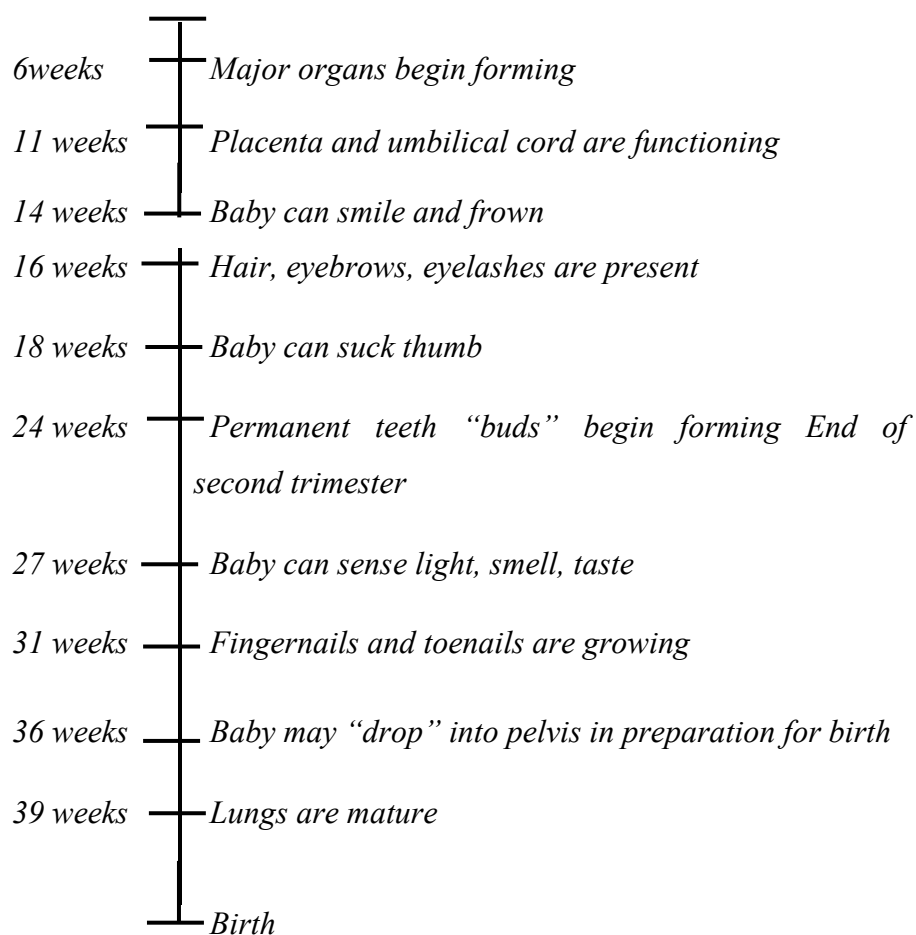
Example (3): using comparison and contrast chart to develop student's ideas as in answering to the following writing assignment.

Compare a virus with a cell.

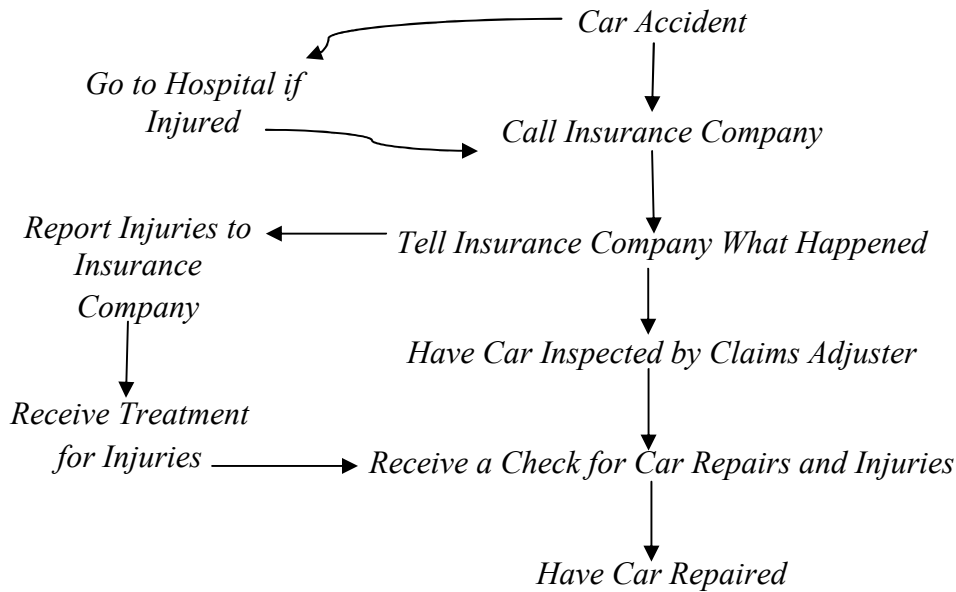
<i>VIRUS</i>	<i>CELL</i>
<i>Not living—just an inert particle</i>	<i>Living—smallest unit of life</i>
<i>Must enter a cell in order to replicate—cannot reproduce independently</i>	<i>Can reproduce on its own</i>
<i>Can infect living things and cause diseases</i>	<i>Can infect living things and cause diseases</i>
<i>Is made of DNA or RNA</i>	<i>Contains DNA</i>
<i>Probably left over from cell ancestors</i>	<i>Makes up all living things</i>

Example (3): using timeline chart to develop student’s ideas in answer to the following writing assignment

Trace and describe the main events that occur to a fetus during gestation.



Example (4): using flow chart to develop students thinking about the process of resolving an insurance claim after a car accident



2- Drafting (writing)

The second stage, which is writing, involves drafting or composing the product or its means start to write, once the writer has planned his/her ideas, the next stage is to start drafting, or writing to develop what his/her planned. Coffin et al (2003) claimed that in draft, the writer focus on developing meaning, using ideas gathered in prewriting strategies. Topic development may involve narrowing down a broad focus, or removing or adding information where appropriate. Moreover, Jennifer (2013) stated that in draft, the main student's emphasis is on content not grammar.

Similarly, Nunan (2015) asserted that the goal of drafting is that students develop their ideas, the contents of the composition; moreover, during this stage

students write quickly to keep pace with their thinking with using invented spelling, and neglected punctuation, capitalization, and other mechanical conversation. In addition, Robert (2004) explained that professional writers go through a minimum of three drafts. The first is an initial “go with the flow” draft where the words comes tumbling out. When you sit down to write, let the words flow freely. Do not worry about style, syntax, punctuation, or typos — just write. You can always go back and fix it later. By “letting it all out,” you build momentum and overcome inhibitions that block your ability to write and think. While the second and third will be in other stages.

The points of view of Gerald et al (2009) is in writing draft is as select an appropriate point of view, adopt an appropriate style and tone, use effective sentence construction, construct effective paragraphs, use quotations and paraphrasing, write an introduction, write a conclusion, choose a title. While Alice & Ann’s (2007) point of view is the next step in the process writing is to write a rough draft, by using outline as a guide. Writer writes a rough draft as quickly as he/she can without stopping to think about grammar, spelling, or punctuation, just got down his/here r ideas down on paper. Therefore, in doing so writer may probably see many errors in his/here-rough draft. This is perfectly usual and acceptable- after all. This is just a rough draft. You will fix the errors later.

Om the other hand, Laurie & Stephen (2011) argued that the purpose of draft is to get ideas down on paper so that writer can react to them. Moreover, draft is nothing more than a work in progress; it exists to revise. Therefore, writer should expect to cross out and extensively rearrange material. In addition, do not surprise if you think of new ideas as you write. If a new idea comes to you, go with it. Some of the best writing comes from unexpected turns or accidents. To do so, writer should the following guidelines will (p. 65-66):

- Begin with the body paragraphs.
- Get your ideas down quickly.
- Take regular breaks as you write.
- Write with revision in mind.
- Leave yourself time to revise

a- Techniques of Using Drafting in Teaching EFL Classroom

There is more than one way to divide the text into paragraphs. Essentially, writer's job in the drafting process is to translate the outline along with other good ideas that he/she have along the way into paragraphs. Therefore, in reviewing any paragraphs it should contain the following element as stated by Galko (2002).

- **Paragraphs usually begin with a topic sentence.** The topic sentence tells the reader the main idea of the paragraph. It does not have to come first. In addition, it might not even state explicitly in the paragraph. However, all the sentences in the paragraph should relate to one main idea. Do your reader a favor and make it clear what your main idea is—this will avoid misunderstandings.
- **Coherent paragraphs flow from sentence to sentence.** This means that the sentences linked to each other logically. You might organize the sentences in a paragraph according to chronological or sequential order, by cause and effect, by comparison and contrast, in order of degree, or in spatial order.
- **Good paragraphs include details that support the main idea.** Supporting details include anecdotes, examples, facts, opinions, quotations, and/or statistics that back up the paragraph's main idea.

All these points represented in the following example by (Galko 2002. p.51), in which a writer describes himself at work, with the elements of a good paragraph listed above.

I am the kind of person who gets things done— correctly, professionally, on time, on budget. My supervisors trust important projects and tasks in my hands, and coworkers often seek my advice on handling situations at work. Clients with whom I work outside my office say that my expectations and the materials I send them are very clear, organized, and thorough. I have the reputation at work as someone who works tirelessly to solve problems, always follows through, and rarely takes no for an answer without a valid explanation. I am analytical, focused, organized, dependable, responsible, and determined to do a good job. Overall, I am a very competent person.

The paragraph begins with a topic sentence

The paragraph flows from sentence to sentence. He systematically describes the impressions of each group of people he interacts with at work—supervisors, coworkers, clients.

The paragraph includes details that support the main idea.

3- Revising (redrafting)

It is clear that from the title this stage is the stage where the learners review or revise what he/she wrote in the drafting stage. As Taylor & Francis (2009) reported that revising is an important part of the writing process is, looking back over what has been written. This is done to check what ideas have already been included in the writing, to keep the coherence and flow of the writing, to stimulate further ideas, and to look for errors. This review can be by checklists (is scales containing points to look for in their writing) or in peer feedback (learners in groups read their incomplete work to each other to get comments and suggestions between them and to make suggestions for revising before the teacher marks the compositions). According to Jennifer (2013) the revising stage is students share their writing with teacher and peers, students discuss, teacher provides feedback, and students change substance.

It makes more sense to revise before you edit, to attend to conceptual matters first, and then to fine-tune your sentences. Toby (2002) stated that revision is conceptual work, where I reread, rethink, and reconstruct my thoughts on paper until they match those in my mind. Revising is re-seeing my approach, topic, argument, evidence, organization, and conclusion, and experimenting with change.

On other hand, Alice & Ann (2008) argued that revising is the stage that comes after writing draft. In this stage, learners change what they have written in order to improve it, and check it over for content and organization; including unity, coherence, and logic. In addition, they can rearrange, add, or delete all for the goal of communicating their thoughts more clearly, more effectively, and in a more interesting way.

In order to proceed the revising they proposed the following points (p.11):

- Read over your paragraph carefully for a general overview. Focus on the general aspects of the paper and make notes in the margins so that you can rewrite parts that need to be improved.
- Check to see that you have achieved your stated purpose.
- Check for general logic and coherence. Your audience should be able to follow your ideas easily and understand what you have written.
- Check to make sure that your paragraph has a topic sentence and that the topic sentence has a central focus.
- Check for unity. Cross out any sentence that does not support the topic sentence.
- Check to make sure that the topic sentence is developed with sufficient supporting details. Be certain that each paragraph gives the reader enough information to understand the main idea. If the main point lacks sufficient

information, make notes in the margin such as "add more details" or "add an example." Make sure that you have not used general statements for support.

- Check your use of transition signals.
- Finally, does your paragraph have or need a concluding sentence? If you wrote a final comment, is it on the topic?

Whereas Gerald et al (2009) stated that in revising, concentrate first on larger issues, such as unity and coherence (conciseness, pace, transition), Check for clarity (ambiguity, awkwardness agreement, case, modifiers, pronoun reference, sentence faults). While mechanical corrections like (spelling and punctuation) for later proofreading, and see ethics in writing. According to Robert (2004) this stage called rewriting, which is the second draft. In the rewriting step, you take a critical look at what you have written. You edit for organization, logic, content, and persuasiveness. Using your computer to add, delete, and rearrange paragraphs to rewrite jumbled passages to make them clear.

According to Laurie & Stephen (2011), revision involves re-seeing and rethinking what you have written. In doing so, you may find yourself adding and deleting extensively, reordering whole sentences or paragraphs as you reconsider what you want to communicate to your audience. Therefore, revision can take a lot of time, so do not be discouraged if you have to go through three or four drafts before you think your essay is ready to hand in. thus, the following point can help you in revising (p. 67-68):

- Give yourself a cooling-off period.
- Revise on hard copy.
- Read your draft aloud.
- Take advantage of opportunities to get feedback.
- Try not to get overwhelmed.

- Do not let your ego get in the way.
- Revise in stages.

While Alice & Ann (2007) blended revising and editing in one-step, they explained that in this step, you polish what you have written. Accordingly, this step called revising and editing. Polishing is most successful if writer do it in two steps. First, attack the big issues of content and organization, which called (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

4- Editing (proofreading)

Finally, students must let go of a text and make it public. The final stages of writing consist of editing, proofreading, and polishing a text. Here as Taylor & Francis (2009) reported that editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness. They went on to add that like all other parts of the writing process, editing does not occur in a fixed place in the process, which means that students can be periodically reviewing what they write, editing it, and then proceeding with the writing. Thus, editing is not restricted to occurring after all the writing has been completed. This is further supported by Coffin et al (2003) who stated that, stated that students should attend to the mechanics of writing in proofread, including formatting, references and footnotes, and issues of linguistic accuracy by encouraging students to use computer spelling checker programmes but not to limit their review of errors to those noted by the computer.

Editing stag is differing than proofreading. In this point Laurie & Stephen (2011) distinguished between them as edit, is check for grammatical errors, check punctuation, and look over your sentence style and word choice one last time.

While proofreading you look for surface errors, such as spelling errors, typos, incorrect spacing, or problems with essay's format.

While Jennifer (2013) asserted that in this stage students proofread their own work, help proofread peers' work, and expected to increasingly identify and correct their own errors. In addition, Nunan (2015) added that here, teacher and students are work together to polish the written text by correcting spelling, usages, punctuation, and other mechanical errors. Thus, the function of teachers in this stage as editors for all students and helping them to locate and correct their errors. Similarly, Alice & Ann (2008) proved that proofread stage is to check for grammar, sentence structure, spelling, and punctuation. Therefore, here is some points learners should follow, they are:

- Check over each sentence for correctness and completeness: no fragments and no choppy or run-on sentences.
- Check over each sentence for a subject and a verb. Subject-verb agreement and correct verb tenses, etc.
- Check the mechanics: punctuation, spelling, capitalization, typing errors etc.
- Change vocabulary words as necessary.

Most others agreed that editing is final work that any writers come across it. In this pint, Toby (2002) asserted that editing is finishing. Editing is making a text convey precisely what you intend in the clearest way possible. Editing is sentence-level work, attended to after a text's ideas are in order. Editing is polishing to make the paragraphs, the sentences, and the individual words communicate carefully, accurately, and correctly with clarity, style, and grace. Moreover, he went on to add that edit can be in different phases, first for clarity, to make sure your purpose is clear to your audience. Second, edit for a style appropriate for the occasion.

Finally, edit for grace—some sense that the text is not only for clearly and appropriately written, but that it is enjoyable, moving, and even memorable. At the same time, remember that editing is more a matter of making choices than following rules.

Here are some suggestions for editing by Toby (2002, p.184)

- 1- Replace vague abstract nouns with specific concrete nouns.
- 2- Replace static verbs with action verbs.
- 3- Add modifiers for detail, but delete them if they distract from your main point.
- 4- Write in the rhythm of natural speech unless you have a good reason for doing otherwise. (To check, read aloud.)
- 5- Begin sentences with old information, end with new. This strategy makes the end of your sentences stronger.
- 6- Make sure all words in your sentences contribute to the meaning you intend; if not, delete them.
- 7- Eliminate all clichés.
- 8- Make passive constructions active.
- 9- Delete or rephrase all stereotypes.

Robert (2004) claimed that the third draft is a final polishing by editing for style, syntax, spelling, and punctuation. This is the step where writer worry about things like consistency in numbers, units of measure, equations, symbols, abbreviations, and capitalization. The tools of the spell correctly are as follow:

- a- The Computer Spell Checker: Galko (2002) proclaimed that although the feature of the word processing software is a handy tool, it needs to be careful when relying on it. Often, the spell checker will not recognize certain words, such as names, abbreviations, or terms that writer have defined in his/her

paper, and it will tell the writer that they are misspelled. In addition, some words that sound alike spelled differently. If the word exists in the spell checker's dictionary, the spell checker will not catch that the word is misspelled in the context you are using it. For example, a spell checker will usually miss this misspelled word: The ball broke my window pain. Although pain is a word, it not spelled correctly here. It should be pane. Therefore, he suggested that use your head when making changes suggested by a spell checker. Do not allow the spell checker automatically fix the spelling in your paper. You will have to go through your paper word-by-word with the spell checker to determine which words really spelled incorrectly.

- b- The Dictionary: Using of dictionary is very important in all stages of the writing process. Galko (2002) any time you are unsure about the spelling of a word, you should use a dictionary to check its spelling. Use a reputable college dictionary to check your work. Moreover, you can use many online dictionaries if you have access to the Internet.

5- Publishing

After editing the drafts and making the changes that needed to be done, writers are now ready to make the final version of their piece of writing to be sent to the intended audience. Annab (2016) added, “The final stage of writing process includes sharing, reflection, and assessment of the students’ writing” (p.14). The final version is therefore supposed to be the refined, errors-free copy delivered to the teacher or any other entity to evaluate. Nunan (2015) stated that publishing is the last phase in writing process stage; publishing involves the final product, and sharing it with appropriate audience. Moreover, the publication take many forms as oral (reading composition aloud, tape-recording it, and reader's theatre), as visual

(creative dramatic, puppet show, and filmstrip), or written (it includes booklet, letters, newspapers, and anthologies. While Jennifer (2013) asserted that students publish in appropriate form, share writing with appropriate audience.

2.7 Principles for Teaching Writing

There are many principles that teachers can use to evaluate teaching and learning activities of writing. These principles also can use to evaluate a writing course or the writing section of a language course to make sure that learners are getting a good range of opportunities for learning. Nation (2008) presented the principles as follow:

2.7.1 Meaning-focused Input

This principle looks like prewriting stage in the process approach. Thus, her learners should bring experience and knowledge to their writing. Nation (2008) stated that writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write. These preparations start through the choice of topic, or through previous work done on the topic in the first or second language. For more details about it look at the prewriting stage in the process approach.

2.7.2 Meaning-focused Output

While in meaning-focused output, learners should do a lot of writing and many different kinds of writing. Nation (2008) stated that many elements of the writing skill are peculiar to writing and so time spent writing provide useful practice for these elements. This is a very robust principle for each of the four skills.

2.7.3 Language-focused Learning

In this point, Nation (2008) added that teacher should address learners to know about the parts of the writing process and should be able to discuss them in relation to their own and others' writing. Moreover, they should be conscious about the strategies of dealing with parts of the writing process; the learners should give attention to clarity and fluency in producing the form of the written script. Such activities can include careful writing, copying models, and doing repetitive writing movements. Finally, Spelling should give an appropriate amount of deliberate attention largely separated from feedback on writing, and teachers should provide and arrange for feedback that encourages and improves writing.

2.7.4 Fluency Development

Teacher should guide learners to increase their writing speed so that they can write very simple material at a reasonable speed. Nation (2008) stated that fluency development could occur through repetitive activities and through working with easy, familiar material.

2.8 Definition of the Composition

Composition is a piece of writing that consists of several paragraphs long instead of just one or two paragraphs. According to Sihombing & Hutauruk (2016) (cited in River 1971, p: 252) composition involves individual selection of vocabulary and structure for the expression of personal meaning. Moreover, composition is a means of communication between the writer and the audience on paper. One of the distinctive types of communication by means of written words is called composition. Taha (2015 cited in Ferris 1998:p. 12) defined composition as It is a piece of writing made up of one or more paragraphs. It has a theme that can

be broken into a number of topics, each topic in a composition that has its own paragraph.

The term Composition defined by Despande (1972) as follow:

"It is a matter of putting together word, phrase, and sentences so that they communicate facts or idea. The writing of isolated sentences is not composition. Composition is an expressing thought in coherent sequence." (p.39)

Composition defined as the act or art of putting together items of language, both lexical and structural, to express one's thoughts and feelings orally or in written language. David Creen said (1971)"Composition means to put sentences together in a coherent and logical manner in order to express our ideas effectively. (p.3)"

While Taha (2015 cited in Heaton 1975: p.127)) mentioned that composition writing is a task which involves students manipulating words to produce grammatically correct sentences linked together to form a piece of coherent writing, which successfully communicates the writers' thoughts and ideas on a certain topic.

2.9 Overview of the Composition

Liu (1996) claimed that Rohman and Wlecke 1964 introduce the first model of composing. They proposed that successful college-level writers typically experience three stages in composing: pre-writing, writing, and editing. At the pre-writing stage occur idea-generating activities that provide essential preparation for drafting. Rohman and Wlecke believed that not only the activities at the stages of writing and editing could be taught, but the activities at the pre-writing stage could

also be taught and suggested that these activities, such as meditation, become the actual content of the writing course.

Following the same direction, Emig (1971) provided evidence in a case study of eight twelfth-grade students, claiming that “prewriting is a far longer process in self-sponsored writing” (p.92) than in school-sponsored writing (e.g., assignments from school). However, Rohman & Wlecke (1964) and Emig (1971) did not provide the detailed evidence of how “activities” function at the pre-writing stage. They assumed that there exists a linear relation between these three stages of the writing process.

In the 1980s, some researchers working on composing processes e.g. Hayes & Flower (1980), and Witte, (1985) were not satisfied with the simplicity and linearity of Rohman & Wlecke model. They contended that the simplistic linear-stage models of composing served better as models of the emergence of the written product than as models of the real writing and thinking processes that writers experience in producing written texts. In addition to that, they described the act of composing, not as a sequence of stages, but as a set of distinguishable processes that the writer must orchestrate in the act of writing.

2.10 Classification of the composition writing

There are two methods for teaching correct language form in writing. One is free composition, where the student writes whatever comes to his mind. The other is controlled composition, where by certain control similar to those in pattern drills the student helped to produce a correct composition. For more details are in following points:

2.10.1 Guided or controlled composition

Guided composition through topics is the technique through which teachers give a subject of discussion for students to write about. In guided composition, the pupils are given good deal of help regarding the structures and vocabulary items, together with the thoughts and ideas to be expressed. Harold (1965) stated that, "Controlled writing may be defined as writing in which a student cannot make a serious error if he follows directions. While Bhatnagar (1971) properly defined the term guided composition as, "Guided composition means writing to a given vocabulary structure and information." In guided composition as the name suggests, the teacher guides the pupils what to write and how to write it.

At the early stages of learning, guided composition is important. Tongue (1983) explained that the guided approach to the teaching of written English composition seems to offer a large number of advantages. Students studying English as a second, third language has to work under certain handicaps. The guided composition enables the pupils to master the skills of writing spelling, punctuation, grammar etc. Pupils at the early stage have not mastered the structures, vocabulary items. Therefore, they make mistakes. While Taha (2015 cited in Riley 2003: p.3) asserted that there are three steps in composition writing: introduction, body and conclusion .The main forms of writing are free and guided. Guided composition is a technique involving devises that help students to write under the guidance of the teachers or peer students.

Controlled composition has several advantages and we use it in all levels. Controlled composition makes it possible to teach one thing at a time while focusing the student's conscious attention on the critical features of the language pattern. Controlled composition makes sequencing and grading of patterns

possible, and it gives the student maximum practice in writing correct forms of the language; consequently, correcting is easy.

Controlled composition

2.10.1.1 Models of Controlled Composition

Spencer (1956) stated that typically, a controlled composition consists of a writing model of some type with directions for conversions or specific language manipulation in rewriting the model. The degree of control lies both within the type of manipulation the student is asked to execute on the model. In a substitution table, composition like the following where all fillers for each slot are interchangeable, there are complete controls, and all the student need do is copy correctly: as in following example

A (1) man (2) walked (3) down the street. A (4) girl (5) was waiting for him outside a (6) shop. As he approached her, she smiled (7) and said, "Hello. How are you?" (p.4)

Where Moody (1965) presented same sequencing from mechanical to communicative exercise, which was employed for the structural pattern drills that is possible with some types of controlled composition exercises. The following examples are similar in kind if not in format to Spencer's above; the first frame is a mechanical exercise:

Model of Communicative Exercise in Controlled Composition

<i>Two of our old students</i>		<i>England</i>	<i>last year.</i>
<i>Mr. Oladipo</i>		<i>Lagoes</i>	<i>last week.</i>
<i>Mrs. Ademola</i>	<i>Went to</i>	<i>Nsukka</i>	<i>two days ago.</i>
<i>My uncle</i>		<i>Zaria</i>	<i>three months ago.</i>
<i>David's eldest brother.</i>		<i>Badagry</i>	

There is complete control since all alternatives are interchangeable; students will write correct composition as long as they can copy carefully the correct answers supplied by the teacher.

It is important to realize that the students can produce a correct composition from such a frame and still not understand what they have written. Her teacher must make sure that the students do understand, or the writing practice will become more busy work.

2.10.1.2 Free composition

Students after mastered controlled composition, and develop mastery in the use of language, they move to free choose structures and vocabulary and express their own ideas. Hence, this type of composition is called free composition. According to Bhatnagar (1971) free composition, means writing from intuition individual observation and experience. Therefore, adequate practice in free composition enables the pupils to narrate incidents, describe events and write reports on everyday life. In free composition, one is free to use his own language. Free writing explores the nature of the writer - his feelings, emotions, knowledge of figures of speech, fluency of language, organization of ideas, his likings etc. Taha (2015 cited in Kemp 1994: p.1-2) believed that free composition is a

spontaneous free flowing type of writing that is unedited and ungraded. It is also highly achieved through brainstorming. For more details about the techniques or models of teaching free composition, see techniques of using prewriting stage in EFL classroom on page (44-53).

2.11 Types of Writing Composition

There are many types of composition that learners meet them during their studies. These types are narrative, descriptive, exposition, comparative composition, and argumentation composition. The process approach plays a great role in writing them. For more details about them, the researcher describes some of them in the following points:

2.11.1 Narrative Composition

As you write your first narrative paper, you will use a writing process that is similar for most writers, both amateur and professional, that includes prewriting, drafting, revising, and editing your essay. Kane (1988) stated that a narrative is a meaningful sequence of events told in words. It is sequential with ordered events, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology.

2.11.2.1 Purposes of Narrative Writing Composition

Tyner (2016) explained that there are many aims for narrative writing composition, these purposes are as follow (p: 3):

- 1- To share with readers a riveting experience that they may find inspiring, tragic, humorous, or thought provoking.
- 2- To analyze the effect of an experience on you and why it has remained memorable.

- 3- To relate what you learned from the experience about yourself, other people, or some aspect of life.
- 4- To support a belief or viewpoint that the experience demonstrates (e.g. the value of hard work, the difficulty of working and going

2.11.2 Descriptive Composition

Writers often describe the sights, action, people, and feelings involved to heighten the readers' interest and understanding. This does not mean bogging the composition down with irrelevant details but rather using vivid description to capture the experience and help the reader visualize what happened.

Tyner (2016, p: 8-9) provided the following suggestions that may help learners to provide effective description as they write their draft in descriptive composition:

- 1- Use details to describe the setting for readers and help them see and hear what is happening.
- 2- Use details to describe your thoughts and feelings during the experience so that readers can understand how it affected you.
- 3- Use details to describe something or someone when that description is important to understanding the experience.
- 4- When some action is an important part of the experience, describe it for readers to visualize.
- 5- In general, use details to describe anything that will help bring your experience to life for readers.

2.11.3 Exposition Composition

Kane (1988) explained that expository compositions deal with facts, ideas, and beliefs. They explain, analyze, define, compare, illustrate. They answer questions like What? Why? How? What was the cause? The effect? Like what?

Unlike what? They are the kinds of composition we write in reports or term papers or tests.

According to Tyner (2016), exposition composition is a composition, which provides information to help readers understand how to do something, how something works, or how something happens, or to relate a particular event or occurrence. In addition, expository writing usually intended for a particular purpose: to inform readers about an important occurrence, to make readers more knowledgeable on a particular topic, to show readers how to do something themselves, or to help readers understand how something may affect them. Tyner presented the following examples for expository writing that learners often find in their reading (p: 64)

1. Newspaper articles that relate some newsworthy event or occurrence.
2. Scientific reports that detail specific research studies and their results.
3. Historical accounts of famous events: a Civil War battle or the effects of the Great Depression.
4. Magazine articles that explain a process: baking a cake, adding computer software, training a dog.

2.11.4 Comparative Composition

Tyner (2016) stated that in comparative composition writers compare and evaluate subjects that commonly assigned in composition courses for a number of reasons. First, further their writing development by requiring a number of mental tasks: creating criteria – a set of standards - by which to compare the subjects; analyzing and evaluating the subjects based on the criteria; and drawing conclusions for readers on the relative value of each subject. Second, comparative compositions organized differently from previous composition, adding to your repertoire of organizational schemes. Third, comparative composition can produce

some of the most informative and interesting writing, often helping both writer and readers to make important choices.

In addition, comparative writing reflects how we make choices in “real life” and helps us become better at it. For example, we compare mundane things every day to decide where to eat lunch, what to watch on T.V., what to do on a Friday night. Other decisions we make are more consequential: where to attend college, what to major in, whether to try out for the school musical, where to find a summer job. Such decisions usually involve comparing different options and making the best choice.

2.12 Mechanics of Writing Composition

Composition has a number of mechanics that any writer should master them. These mechanics include capitalization, punctuation marks, spelling, and handwriting. In addition to proper space between letters, words, lines, right shapes of paragraph. Apart from these mechanics, composition writing includes also the mechanics of using appropriate words, ideas, and organization of ideas in proper sequence. Thus, the researcher will discuss some of them separately in the following points:

2.12.1 Capitalization

There are two forms in English alphabet i.e. small form and capital form. In Arabic alphabet, there are no such types. Therefore, the pupils commit many mistakes in using the capital letters in its appropriate places. For the avoidance of these errors, transcription and dictation are useful. The teacher should familiarize the pupils with the cases in which capital letters are used. Jane (2008) stated that capitalize is a big letter that uses to capitalize the first word of a quoted sentence, a proper noun, a person’s title when it precedes the name. As well as the person’s title when it follows the name on the address or signature line, the names of

specific course titles, and when two or more sentences follow a sentence ending with a colon. These, any writer should know how and where to use these script.

2.12.2 Punctuation marks

Punctuations are other forms of mechanics of writing composition where learners should master them. Charles & et al. (1997) defined " Punctuation is a system of symbols that helps the reader understands the structural relationship within (and the intention of) a sentence. Marks of punctuation may link, separate, enclose, indicate omissions, terminate, and classify sentences. Most of the thirteen punctuation marks can perform more than one function." It is possible to group the functions of the major punctuation marks into three broad categories. First, linking punctuation, this includes semicolon, colon and dash. They function as linking punctuation, which join words or word groups without conjunctions. Second, separating punctuation, this includes full stop, question mark and exclamation mark usually separate they sentences, while the comma separates parts of sentences. Finally, enclosing punctuation, this includes paired commas, dashes, brackets, and quotation marks. For more details about these marks and its definitions, (see appendix).

2.12.3 Spelling

To spell the words correctly is one of the mechanics of composition writing. English spelling is inconsistent. Therefore, pupils face many difficulties in spelling writing. Bhatia (1981: p.199) rightly expressed that:

"Modern English spelling is a strange muddle. It is most illogical, irrational and inconsistent. There is no one-to-one relation between letters and sounds."

Because of the alteration of English orthography, learning of correct spelling in English becomes a major problem in learning the language.

2.12.4 Handwriting

Handwriting is a psychomotor skill of putting letters, words and sentences legibly, distinctively and attractively. Medwell & Wray (2014) stated that handwriting is the process in written expression that allows an individual to turn their internal thoughts into written symbols (letters) to express ideas in written language and involves speed and the formation and orientation of letters.

According to Datchuk (2015), there are multiple related processes that contribute to handwriting such as fine-motor movement, visual-motor coordination, and knowledge of letters and letter formation. Fine-motor movements are small changes made to the positioning of the fingers, hands, and arms during handwriting. Visual-motor coordination is the use of eyesight to help guide these fine-motor movements of a pen or pencil.

While according to Graham, (2010) there are two main scripts (types of handwriting) that students learn in elementary school, printing and cursive. Printing is usually introduced in grade primary or grade one and cursive in grade two or three. Printing is handwriting in which the letters formed separately and not joined. The printed alphabet characterized by round upright letters that look like type. Cursive is handwriting in which the letters are joined. Berninger et al., (2006) added that when using cursive, each letter must contain a leader that could connect to a previous letter and a trailing part that could connect to the next. When using either printing or cursive on lined paper, stems should come close to the top line and tails should extend low enough that clearly indicate they are tails.

2.13 Composition Error Analysis

To write well in English is not an easy task not only because there exist many rules required specifically for writing that are different from the familiar linguistic features in speech, but also because formal writing is introduced to children much later than speech. Writing as mentioned above, has given the second priority as a means of communication so that it naturally obtains less practice both in learning and in use. Thus, without sufficient understanding and practice of the grammatical and rhetorical conventions that writing calls for, one may make errors or deviations when one has to use the written form of communication. Therefore, this point will focus on the errors or deviations that the learners makes when writing composition.

2.13.1 Composition Error Analysis in EFL Writing

Liu (1996) stated that young children before acquiring literacy or in the early grades make some errors in speech, but adults usually do not take these errors seriously. Most of these children do not need formal instruction (like attending classes) to correct their language. They only “need more experience in interacting with well-spoken models-parents, teachers, peers--and in listening to a variety of books and other sources of good language so as to acquire good habits” Nessel et al (1989, p. 300).

Moreover, Read (1981) proclaimed that in writing, children in general start with nonstandard symbols, and adults usually do not worry about children’s deviations because they are aware that children do this more for self-satisfaction than for communication. If children still do not write well enough when they are in high school or later, parents and teachers start looking for the reasons because at that age, they are expected to have learned enough to be able to write according to conventions. Anyhow, the possible types of error that expect from EFL learner are

in sub categories. These categories are: handwriting errors, punctuation errors, syntactic errors, common errors, vocabulary errors, and errors beyond the sentence. For more details in following points:-

2.13.1.1 Handwriting errors

Shaughnessy (1977) claimed that the physical limitation that causes basic writers to make errors is handwriting. She found that basic writers are sometimes “hindered not only by the difficulties of articulation that confront most writers but also by their stiffness with the pen (they need more practice until the pen seems a natural extension of the hand, and the hand of the mind itself. Levin et al (1985) added that in introducing writing instruction with the computer, found that editing with paper and pencil is difficult for elementary school students because it has a small (in some cases negative) value for improving a piece of text. While new errors are produced in the new version at about the same rate as old errors are corrected. On the other hand, editing with the computer has a much more positive value, since “inadvertent new errors are introduced at a much lower rate” (p. 163).

2.13.1.2 Punctuation Errors

Shaughnessy has pointed out that basic writers make punctuation errors mainly because they assume that the uses of spoken language can be transferred to writing without change. Although she found that, a basic writer’s punctuation repertoire consists of little more than commas, periods, and capitalization so that they very infrequently use other marks like semicolons, questions marks, etc. She maintained that a basic writer has problem with punctuation not because he has no competence with sentences at all but because the writing down of sentences introduces new competencies that he has not been taught. It include not only a knowledge of the names and functions of the various marks but also an ability to manage the structure that writers depend upon to overcome the redundancy, fragmentation, and loose sequencing that are natural in speech.

Danielewicz and Chafe (1985) found the same conclusion in their study on college students' writing by comparing the ways basic writers use commas and periods with analogous uses of intonation and pauses by educated speakers. They concluded that "the punctuation of writing only indirectly mimics and is often at odds with the spoken model. The deliberateness, slowness, and solitariness of writing have led writers to evolve their own literate structures, and their own rules for punctuating them.

2.13.1.3 Syntactic Errors

Shaughnessy categorized syntactic errors under the following general headings:

1. Accidental errors: She believes that the writer can correct this kind of accidental errors after careful proofreading. Therefore, they are not serious or systematic errors.
2. Blurred patterns: These kinds of patterns erroneously combine features from several patterns, creating a kind of syntactic dissonance.
3. Consolidation errors, which have three subcategories:

(a) Coordinate consolidation errors as in the following example:

Example: they believe they can become leaders in their field and a good secure job (p. 55).

The corrected sentence is "They believe they can become leaders in their field and get good secure jobs."

Shaughnessy found that basic writers make errors not only between coordinate clauses, but also between smaller coordinate units like phrases. Among these errors, the most difficult ones are structures of comparison "where elements that are grammatically balanced are semantically unbalanced" (p. 56).

(b) Subordinate consolidation errors:

Example: Even if a person graduated from high school who is going on to college to obtain a specific position in his career should first know how much in demand his possible future job really is (p. 59).

(c) Juxtaposition consolidation errors:

Example: Now mostly every job you go to get worthwhile or making a decent salary something to live off is asking for a college degree (p. 66).

4. Inversion errors:

Example: The things they want you to know you do not know this in high school (p. 68).

2.13.1.4 Common Errors

Shaughnessy (1977) treated such errors as common errors that are grammatically less important and “do not seriously impair meaning but usually affect ordinary features of written English. She proposes that these errors are often rooted in language habits and systems that go back to their [the basic writers] childhood and continue, despite years of formal instruction, to influence their performance as adult writers. These common errors including the misuse of inflections e.g. (-s, -ed), agreement, tense, and pronouns.

2.13.1.5 Vocabulary Errors

Shaughnessy (1977) provided vocabulary errors by the following types:

1) A word that does not exist

Example: I wish my life to be forfilling with happiness.

2) Errors with derivational suffixes

Example: He is headed in a destructional way.

3) Substitution

Example: They used him as an escape goat (scapegoat).

4) Unacceptable words

Example: I think psychology has increased my mind.

5) Error with prepositions

Example: a good opportunity of work (to).

Beyond these explicit errors, there are also stylistic problems that reflected by inappropriate use of vocabulary. The reasons for basic writers' vocabulary errors are by no means clear.

2.14 Previous Studies

It is wrathful before going forward in the research methodology to survey a number of the previous studies that handled similar problematic areas, which may lighten the road for this research. It will be of great benefit to the researcher as a background for the study. For the sake of clarity and work organization, the researcher arranged this section concerning the other researchers' works, where do researchers meet and where do they differ. The role of the process approach in developing students writing composition each study has shown and suggested remedies by researchers. The main purpose of this section is to review literature of the previous studies that related to the topic under the title of the role of process approach in developing EFL students' writing composition the studies are as follow:-

Study 1: Stapa (1994) conducted study on The Effects of the Process Approach on Writing Apprehension and Writing Quality among ESL Students at University Level in Malaysia. The subjects of the study were students enrolled for the Written Communication 1 course. Two instruments used for gathering data: the writing apprehension test to measure pretreatment levels of student apprehension about writing, and a writing sample taken at the end of the treatment period to measure overall writing quality. The findings of the study revealed that both

methods were successful in reducing writing apprehension, but that the process approach was considerably more effective in achieving this than the traditional approach. Moreover, the subjects in the process/experimental group were found to write better and longer essays than the subjects in the control group taught in the usual way.

Study2: Badiaa (2016) investigated on The Role of the Process Approach to Improve EFL Learners' Writing Skill, The case of First Year Master Students of English at Biskra University. It aimed to investigate the impact of the process approach on learners' written production and to show that learners can overcome their writing difficulties by adopting this approach (process approach). The subjects of the study were teachers and students of English at Mohamed Khider Biskra University. For collecting data researcher used two questionnaires, one for the teachers of the written expression course and another to First Year Master students of English at Mohamed Khider Biskra University. The analysis of students' and teachers' questionnaire revealed that the process approach has positive impact on students' writing proficiency, and it helps the students to develop their writing abilities because it contains different stages in which the students revise and modify their pieces of writing in order to evaluate and improve when they write.

Study3: Similar research done by Souhila (2015) Developing EFL Writing Skill through the use of the Process Approach, A Case Study of Second Year Students at Mohammed Kheider University of Biskra. The purpose of this research is to determine whether the student's writing ability would be improved when teachers use the Process Approach as a main strategy to teach writing, hence, students follow its stages. In order to collect data two instruments used, the questionnaire for teachers of written expression, intended to get a deeper understanding of the approaches teachers use in teaching writing, and to

determining the degree of importance that given to the process approach. Secondly, classroom observation for second year students, intended to give a clear insight about what happened in classroom. Subject of the study Were twenty–five students were selected from the (434) of the population of the study as a classroom observation. The finding of the study obtained by the classroom observation and the questionnaire suggested that by following the stages of the process approach, students achieve well-written production.

Study4: Mekki (2012) conducted research on the student awareness of writing skill the case study third year students at Biskra University. The research aimed to determine the extent to which the student is aware of the different stages of the writing process and the impact of such awareness on their writing. Questionnaire used for the teachers and the students as an instrument for collecting data. The results of the study in the area of the process approach revealed that the majority of teachers (70%) use process approach and 20% of them use the product approach which shown that pre -writing is the stage causes most difficulties for students. The major reason for these difficulties comes from the learners' reduced awareness about the recursive nature of writing where students can move forward and backward to make the necessary changes.

Study6: Hasim (2014) An Integration of a Process Approach and Formative Assessment into the Development of Teaching and Learning of ESL Writing in a Malaysian University: A Socio-cultural Perspective. The study aimed to take the form of a collaborative action research project intended to consider the extent to which elements of process writing and formative assessment could introduced, from a socio-cultural perspective, into the normal classrooms of Malaysian ESL teachers and learners at a selected Malaysian university. The tools that used for collecting data were; interview and survey question for the students, observations and questionnaires for the teachers. The populations of study were a higher

learning institution in Malaysia. The result of the study revealed that the process writing is more meaningful to the learners when formative assessment incorporated into the teaching of ESL writing. It allows more opportunities for ESL learners to gain feedback and feed forward from both teachers and peers. Moreover, through feedback and feed forward (stages of the process approach), learners were given an opportunity to develop their understanding based not only on their previous mistakes but also on the new input to improve their writing. In addition, the use of feedback and feed forward helped both teachers and learners learn to view assessment in a positive way.

Adeyemi (2012) conducted research on Approaches to Composition Writing: The Case of Junior Secondary Schools in Botswana. The investigation aimed at identifying the approaches teachers in junior secondary schools utilize in the teaching of English composition writing and assesses how far the approaches impact student's development of effective writing skills. The researcher utilized the qualitative technique in gathering data of the study. The instrument that researcher used in collecting data were interviews, observations, literature reviews, examination of documents and students' artifacts. The result of the approach revealed that, the teachers were confronted with students' inability to write in any meaningful way because of surface level errors, lack of ideas/vocabulary, lack of organization skills and students' inability to compose effectively among other problems. On the part of students, they were found to have poor writing skills reflected in their inability to compose, lack of ideas and vocabulary and general apathy to composition writing, which is a disadvantage if students are to become effective communicators in an increasingly globalized world.

Study7: Anastasiadou (2010) conducted study on implementing the process writing approach in the English language classroom: an innovation for the development of young learners' writing skills in the Greek state primary school.

The purpose of the study is to investigate whether the process writing (White & Arndt, 1991) approach to teaching writing, which focuses on the process rather than the product of writing, can enable young learners of the sixth grade of the Greek state primary schools to become independent writers in their L2. The researcher used pre-test, post-test, and questionnaire for the students, and interview for the teachers in collecting data. The result revealed that the process approach to writing helps the sixth grade students of the Greek state primary schools develop their writing skills in English.

Study8: Yaseen (2014) conducted study on investigating English composition writing problems encountered by preparatory school students and finding solutions to these problems through schema- based approach, Ibn Rushed-University of Baghdad. The study aimed to investigate the 4th year preparatory school students' problems in English composition writing, and find solutions to these problems through a suggested schematic language learning strategy training approach dealing with writing problems. The researcher used questionnaire for collecting data. The total number of the population were (12023);(6348) from the scientific branch (3195 males & 3153 females) and(5675) form the literary branch(2891 males & 2784 females).The total number of the sample is (600) students taken from the two branches. The results of the study indicated that the subjects of the study, i.e. preparatory school students are poor in English composition writing due to poor teaching methods, students' lack interest in vocabulary, grammar knowledge, cultural knowledge, and schema. Then, the study advocates that writing problems can be reduced to a minimum if students are taught by using schema .With this orientation, this study suggests a schematic language learning strategy training that enables students to overcome their writing problems by developing their linguistic schema, formal schema and content schema.

2.15 Comments on Previous

It is clear that most of the studies sought to modify the participants' writing performance. Therefore, the researchers used terms like (increasing- developing- improving- describing- investigating) with writing skill/ performance variables. Some studies used term effect to explore whether process approach makes change in students writing performance, for example Stapa (1994). The result of his study approved that the process approach can help student in improving their writing and play many role in enhancing students writing skills. On the other hand Badiaa' (2016) topic similar to my topic in term of (the role) and (improve) in using process approach in enhancing learners writing skills. His study revealed that the process approach has positive impact in developing students writing performance, which is similar to my first hypotheses. Whereas Souhila (2015) and Mekki (2012) asserted that, the process approach is the suitable approach for improving learners writing performance. Their study stressed that by following stages of the process approach students will achieve well-writing production.

While Hasim' (2014) research has a bit differ from above and my research in some points. In his research, he used integrated process approach with formative assessment in developing learner's writing skills. The point of differ is in term of integration, while the point of likeness is in using process approach. At the end both of researches aimed to figure out suitable way for improving students writing skills. His finding agreed with above topic's findings in the positive of the process approach in enhancing students writing skills.

Moreover, Jimenez' (2013) study differ from all above studies and with my study in term of process approach. His study did not use the process approach and I used it, whereas both researches are similar in using term composition. His research aimed to analyze the difficulties encountered in writing composition. His

research finding revealed that students has problems in applying some technique, such as mapping and editing that is one of the process approach stages. Yaseen (2014) used different approach in her investigation through schema- based approach to find solution for the student's problems in writing composition. At the end, she reported that students are poor in English composition writing due to poor teaching methods, students' lack interest in vocabulary, grammar knowledge, cultural knowledge, and schema. This is another approach used for enhancing students writing composition. Finally, the researcher has benefited a lot throughout reviewing the above studies as they and other studies will be of great help in constructing the research thesis.

Summary

This chapter divided in to two section: section one is about theoretical framework, in which the researcher highlighted on the history of writing , definition of writing, the importance of the writing, difficulties of writing, techniques of teaching writing, and types of writing. Moreover, this chapter included some approaches that teachers use to develop learners composition writing skills, namely (the product approach, genre approach and process approach). Finally, researcher concluded the section with some overview about composition. While in section tow researcher displayed previous studies that related to the topic of the research.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter devoted to explaining the method that used to carry out this study; it is defines the population, the sample, the tools used in collected data. Then, it describes the procedures of the study, and finally, a detailed description of teachers' questionnaire and students' test.

3.1 The Methods of the Study

This research built on the descriptive analytical method and statistical method used in analyzes the collected data from the participation. to achieve its goals a pre-test, a post-test, questionnaire, a suggested program are used and to compute the data of this research, the researcher uses T-test, paired simple t-test, mean, standard deviation, percentage and effect size.

By that score, the researcher could analyze whether the process approach has affect in improving students' writing composition or not. In this, researcher used experimental design. According to Creswell (2012) experimental is the best of the quantitative designs, which used to decide probable cause and effect. Experimental research is the way to find a causal relationship (relationship clause) in determining cause and effect.

3.2 Population of the Study

The population of the study included the entire 3rd year secondary schools students at Al Fashir Locality for academic year (2020/2021), and the teachers of English language whom teach the subject of 3rd year secondary.

3.4 Sample of the Study

The researcher selected (60) teacher and (150) students from different schools (boys and girls) as sample to represent the population of the study.

The researcher applied the study on four Model secondary schools in Al Fashir locality, two male schools and two female schools (Al-Fashir Model Secondary School for Girls, Al-Fashir Model Secondary school for Boys, Al-Fashir Southern Model Secondary School for Boys and Al-Fashir Southern Model Secondary School for Girls). A 3rd year class chosen from each school to be involved in the study, the experimental group contained (150) students, (30) boys from Al-Fashir Model Secondary School and (40) girls from Al-Fashir Model secondary school, (40) boys from Al-Fashir Southern Model Secondary School and (40) girls from Al-Fashir Southern Model Secondary school. On the other hand, the control group applied for same students contained (150) students from same schools, while the questionnaire distributed al all teachers at Al-Fashir locality.

3.5 The Tools of the study

The tools that used for collecting data in this research are varying according to the population of the study. These tools are test for students and questionnaire of the teachers.

Test used as main tool for collecting data from the students to figure out their drawback in writing composition.

On the other hand, questionnaire used for teachers to show their perceptions about students' problems in writing composition based on their experience to investigate whether their perceptions match with students' writing problems based on test or not. For more details about the tools, the researcher will explain them in the following points.

3.6 Tests

In this study, test was the most important instrument to collect the data. It used to know the influence of “process approach” in developing students’ writing composition. The researcher selected guided composition from teachers book (SPINE) that is already relevant to students to test them on it (see appendix 5).

3.7 Validity and Reliability of the Test

To quarantine the validity of the test, the researcher exposed the test to a jury of specialists to referee; including professors of teaching methodology, supervisors of English language, highly qualified, and long experienced of the 3rd year teachers (see appendix 11). They also invited to state how far the items, which mentioned in the tool, were effective to measure the ability of the students to write a composition. The researcher also invited them to give their opinions, notes and suggestions.

The researcher received the jury's opinions, notes and suggestions. The whole jury assured the importance of the elements mentioned in the tool. On the other hand, the researcher's supervisor recommended adding other items to the tool and the researcher did. After considering their valuable remarks, the diagnostic test modified and finalized.

Reliability means, "Giving nearly the same results in each time it is applied on the members in the same group" (Abu Libda, 1982, p. 261). The reliability coefficient of the test estimated by using Cronbach Alpha Formula, the estimated value shown in the following table, which is considered reliable for the purpose of the current study.

Table (3.3) Reliability Statistics of the Tow Test of the students

Cronbach's Alpha	N of Items
.496	24

3.8 Questionnaire

Questionnaires are printed forms for data collection, which include questions or statements to which the subject expected to respond, often anonymously. In questionnaires, the answers are usually expressed in a written form. In order to evaluate the effectiveness of action research and reflective teaching, a feedback sheet adopted in the form of a questionnaire.

The questionnaire used for two purposes. Firstly, it is used for investigating the problems that encountered by students in writing composition from teacher's perspective. Secondly, it used to support the students responses for the testing research question and hypothesis.

Description of Teachers' Questionnaire

This questionnaire is a whole of 16 items divided into three sections.

Section 1: about teacher's opinion on using process approach in teaching writing composition.

The first section is made up of (5) items; it aims at shedding light on to what extend are teachers use process approach when teaching writing composition. This section seek teachers attitudes toward using process approach in teaching writing composition and what is their opinions on the role of process approach in developing students writing composition. In this section, the researcher will test the first hypothesis of the research.

Section 2: concerning on the causes behind learner's weakness in writing composition among 3rd year secondary schools students

The second section made up of (5) items too; it aims at shedding light on the difficulty that encounter students in writing composition. However, in this section, the researcher will test the second hypothesis of the research and this section related with test instrument.

Section 3: Teacher's use of the process approach in teaching composition writing

The third section is made up of (6) items; it aims at shedding light on to what extend are teachers aware about the process approach and adopt it in their teaching composition. In this section, the researcher will test the third hypothesis of the research. (See appendix 7)

3.9 Validity and Reliability of the questionnaire

The researcher followed the same way, which followed in refereeing the test (exposed to same juries to add their comments) in the validity. After receiving the feedback from the referees and validating the items as far as the statistical items are concerned, the necessary changes made and the final version produced.

The reliability the questionnaire coefficient also estimated by using Cronbach Alpha Formula. The estimated value shown in the following table:

Table (3.4) Reliability Statistics the Teacher's Questionnaire

Cronbach's Alpha	N of Items
.478	39

Summary

In this chapter, the researcher worked to seek whether the process approach can help 3rd years students in developing their compassion writing or not. The population and the sample of the study were identified and the equivalence of the control group and the experimental group through the students of the 3rd years

secondary schools. Moreover, a diagnostic test applied on the sample participants. All the results computed statistically to make sure of the equivalence of the control group and the experimental group. Then the suggested program designed and refereed by a considerable group of referees, also, the program was experimented on a group of 150 students in one lesson in each school, furthermore, the experimental participants and their teachers reflected on the program. After that, the program applied on the experimental sample within a period of one week. After the application of the program was completed, the post-test was applied and the results of the test were statistically computed.

Chapter IV will focus on the presentation and analysis of the research data. A statistical analysis, both qualitative and quantitative, will be given along with a discussion of whether the hypothesis and research questions of the study have been verified or not.

CHAPTER FOUR

DATA ANALYSIS & DISCUSSION OF THE RESULTS

4.0 Introduction

This chapter presents statistical analysis and interpretation for the collected data. The researcher used the Statistical Package for the Social Sciences (SPSS) to analyze quantitative data for both (student test and teachers questionnaire). The test will be overlapping between the students test and teachers questionnaire. However, the following are some explanation about SPSS sample output.

In analyzing data in SPSS program, the researcher followed paired sample t-test. Paired sample t-test used to compare of two means that are from the same individual, object or related units, the two means are pre-test and post-test with intervention administrated between the two points.

4.1 Data Analysis

Hypothesis 1

Teachers have positive attitudes toward using process approach in teaching writing composition among 3rd year secondary schools students.

Question1:

What are the teacher's attitudes toward using process approach in teaching writing composition?

Statement number (1): Teachers have positive attitudes toward using process approach in teaching writing composition among 3rd year secondary schools students.

Table (4.1) using process approach in teaching writing composition

Answer	Frequency	Percent
Strongly Agree	10	16.7
Agree	24	40.0
Neutral	15	25.0
Strongly Disagree	10	16.7
Disagree	1	1.7
Total	60	100.0

Table (4.1) show that half of teacher's opinions are neutral in which represent (25.0) percent from total of the responds, followed by (1.7) percent disagree, (40.0) percent agreed, (16.7) percent strongly agree and (16.7) percent only are strongly disagree.

The result of this table indicate that teachers have negative attitudes toward using process approach in teaching writing composition among 3rd year secondary schools students, because most of their responds were around neutral and disagree.

The above table represented by the following diagram:

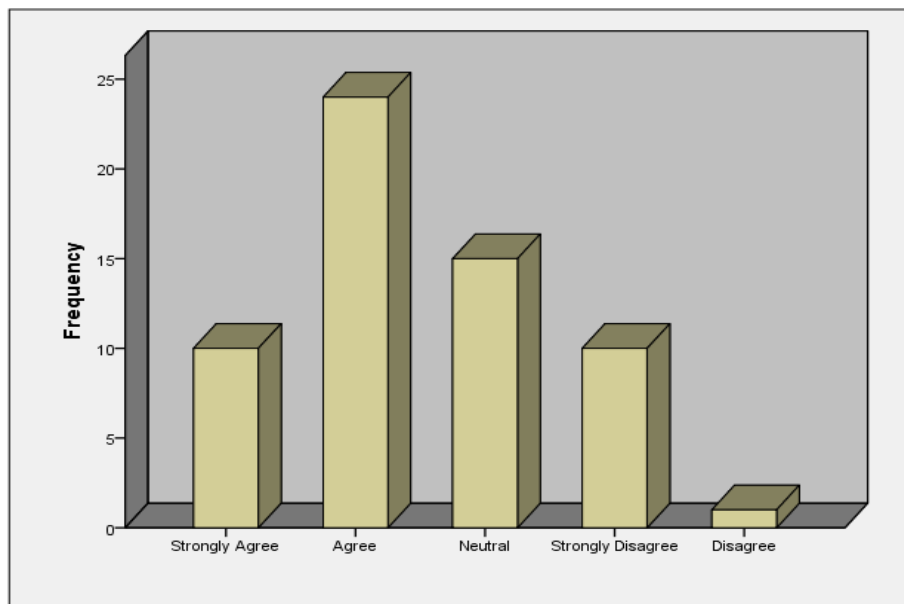


Fig (4.1) using process approach in teaching writing composition

Statement number (2): Process approach motivates students in writing composition.

Table (4.2) the process approach motivates students in writing composition

Answer	Frequency	Percent
Strongly Agree	15	25.0
Agree	21	35.0
Neutral	9	15.0
Strongly Disagree	3	5.0
Disagree	12	20.0
Total	60	100.0

Table (4.2) show that most teachers, which represent (35.0) percent agreed about using process approach in teaching motivate students in writing composition, followed by strongly agree which represent (25.0) percent. Those whom their responds disagree were (20.0) percent, (15.0) percent were neutral (i.e. neither agree nor disagree) and only (5.0) percent were responded with strongly disagree.

The results of table (4.2) display that if the process approach applied for 3rd year secondary schools may help students to write a good composition. The above table displayed diagrammatically as follow:

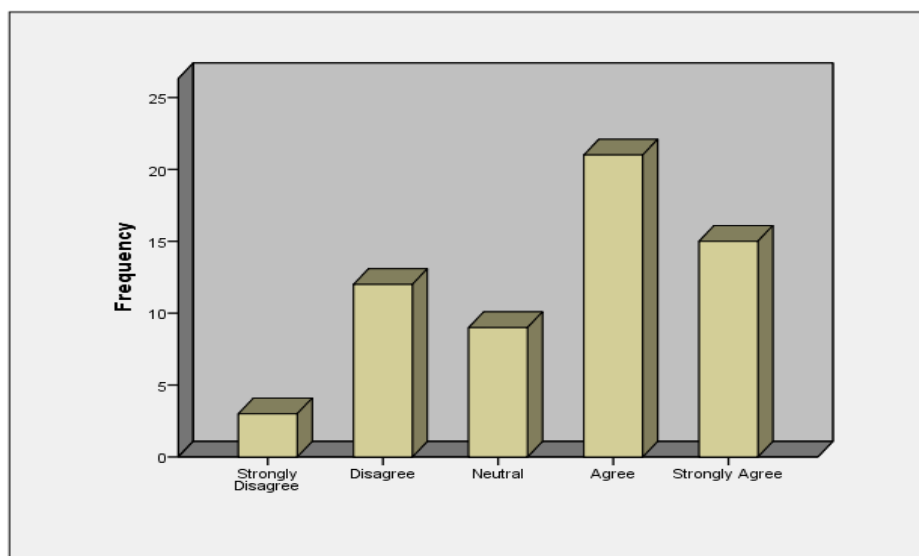


Fig (4.2) the process approach motivates students in writing composition

Statement number (3): Students interesting when teacher teaches through process approach

Table (4.3) students interesting when teacher use process approach in teaching composition

Answer	Frequency	Percent
Strongly Agree	7	11.7
Agree	16	26.7
Neutral	25	41.7
Strongly Disagree	4	6.7
Disagree	8	13.3
Total	60	100.0

According to table (4.3), (41.7) percent responds with Neutral in statement that students interesting when teacher teaches through process approach, (26.0) percent agreed that their students interest, while (13.0) percent were disagree, (11.7) percent strongly agree and finally (6.7) percent were strongly disagree.

The result of above table explore that if process approach applied in a good atmosphere in the classroom students interest in using process approach and write a good composition. Diagrammatically the above data exposed as follow:

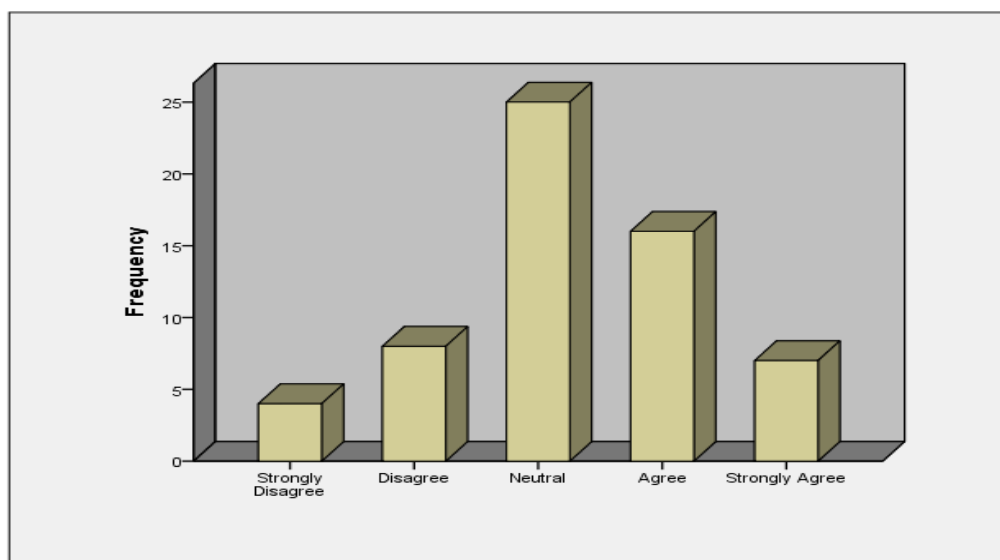


Fig (4.3) students interesting when teacher use process approach in teaching composition

Statement number (4): Teachers encourage the students to follow the process approach stages in writing their composition

Table (4.4) encouraging students to use stages of the process approach

Answer	Frequency	Percent
Strongly Agree	16	26.7
Agree	23	38.3
Neutral	10	16.7
Strongly Disagree	3	5.0
Disagree	8	13.3
Total	60	100.0

According to the data displayed in table (4.4) percent, half of responds (38.3) percent their answer were agree in encouraging students in following process approach stages in writing a composition, (26.7) percent were strongly agree in encouraging students, while (16.7) percent their answer were neutral, those whom their responds disagree (13.3), finally, only (5.0) percent answered with strongly disagree.

The results of this table revealed that more than half of respondents were encouraging students in using process approach in writing composition. Therefore, if teachers provide students with different activities and create an encouraging atmosphere in the class, students follow stages of process approach automatically. However, the table (4.4) represented in the following diagram.

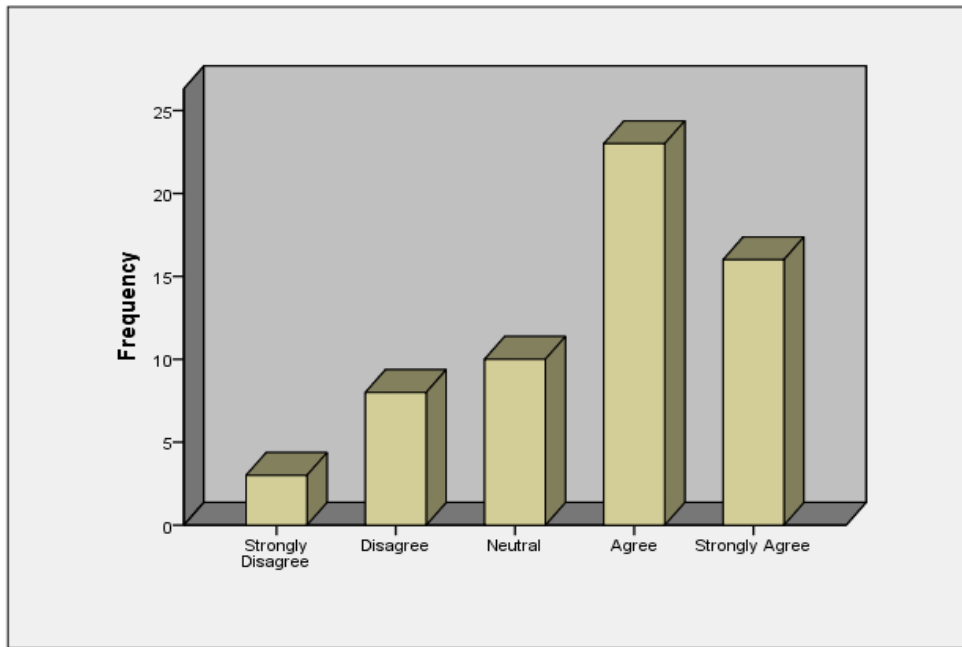


Fig (4.4) encouraging students to use stages of the process approach

Statement number (5): Stages of the process approach engorge students in writing good composition.

Table (4.5) stages of the process approach engorge students in writing good composition

Answer	Frequency	Percent
Strongly Agree	6	10.0
Agree	17	28.3
Neutral	20	33.3
Strongly Disagree	4	6.7
Disagree	13	21.7
Total	60	100.0

Table (4.5) percent displayed whether the stages of the process approach engorge students in writing good composition or not. Therefore, (33.3) percent of teachers answer were neutral (have no opinion about this matter), (28.3) percent were agree that these stages help students to write a good composition, while (21.0) percent were disagree, (10.0) percent strongly agree and only (6.7) percent were strongly disagree.

The results obtained from this statement are that majority of answers were neutral, but the followed answer were agree which indicate that the process approach may encourage students in writing a good composition.

As declared by Peregoy & Boyle (2005) in theoretical framework the process writing approach is a potential method to provide students' phase in learning not only applying grammatical rules but also communicating their ideas in written. This table displayed in the following diagram.

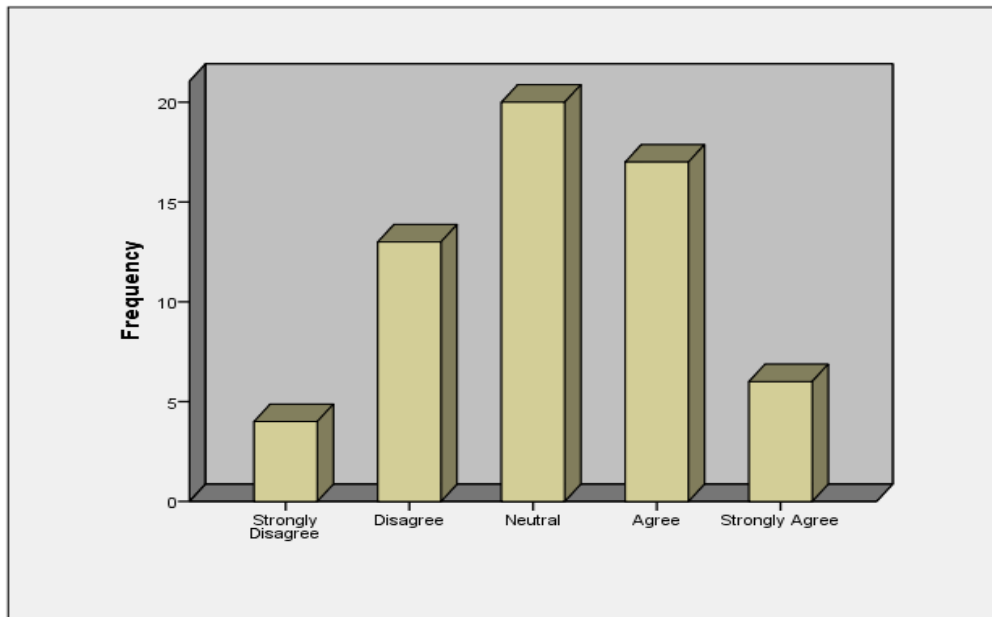


Fig (4.5) stages of the process approach engorge students in writing good composition

Hypothesis 2:

There are some causes behind learner's weakness in writing composition among 3rd year secondary schools students.

Question 2:

What are the causes of learner's weakness in writing composition among 3rd year secondary schools students?

Statement number (6): There are some causes behind learner's weakness in writing composition among 3rd year secondary schools students

This question joined by two analyses, teacher's questionnaire and student's test. Therefore, first the researcher display teacher's questionnaire then supported with student's test which included pretest and posttest to compare whether their results much or not.

Table (4.6) the causes behind learner's weakness in writing composition

Answer	Frequency	Percent
Strongly Agree	20	33.3
Agree	18	30.0
Neutral	6	10.0
Strongly Disagree	5	8.3
Disagree	11	18.3
Total	60	100.0

Indeed, from table (4.6) (33.3) percent of the respondents declare the fact that there are causes behind learner's weakness in writing composition, (30.0) percent their answer agree which is near to strongly agree, (11.0) percent disagreed, (10.0) were neutral and (8.0) percent answered with strongly disagree.

The results of this table indicates that there are actual problems causes behind learner’s weakness in writing composition which it’s clear from students test analysis. This table represented in following diagram, and students test analyses follow it to figure out student’s weakness in writing composition.

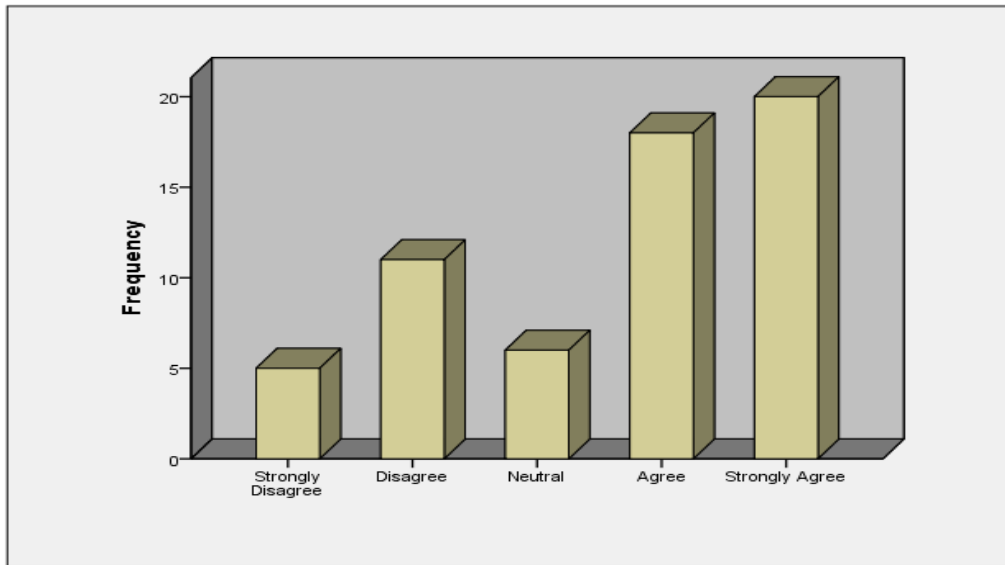


Fig (4.6) the causes behind learner’s weakness in writing composition

Statement number (7): EFL students have problems in organizing idea

Table (4.7) Students' competence in organizing idea

Answer	Frequency	Percent
Strongly Agree	18	30.0
Agree	21	35.0
Neutral	11	18.3
Strongly Disagree	2	3.3
Disagree	8	13.3
Total	60	100.0

According to the data in table (4.7) half of the respondents which represent (35.0) percent from the total of the respondents were agree that EFL students have

problems in organizing idea, followed by strongly agree which represent (30.0), neutral (18.0), agree and strongly agree (23.0) and (3.3).

The result of this table is seem to be identical with the results of student’s test that displayed in the following points after represented table (4.6) diagrammatically.

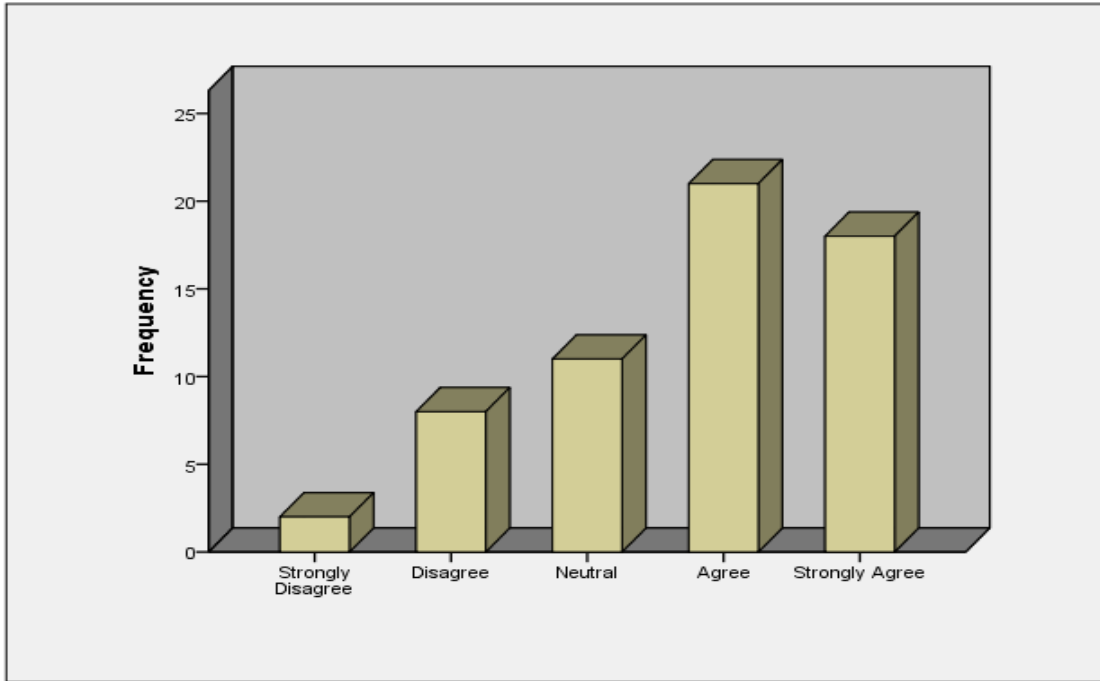


Fig (4.7) Students' competence in organizing idea

The following tables are results of student’s test, which includes pretest and post test to supports statement number 6 in teacher’s questionnaire and to find out whether their results identical or not. It is includes results of two groups (experimental group control group) to compare with results of teachers questionnaire and to find out the statistical differences between two groups. Finally, to find out whether the program applied about the process approach has effect between two groups or not.

Table (4.8): T-test between the control and the experimental groups in writing good beginning of the sentences

Domain	Group	N	Mean	t- value	df	Sig. (2-tailed)
Good beginning of the sentences	Experimental Group	150	2.5267	-5.800	149	.000
	Control Group	150	3.1933			

According to the table (4.8) the results showed that participants made a larger amount of mistakes in experimental group (mean= 2.5267) in good beginning of the sentences in comparison with (3.1933) in control group.

A repeated-measures t-test found that the p-value of Sig. (2-tailed) = (.000) its less than value of Alfa ($\alpha \leq 0.05$) which means that there is highly significant and there is statistical differences between two group and therefore it can reject the null hypothesis that the correlation is zero and it is likely true.

Finely, according to these result, researcher suggests that process approach program has mad affect in improving students in the stage of writing good beginning of the sentences.

Table (4.9): T-test between the control and the experimental groups in writing clear ending

Domain	Group	N	Mean	t- value	df	Sig. (2-tailed)
Clear ending	Experimental Group	150	2.5267	-6.574	149	.000
	Control Group	150	3.1733			

Table (4.9) showed that students have problems in how to end or finish the composition; it is clear from the results of above table that there are differences between two groups. The mean of experimental group is (2.5267) before having

the treatment, while after having treatment there were a big change in control group their percents was (3.1733).

in repeated-measures t-test found that the p-value of Sig. (2-tailed) = (.000) its less than value of Alfa ($\alpha \leq 0.05$) which means that there is highly significant and there is statistical differences between two group and therefore it can reject the null hypothesis that the correlation is zero and it is likely true.

Finely, according to these result, researcher suggests that process approach program has mad affect in improving students in the stage of writing good ending.

Table (4.10): T-test between the control and the experimental groups in writing logical sequence of the subject

Domain	Group	N	Mean	t- value	df	Sig. (2-tailed)
Logical sequence of the subject	Experimental Group	150	2.4867	-5.733	149	.000
	Control Group	150	3.1267			

In Table (4.10), there are a little bit differences between two means (experimental and control group). The mean of experimental group is (2.4867) and the mean of control group is (3.1267). The researcher reports that the logical sequence of the subject is also one of the student's causes behind weakness in writing composition.

Moreover, in repeated-measures t-test found that the p-value of Sig. (2-tailed) = (.000) its less than value of Alfa ($\alpha \leq 0.05$) which means that there is highly significant and there is statistical differences between two group and therefore it can reject the null hypothesis that the correlation is zero and it is likely true.

In short, according to these result, researcher suggests that process approach program has mad affect in improving students in the stage of writing good ending.

Statement number (8): Lack of vocabulary is the major aspect that causes problems for the students in writing composition

Table (4.11) Students' competence in using vocabulary

Answer	Frequency	Percent
Strongly Agree	15	25.0
Agree	26	43.3
Neutral	14	23.3
Strongly Disagree	1	1.7
Disagree	4	6.7
Total	60	100.0

Table (4.11) show that another problem that encountered by students in writing a composition. As shown in above table half of teachers (43.3) percent agree that learners' repertoire (lexicon) is very poor and limited t. (25.0) percent responded with strongly agree, (23.3) were neutral, (6.7) were only disagree and (1.7) strongly agree. This table displayed in following diagram.

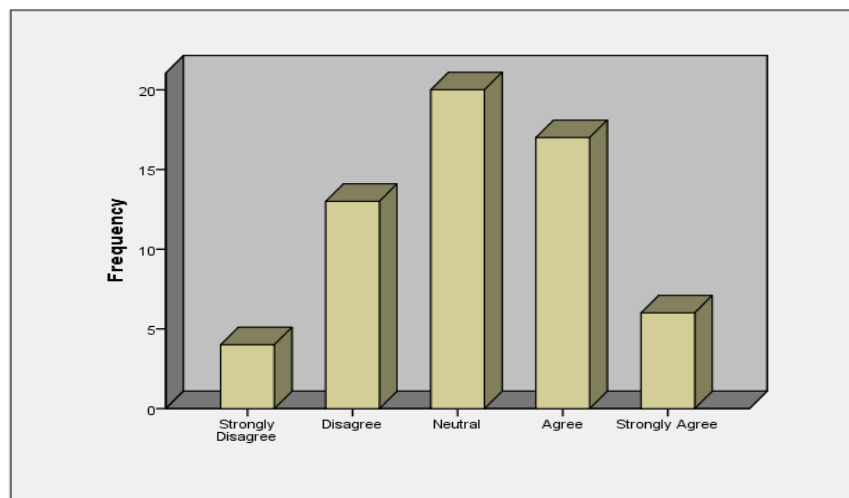


Fig (4.8) Students' competence in using vocabulary

Statement number (9): Student’s textbooks provide process approach information for learners in learning to write composition

Table (4.12) information about student’s textbooks

Answer	Frequency	Percent
Strongly Agree	2	3.3
Agree	5	21.7
Neutral	13	21.7
Strongly Disagree	16	26.7
Disagree	24	40.0
Total	60	100.0

Table (4.12) show that (40.0) percent strongly disagree from the total of the respondents, (26.7) percent were disagree, (21.7) percent agree and neutral, only (3.3) were strongly disagree.

From the results of this table, it is clear that this also another problem, which hinder student from writing a good composition. The above table described diagrammatically in following diagram.

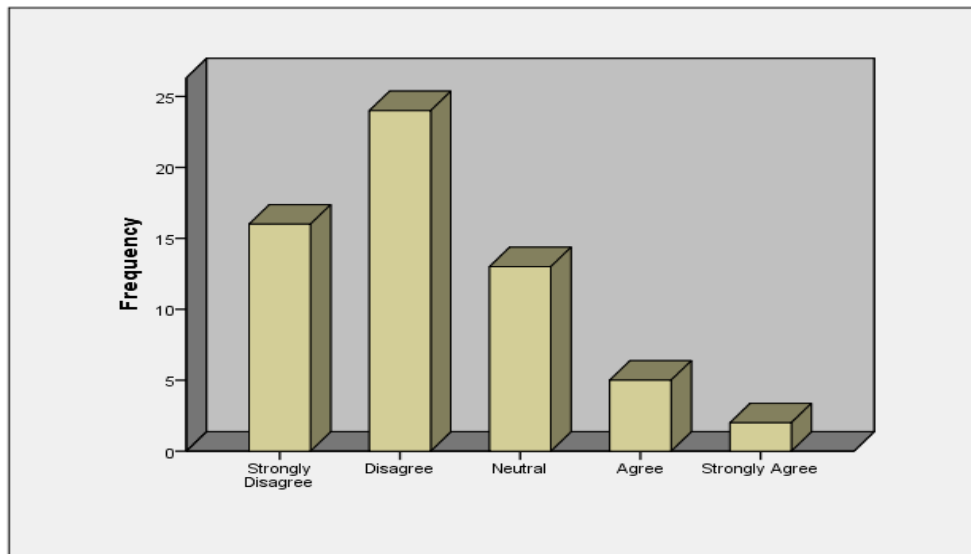


Fig (4.9) information about student’s textbooks

Statement number (10): Grammar is major problems that hinder students in writing well composition

Table (4.13) Students' competence in using grammar

Answer	Frequency	Percent
Strongly Agree	12	20.0
Agree	21	35.0
Neutral	11	18.3
Strongly Disagree	3	5.0
Disagree	13	21.7
Total	60	100.0

Table (4.13) show that (35.0) percent respond with agree as a grammar is major problems that hinder students in writing well composition. While (21.7) percent answered with disagree, (20.0) percent with strongly agree, neutral (18.3) percent and lastly strongly disagree (5.0) percent.

From this e data researcher conclude that, grammar is one of causes behind student's difficulties in writing composition besides organizing idea, vocabulary and student's textbooks, which explained in statement number (6, 7 and 8). For more evidence, see students test analysis that will come after the following diagram of the above table.

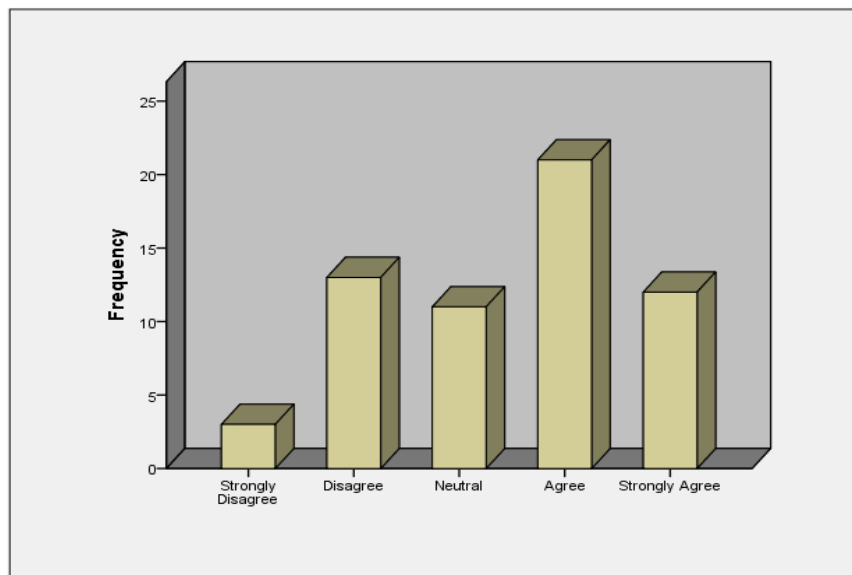


Fig (4.10) Students' competence in using grammar

Table (4.14): T-test between the control and the experimental groups in using grammatical

Domain	Group	N	Mean	t- value	df	Sig. (2-tailed)
Grammatical	Experimental Group	150	2.6467	-4.634	149	.000
	Control Group	150	3.1667			

From the table (4.14) it is clear that students have problem in using grammar, because their errors in experimental group mean which are (2.6467) much greater than the errors in control group mean that is (3.1667).

There is highly significant and there is statistical differences between two group and therefore it can reject the null hypothesis that the correlation is zero and it is likely true, because -measures t-test found that the p-value of Sig. (2-tailed) = (.000) it is less than value of Alfa ($\alpha \leq 0.05$).

It is clear that the treatment played a great role in enhancing students grammatical problems in writing composition, so if the process approach applied adequately may help students in overcoming the problem of the grammar.

Table (4.15): T-test between the control and the experimental groups in using articles

Domain	Group	N	Mean	t- value	df	Sig. (2-tailed)
Articles	Experimental Group	150	2.5200	5.648	149	.000
	Control Group	150	3.1400			

This also another item researcher checked in students test. Table (4.15) show that the results of articles used by students in both groups (experimental and control group).

It is seen from above table, the value of (t. test) calculated is (5.648), the degree of freedom is (149) and the value of probability (.000) which mean that there is statistical significance of the statistical reality conclusion of the term that says students face difficulty in using articles in writing composition. Moreover, from the mean of the control group and experimental group it is clear that there are differences between two groups (mean of experimental group (2.5200) mean of control group (3.1400)) which state the process approach played a great role in enhancing students in writing composition.

Table (4.16): T-test between the control and the experimental groups in using preposition

Domain	Group	N	Mean	t- value	df	Sig. (2-tailed)
Preposition	Experimental Group	150	2.6733	-3.866	149	.000
	Control Group	150	3.1067			

The table (4.16) showed the results of the student's answer using preposition in when answering the test. The value of (t. test) calculated is (3.866), the degree of freedom is (149) and the value of probability is (.000) which indicate that this is statistical differences between two group because p-value of Sig. (2-tailed) = (.000) it is less than value of Alfa ($\alpha \leq 0.05$).

Moreover, the results also shown that students faced difficulty in using preposition in writing composition, because if we looked up at the mean of the

groups we found that there are many mistakes of preposition students made in answering the test. The mean of experimental group is (2.6733), while the mean of control group is (3.1067) which indicated that students get better after applying the treatment of the process approach.

Statement number (11): Students encountered difficulties in using punctuation in its proper place

Table (4.17) Students' competence in using punctuation

Answer	Frequency	Percent
Strongly Agree	19	31.7
Agree	28	46.7
Neutral	9	15.0
Strongly Disagree	2	3.3
Disagree	2	3.3
Total	60	100.0

Table (4.17) show teachers respond about students encountered difficulties in using punctuation in its proper place. From the results of the table it is clear that students encounter difficulties in using punctuation while writing composition, because (46.7) of respondents agreed that students have difficulties in using punctuation, followed by strongly agree (31.7) and neutral (15.0). Those who answered with disagree and strongly disagree only (3.3). For more detail, let us see students test analysis, which come after the following diagram.

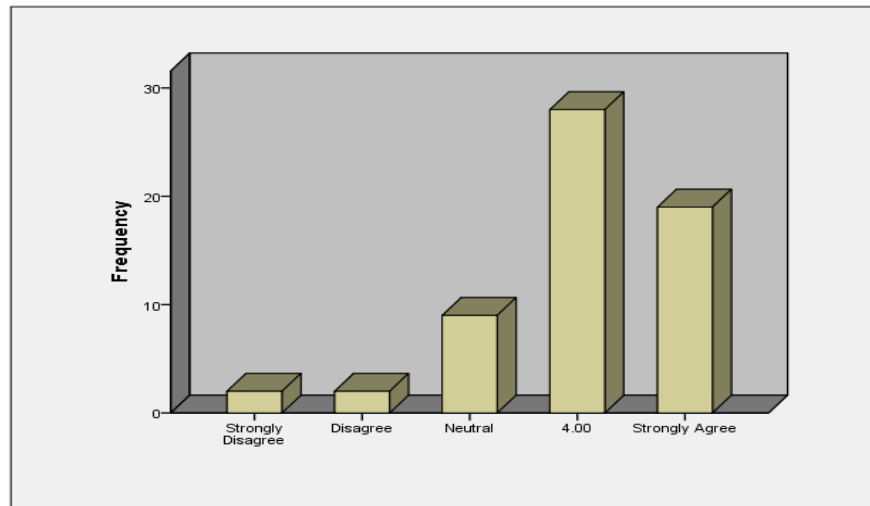


Fig (4.11) Students' competence in using punctuation

Table (4.18): T-test between the control and the experimental groups in using full stop

Domain	Group	N	Mean	t- value	df	Sig. (2-tailed)
Full Stop	Experimental Group	150	2.5867	-2.897	149	.000
	Control Group	150	3.2467			

Table (4.18) show students use of full stop in answering the test to support teachers responds on statement number (10) to compare whether there is real problems in using punctuation marks or not. From above table, one can conclude that (t. test) value calculated is (2.897), degree of freedom is (149) and value of probability is (.000) which indicate that this is statistical differences between two group (experimental and control group) because p-value of Sig. (2-tailed) = (.000) it is less than value of Alfa ($\alpha \leq 0.05$).

In addition, the mean if the two groups tell as those students unable to use full stop in its proper place, this is clear that students have problems in using punctuation marks. The mean of experimental group is (2.5867) before having the

treatment, while after having the treatment the enhanced the evidence is the mean of control group (3.2467).

Table (4.19): T-test between the control and the experimental groups in using comma

Domain	Group	N	Mean	t- value	df	Sig. (2-tailed)
Comma	Experimental Group	150	2.5733	-5.932	149	.000
	Control Group	150	3.1800			

The second item after full stop tested students in punctuation is comma. Table (4.19) show students of comma when answering the test; the table data show the value of (t) calculated is (5.932), the degree of freedom is (149) and the value of the probability is (.000). This data indicate there this is statistical differences between two groups (experimental and control group) because p-value of Sig. (2-tailed) = (.000) it is less than value of Alfa ($\alpha \leq 0.05$).

Moreover, students face difficulty in using comma in writing composition, because the mean of experimental croup is (2.5733) before taking the treatment program, after taking the program their writing improved and mean increased to (3.800).

Table (4.20): T-test between the control and the experimental groups in using capitalization

Domain	Group	N	Mean	t- value	df	Sig. (2-tailed)
Capitalization	Experimental Group	150	2.6800	-5.657	149	.000
	Control Group	150	3.2667			

The last item in students test analyzed is capitalization, which is another part from the punctuation. From the mean of two groups, one can judge that there is problem encountered by students in using capitalization when writing a composition, because the mean of experimental group is (2.6800), before having the treatment program. This indicates that they have made great mistakes while answering the test. In addition, the mean of control group is (3.2667) after taking the treatment, which helps them to come out with result better than the first group.

The above table show that the value of (t) calculated is (5.932), the degree of freedom is (149) and the value of the probability is (.000). This data indicate there this is statistical differences between two groups (experimental and control group) because p-value of Sig. (2-tailed) = (.000) it is less than value of Alfa ($\alpha \leq 0.05$), and the program that applied hast played a great role in developing their writing composition.

Hypothesis 3:

Teachers do not use process approach in teaching writing composition.

Question 3:

To what extent are teachers using process approach in teaching writing composition?

The third hypotheses focus on the teacher's awareness and use of the process approach within EFL class when teaching composition. Moreover, to figure out some causes hinder then in applying the process approach in the class.

Statement number (12): Teachers do not use process approach in teaching writing composition

Table (4.21) teachers use process approach in teaching writing composition

Answer	Frequency	Percent
Strongly Agree	14	23.3
Agree	17	28.3
Neutral	15	25.0
Strongly Disagree	3	5.0
Disagree	11	18.3
Total	60	100.0

To teach writing skills, there are various approaches, the process approach is one of them. Its use depends on the teaching conditions, situations and needs. Accordingly, the analysis of the results revealed that the majority of the respondents (28.3) percent agreed that they did not use the process approach in teaching writing composition, while (25.0) percent of the respondents answered with neutral, followed by strongly agree which their percent is (23.3), those whom responds with disagree were (18.3) and finally strongly disagree were (5.0) percent.

It is clear that from above table majority of the teachers were did not care and use the process approach when teaching writing. The above table displayed diagrammatically as follow:

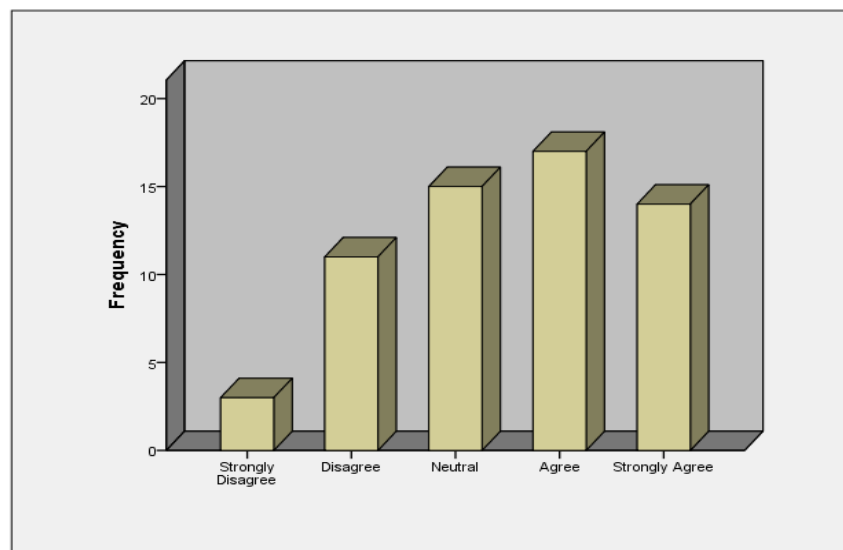


Fig (4.12) teachers use process approach in teaching writing composition

Statement number (13): EFL teachers are not aware of the stages of the process approach

Table (4.22) awareness of EFL teachers about stages of the process approach

Answer	Frequency	Percent
Strongly Agree	7	11.7
Agree	16	26.7
Neutral	17	28.3
Strongly Disagree	7	11.7
Disagree	13	21.7
Total	60	100.0

Table (4.22) shows the aware of EFL teachers about the process approach stages. According the data showed in above table (28.3) percent responded with neutral (i.e. could not able to give idea), (26.7) percent agreed that they did not aware about the stages of the process approach, while (21.7) percent responded with disagree and (11.7) percent with strongly agree and strongly disagree. The above table displayed in the following diagram:

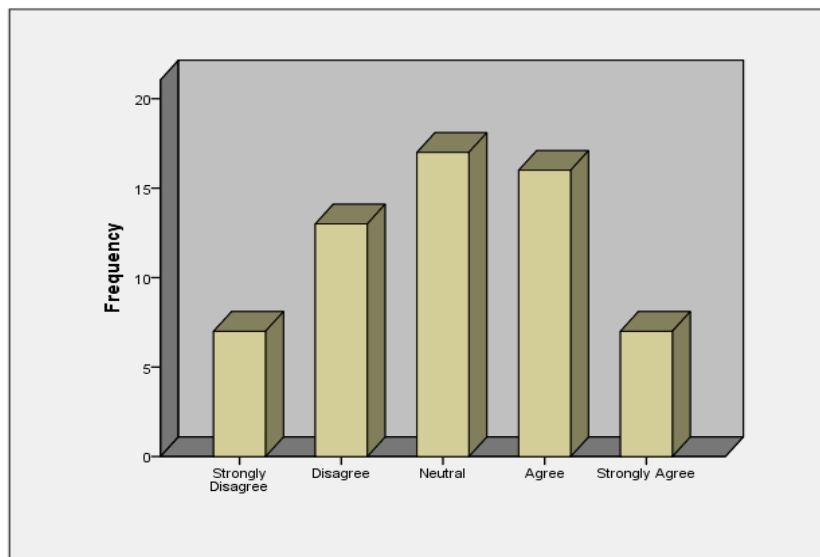


Fig (4.13) awareness of EFL teachers about stages of the process approach

Statement number (14): EFL teacher neglect the importance of using process approach in teaching writing composition

Table (4.23) teacher’s neglect the importance of using process approach

Answer	Frequency	Percent
Strongly Agree	6	10.0
Agree	12	20.0
Neutral	18	30.0
Strongly Disagree	7	11.7
Disagree	17	28.3
Total	60	100.0

According to table (4.23) majority of teachers (30.0) percent respond with neutral about EFL teacher neglect the importance of using process approach in teaching writing composition, (28.3) percent responded with disagree, (11.7) percent responded with strongly disagree. The results of this table leveled that teachers did not neglect the importance of the process approach, but they did not have enough information about the process approach.

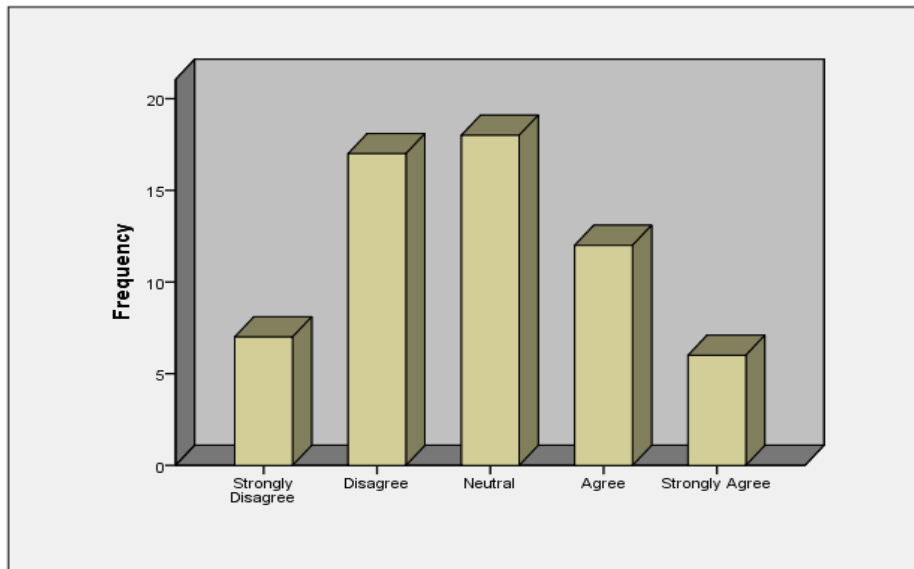


Fig (4.14) teacher’s neglect the importance of using process approach

Statement number (15): the large number of the students prevent teachers for applying process approach in their instructions

Table (4.24) the impact of the large number of the students in the class

Answer	Frequency	Percent
Strongly Agree	14	23.3
Agree	22	36.7
Neutral	16	26.7
Strongly Disagree	2	3.3
Disagree	4	6.7
Total	2	3.3

Out-numbered classes are also one of factor that hinder teachers in applying process approach in their instructions. Accordingly, as shown in above table that (35.7) percent of respondents were answered with agree, while (26.7) percent answered with neutral, (23.3) percent with strongly agree and only (6.7) and (3.3) with disagree and strongly disagree. In fact, that in big class, it is difficult for the teacher to make contact with all students at the back and it is difficult for the student to ask for and receive immediate attention. The following diagram display the above table:

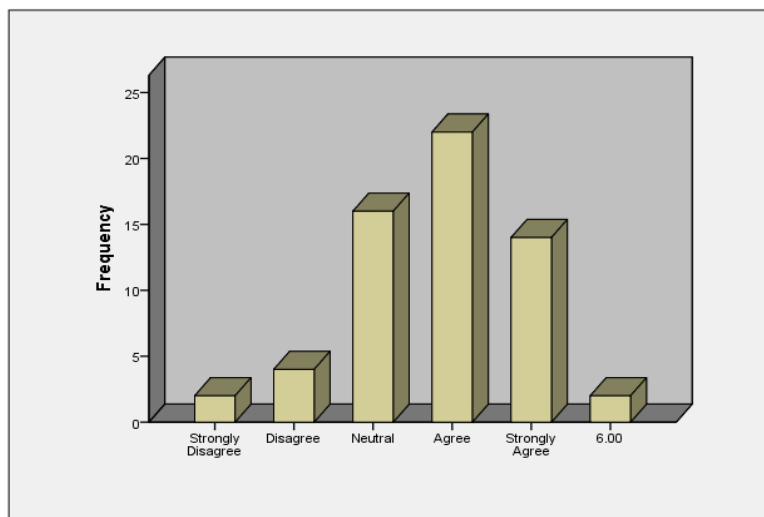


Fig (4.15) the impact of the large number of the students in the class

Statement number (16): The short time of the lesson, prevent teachers for applying process approach in their instructions

Table (4.25) time allocated for applying process approach lesson

Answer	Frequency	Percent
Strongly Agree	18	30.0
Agree	17	28.3
Neutral	4	6.7
Strongly Disagree	9	15.0
Disagree	12	20.0
Total	60	100.0

It is clear that half of the teachers (30.0) percent strongly agreed the time is not sufficient to practice writing in class, followed by agree (28.3) percent, (20.0) percent disagree and only (15.0) percent strongly disagree and (6.7) with disagree. As noticed is that most of the respondents agreed about the problems of the time, which affect the process of teaching and learning written expression and they think, that it is insufficient for them to carry out the job successfully. This also another problem beside the large numbers of students, which analyzed in table (4.19) hinder teacher from applying process approach within the class. This table represented diagrammatically as follow:

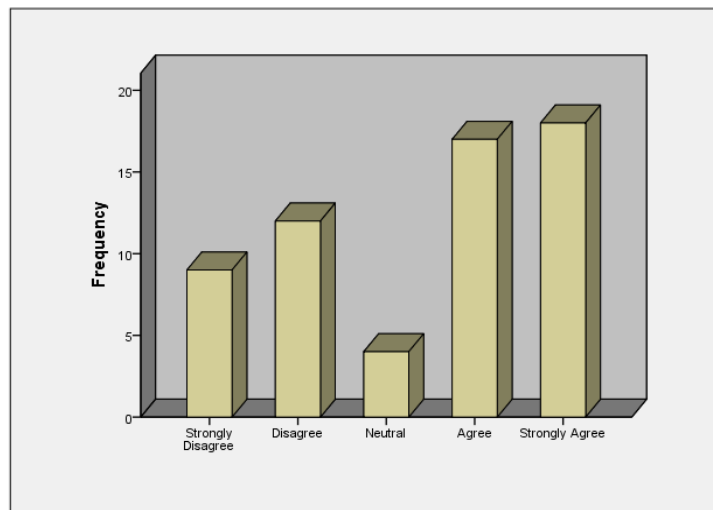


Table (4.16) time allocated for applying process approach lesson

4.2 Discussion of the Results

After analyzing the collected data statistically and comment on each results of the table for both tools (teacher's questionnaire and student's test), the results the research hypotheses come out as follow:

The first hypothesis stated that teachers have positive attitudes toward using process approach in teaching writing composition among 3rd year secondary schools students. According to table (4.1) which concerned about teacher's opinion in using process approach in teaching writing composition; majority of respondents (26.7) percent gave negative responds (disagree) which means that they did not use this process while teaching composition. Table (4.2) asked teachers to give their opinions about the process approach motivates students in writing composition. more than half (35.0) percent agreed that if the process approach used in teaching composition will develop their writing skills. Table (4.3) asked teachers to give their opinions about whether the students interesting when teacher use process approach in teaching composition or not. Here, half of them (41.7) percent answered with neutral, while the second half (26.7) percent agreed that students will interest if we applied process approach in teaching composition. Table (4.4) asked teachers to give their opinions about whether encouraging their students in follow the process approach stages in writing their composition or not. (38.3) percent agreed that they were encouraging students when teaching writing composition and the others gave positive answers. Table (4.5) asked teachers to give their opinions about if the stages of the process approach engorge students in writing good composition or not. Here, (33.3) percent responds with neutral and (28.3) percent were responded with agree, while the rest their answer were negative.

The second hypothesis stated that there are some causes behind learner's weakness in writing composition among 3rd year secondary schools students. This hypothesis overlaps its analysis between teacher's questionnaire and student's test to discover the causes and the impact of the process approach in developing students writing composition.

The domains that tested in students test to discover the causes behind learner's weakness and the role of the process approach in developing EFL writing composition were good beginning of the sentences, clear ending, logical sequence of the subject, punctuation (full stop , semicolon and capitalization) , grammatical, articles , spelling and preposition. Their result as follow:

Table (4.5) asked teachers to give their opinions about if there are causes behind learner's weakness in writing composition or not. Majority of respondents (35.0) and (30.0) percent responded with agree and strongly agree which indicated that there is a serious problem. According to the tables (4.7), table (4.8), table (4.9), table (4.13), table (4.14), table (4.15), and table (4.17)), table (4.18) and table (4.19) which displayed the T-test between the control and the experimental groups in writing in all domains, which mentioned above. It revealed that students have problems in all domains tested and there are statistical differences between two groups, which prove that the process approach played a great role in helping student for more details see the above analysis of the tables. Moreover, it is clear that the suggested program had scored success in tackling the deficiencies in composition writing that the 3rd year secondary schools students encounter.

Other causes behind learner's weakness in writing composition that researcher discovered from the teachers were vocabulary and student's textbooks according the table (4.10) which asked the teachers to give their opinions about if

the vocabulary causes problems for the students in writing composition or not. (43.3) percent agreed that their students have problems in vocabulary to. Table (4.11) showed teacher's opinions about whether student's textbooks provide information about process approach or not. (26.7) and (40.0) percent responded with strongly disagree and agree, this also one of the deficiency that causes behind learner's weakness in writing composition.

The second hypothesis stated that teachers do not use process approach in teaching writing composition, to figure out their opinions whether use process approach in teaching writing composition or not. Their results as follow:

Table (4.16) asked teachers to give their opinions about using process approach in teaching writing composition. According to the data in this table (28.3) percent agreed that they use the process approach when teaching writing composition. Table (4.17) asked teachers to give their opinions about if EFL teachers aware of the stages of the process approach or not. Half of them (28.3) percent responded with neutral followed by (26.7) percent agreed that teachers do not aware about the stages of the process approach. Table (4.18) show results of teacher's opinions about EFL teachers neglect the importance of using process approach in teaching writing composition. (30.0) percent responds with neutral while (28.3) percent respond with disagree. The results of the table (4.19), the reason that hinder teacher from applying process approach in their instructions are the large number of the students because majority (36.) percent of teachers have agreed about this statement. In addition to that, time allocation also applying process approach in lesson also causes other problem for teacher to neglect to follow the process approach when teaching composition. It is clear from table (4.20) that most teachers (30.0) strongly agreed with this statement.

Summary

The focus of the present chapter was an attempt to interpret the results of the study as they were presented in the beginning of the chapter, to analyze the pedagogical implications and to make recommendations in order to improve 3rd year secondary schools students writing composition as far as the teaching of writing is concerned. The verification of the hypothesis and the research questions was discussed and the relevance of the current study to other similar ones was investigated. The following chapter will describe the conclusions of the whole thesis, offering, at the same time, and suggestions for further research.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter focuses on a summary of the research study, draws conclusions and gives recommendations.

5.1 Main Findings

After analyzing the students' test and the teacher's questionnaire, the researcher came out with the following findings based on the research question:

1- Teacher's attitudes toward using process approach in teaching writing composition was positive because researcher came out with the following findings after analyzing their questionnaire:

- Students interesting when teacher teaches through process Approach.
- Stages of the process approach engorge students in writing good composition.

2- The causes of learner's weakness in writing composition among 3rd year secondary schools student's findings classified into five categories as follow:

- **First students:** the researcher found that students have problems in how to start good beginning of the sentences, clear ending the composition, logical sequence of the subject (syntax problems), organizing idea, lack of vocabulary, grammatical problems (in articles and preposition) and unable to us punctuation marks in proper place (included full stop comma and capitalization).

- **Second teachers:** After analyzing teachers, questionnaire the researcher found that most teachers neglect the importance of using process approach in teaching writing composition.
- **Third student's textbooks:** the researcher found that student's textbooks did not provide process approach information for teaching write composition.
- **Fourth time allocation:** the researcher also found that the time allocated for the lesson did not allowed the teachers to follow the process approach stages in teaching writing composition.
- **Fifth outnumbered of students:** another finding is that in the most of the schools, the researcher find that the numbers of the students in class is very large, which makes it difficult for the teacher to follow all students. This, in turn, is difficult for the teachers to apply the process approach in teaching composition.

3- In finding of the teachers use process approach in teaching writing composition or not, the researcher found the following:

- Teachers are not aware about the stages of the process approach, which let the teachers not use the process approach in teaching writing composition.

5- The researcher found that the process approach played a great role in developing EFL writing composition.

5.2Conclusions

The main aim of the research was to investigate the role of process approach in developing EFL student's composition writing. From the background of the study, it has been indicated that pupils face numerous challenges and these negatively affect their composition writing skills. The research helped the researcher to have a broader and deeper understanding of the challenges

encountered by pupils at 3rd year secondary schools at Al Fashir Locality. The study also helped the researcher to identify the possible causes and determine the possible solutions to the challenges. Findings may be used as a guide to personally assess the challenges faced by learners in composition writing and further work towards elimination and reduction of the problems. The study was confined to four secondary schools at Al Fashir Locality. The review of related literature gave an outline about the process approach and strategies used by the teachers to implement composition skills, challenges faced by pupils in composition writing and possible causes and solutions to the challenges.

The experimental descriptive methods were used as the research design. The population comprised four secondary schools for students and all teachers at Al Fashir. Questionnaire and test were used to gather data from teachers and students. Statistical method was used for analyzing data using SPSS program. The study revealed that there are many difficulties encountered by students; several causes were established which hinder students from writing good composition and the role of the process approach in developing students' writing composition, which appeared a great difference between experimental group and control group.

5.3 Recommendations

In the light of the study results, the researcher addresses recommendations to the students, the teachers and stakeholders:

To the students:

- 1- Do not hesitate to tell your teacher about your drawbacks in writing skill.
- 2- Reducing the number of students in each group. Hence, with small groups, both teachers and learners will feel at ease when teaching/ learning the writing skill.

- 3- When you write, think of your audience, your message and how you want to convey it.
- 4- Always think how to increase your own lexicon of vocabulary and their usage.
- 5- The writing process approach is a good means to develop your writing ability.
- 6- Peer editing is a good strategy to get feedback about your written work.

To the teachers:

- 1- Always try to find out your students needs.
- 2- Involve your students in planning for any instructional work, especially writing.
- 3- Try to get your students to write about topics as close as possible to their interests.
- 4- Do not neglect the individual differences and encourage the work of all students in all levels.
- 5- When you score your students' written work, look at their drafts and not only the final draft
- 6- Enough time should be devoted to written expression for mastering the writing skill.

The stakeholders:

- 1- Assign certain lesson periods for teaching writing.
- 2- According to the results of the study and the proved utility of the writing process approach, the Ministry of Education should ask all teachers of English language to use it.
- 3- The program used in this study can be applied in the field of Sudanese education.

- 4- Develop courses to train teachers of English language on the approaches of teaching writing.
- 5- Supervisors should visit the teachers and see the students' writings and their drafts.
- 6- Distribute frequent publications about teaching writing to the teachers.
- 7- Extension of written expression to the third year level is an urgent need.

5.4 Suggestions for Further Studies

Considering to the conclusion above, the researcher would like to propose some suggestion that will be useful for the researchers.

- 1- Do similar researches on composition, essay, short story or story writing.
- 2- Studying writing strategies, which used in our schools.
- 3- Investigating evaluation techniques, which are used at schools.
- 4- Studying the learners' attitudes towards learning writing and ways of modifying positive attitude towards writing.
- 5- Comparing between writing process and writing product approaches in Sudanese schools.

References

- Alice, O & Ann, H. (2007).** Introduction to Academic Writing (3rd ed). Longman, United States of America.
- Alice, O& Ann, H. (2008).** Writing Academic English 3rd ed. Longman
- Annab, A. (2016).** Investigating EFL students' writing difficulties and common errors in writing: a case study of third year LMD of English at the University of Bejaia, published PhD dissertation, University of Bejaia.
- Aristotle. (1938).** Peri Hermeneias (De Interpretation). Translated by H, P, ,and Cook. London: oeb Classical Library.
- Ary, D. (2010).** Introduction to Research in Education Eight, United State: Wadsworth.
- Asriati, S., & Maharida, M. (2017).** Improving The Students' Writing Skill By Using Process Writing Approach At The Second Grade Students Of Smk Grafika Gowa Makassar. Exposure, 2(2), 224-244.
- Axelrod, R. B., & Cooper, C. R. (2010).** The St. Martin's guide to writing. St. Martin's Press. New York.
- Badger, R. & White, G. (2000).** A process Genre Approach to Teaching Writing. ELT Journal 54(2): 153-160.
- Baruah, T.C. (1984).**The English "Teachers Handbook. New Delhi, Bangalor, Jullundur.
- Berninger, V. W., Abbott, R. D., Jones, J., Wolf, B. J., Gould, L., Anderson-Youngstrom, M., Shimada, S., & Apel, K. (2006).** Early development of language by hand: Composing, reading, listening, and speaking connections; three

letter-writing modes; and fast mapping in spelling. *Developmental Neuropsychology*, 29(1), 61-92. doi:10.1207/s15326942dn2901_5

Bhathnagar, O, P. (1971). *Written English*, State Institute of English; Publication.

Bhatia, K.K. (1981). *New Techniques of Teaching English As a Foreign Language*. Jullundur: New Academic Publishing Company.

Blanchard, K & Root, C. (2004). *Ready to write more: from paragraph to essay. (2nd ed.)*. Person Education, Inc.

Blanka. F. (2013) Constraints and difficulties in the process of writing acquisition, University of Hradec Kralove, Faculty of Informatics and Management, Rokitanskeho 62, Hradec Kralove, Czech Republic

Bose, K. (1979). *Teaching of English a Modern Approach*. Delhi : Doaba House Book Sellers and Publishers.

Broughely, C. (1997). *Learning to write by writing to learn*. A group work approach, *ELT Journal*.

Brown, H. (2000). *Principles of language learning and teaching*. New York: Addison Wesley Longman.

Bruce, S. (2012). *Teacher's Guide to Effective Sentence Writing*. New York London, The Guilford Press.

Celce-Murcia, M., Olshtain, E. (2001). *Discourse and Context in Language Teaching: a Guide for Language Teachers*. UK: Cambridge University Press.

- Celce-Murcia, Marianne, Zoltan Dörnyei, and Sarah Thurrell (1995)** Communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied Linguistics* 6: 5-35.
- Charles T. Brusaw, Gerald J. Alred, & Walter E. Oliu, (1997).** *The Business Writer's Handbook*. Fifth Edition, (St. Martins Press, Inc. New York.
- Charles, B. (2008).** *Handbook of Research on Writing: history, society, school of individual text*. University of California- Santa Barbara. New York London.
- Christine, M. & Pamela, D. (2003).** *Identifying and Supporting Children with Specific Learning Difficulties: Looking Beyond the Label to Assess the Whole*. London. New York.
- Coffin, C., Curry, M. J., Goodman, S., Hewings, A., Lillis, T., & Swann, J. (2003).** *Teaching academic writing: A toolkit for higher education*. Routledge
- Cook, J. & Benedetta. B. (2005).** *Second Language Writing Systems*. Great Britain: Cromwell Press Ltd.
- Creswell, J. W. (2012).** *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education.
- Dana, A & Ayda, B. (2013).** *Writing Difficulties and New Solutions: Blended Learning as an Approach to Improve Writing Abilities*. *International Journal of Humanities and Social Science* Vol. 3 No. 9.USA.
- Danielewicz, Jane and Chafe, Wallace. (1985).** How “normal” speaking leads to “erroneous” punctuating. In Sarah Warshauer Freedman (Ed.), *The acquisition of written language* (pp. 213-225). Nor-wood, N.J.: Ablex Publishing Co.

- Datchuk, S. (2015).** Teaching handwriting to elementary students with learning disabilities. *Teaching Exceptional Children*, 48(1), 19-27. doi:10.1177/0040059915594782
- David Green. (1971).** *Contemporary English Grammar, Structures and Composition.* Madras: Macmillan India Press.
- Denise, J. (2014).** *Reading Writing Literacy: teaching with online text, tools, and resources, K-8* Columbia University, New York London.
- Denise, J. (2014).** *Reading Writing Literacy: teaching with online text, tools, and resources, K-8* Columbia University, New York London.
- Deshpande, P.S. (1972).** *Teaching Composition to College Students ' Seminar on Teaching English, LVT No. 8.*
- Diamond, J. (2012)** rrteacher. "What is the importance of a writing system to a civilization?" *eNotes*, 24 July 2012, <https://www.enotes.com/homework-help/what-importance-writing-system-civilization-350209>. Accessed 5 Dec. 2018.
- Dillon, M. (1979).** *Dictionary of Chinese History.* London and New York.
- Dinehart, L. H. (2015).** Handwriting in early childhood education: Current research and future implications. *Journal of Early Childhood Literacy*, 15(1), 97-118. doi:10.1177/1468798414522825
- Eli, H. (2001).** *Second Language Writers' Text Linguistic and Rhetorical Features.* New Jersey London
- Eli, H. (2004).** *Teaching Academic ESL Writing Practical Techniques in Vocabulary and Grammar.* New Jersey London

- Eli, H. (2009).** *Teaching ESL/EFL Reading and Writing*. New York London.
- Eliwarti, E., & Maarof, N. (2017).** The Students' Perceptions of the Strategies in the Process Approach. *International Journal of Educational Best Practices*, 1(1), 67-82.
- Emig, J. (1971).** The composing process of twelfth graders (NCTE Re-search Report no. 13). Urbana, IL: National Council of Teachers of English.
- Esther, U., & Alicia, M. (2006).** *Current Trends in the Development and Teaching of the Four Language Skills*. New York
- Fadi, M & Saleh. (2010).** *Academic Writing Problems of the Arab Postgraduate Students of the College of Business at University of Utara in Malaysia*. *ESP World*, Issue 2 (28), Volume 9, 2010, <http://www.esp-world.info>.
- Florian, C. (2003).** *Writing Systems: An Introduction to their Linguistic Analysis*. New York, Cambridge University Press.
- Fowler, H., R., Aaron, J. E., & Okoomian, J. (2007).** *The Little, Brown Handbook*. Tenth Edition. New York.
- Frydrychova Klimova, B. (2013).** Constraints and Difficulties in the Process of Writing Acquisition. *Procedia – Social and Behavioral Sciences*, Elsevier Ltd., 433 – 437.
- Furneaux, C. (1999).** *Recent material on teaching writing*. *ELT Journal*, Vol. 53, No.1, pp. 56-61.
- Galko, F. D. (2002).** *Better writing now: Using words to your advantage*. New York.

- Ghodbane, N. (2010).** Identification and Analysis of Some Factors behind Students' Poor Productions. Abstract of master dissertation. University of Sétif. Algeria.
- Gonca, S. (2014).** "What are The Effects of Written Peer Feedback Training on Turkish ELT Students' Ability to Comment on Peer Writing?" Pinnacle Educational Research & Development ISSN: 2360-9494, Vol. 2 (7), 2014, Article ID perd_154, 383-398.
- Grabe, W, & Kaplan, B. (1996).***Theory and practice of writing.* London & New York: Longman.
- Graham, S. (2010).** Want to improve children's writing? Don't neglect their handwriting. Education Digest: Essential Readings Condensed For Quick Review, 76(1), 49-55.
- Grossmann, D. (2009).** Masters in Teaching English as a foreign or second language Process Approach to Writing. Course: MA TEFL. University of Birmingham.
- Harold, B, A. (1965).** Teaching English As a second Language. Philippines: Ma Graw-Hill Book Company.
- Harris, J. (1993).** *Introducing writing* .London: Penguin Group.
- Hayes, J. R., & Flower, L. S. (1983).** Uncovering cognitive processes in writing: An introduction to protocol analysis. In Peter Mosenthal, L. Tamor, & S. A. Walmsley (Eds.), Research on Writing: Principles and methods (pp. 206-219). New York: Longman.
- Hinkel, E. (2001).** *Building awareness and practical skills for cross-cultural communication in ESL/EFL.* In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language (pp. 443-458). Boston, MA: Heinle & Heinle.

- Hymes, D. (1972).** *Competence and performance in linguistic theory*. In R. Huxley and E. Ingram (eds.), *Language Acquisition: Models and Methods*. New York: Academic Press.
- Jane. S. (2008)** *the Blue Book of Grammar and Punctuation*. Tenth Edition, United States of America.
- Jennifer, A. (2013).** *Teaching Writing: A Process Approach*. Conference on exceptional Children. Greensboro College, USA.
- Jennifer, P. Elizabeth, E, Louise, B, &Victoria, K. (2002).** *Scientific Writing Easy*. British Library Cataloguing in Publication Data, BMA House, Tavistock Square, London WC1H 9JR
- Jennifer, P. Elizabeth, E, Louise, B, &Victoria, K. (2002).** *Scientific Writing Easy*. British Library Cataloguing in Publication Data, BMA House, Tavistock Square, London WC1H 9JR
- Johns, A. (2006).** *Areas of research that influence L2 writing instruction*. In *Current trends in the development and teaching of the four language skills*, Esther Usó-Juan, and Alicia Martínez-Flor (eds.) Berlin: Mouton de Gruyter.
- Jupp. T.C & John, M. (1986).** *Basic Writing Skills in English*. London
- Kane, T. S. (1988).** *The Oxford Essential Guide to Writing*. New York, Oxford University Press.
- Karen, R. Harris, & Steve, G. (2013).** *Strategy Instruction for Students with Learning Disabilities*. 2nd Ed. USA. The Guilford Press.

- Karples, A. (1993).** *An overview of second language writing process research.* Second language writing research insights for the classroom. Cambridge: CUP.
- Kern, R. (2000).** *Literacy and language teaching.* Oxford: Oxford University Press.
- Kroll, B. (1997).** *Second language writing: Research insights for the classroom. (6th ed.)*. Cambridge: Cambridge University Press.
- Laurie G. Kirsznner & Stephen R. Mandell. (2011).** *Patterns for College Writing: A Rhetorical Reader and Guide (11th ed).* New York
- Lee, M& Gail E, T. (2005).** Evaluating Students' Writing: A Process Approach. *Journal of Teaching Writing IUPUI, Department of English. Indiana University. Vol 3 No 2.*
- Leki, I. (1992)** *.Teaching second Language writing: Where we seem to be.* English teaching forum Vol. 29
- Levin, James A., Riel, Margaret M., Rowe, Robert D., and Boruta, Marcia J. (1985).** Muktuk meets Jacuzzi: Computer networks and elementary school writers. In Sarah Warshauer Freedman (Ed.), *The acquisition of written language* (pp. 160-171). Norwood, N.J.: Ablex Publishing Co.
- Liu, C. K. (1996).** *Research on English Composition.* Taipei: The Crane Publishing Co., LTD. China
- Liu, C. K. (1996).** *Research on English Composition.* Taipei: The Crane Publishing Co., LTD. Taipei, Taiwan, Republic of China.

- Liu, H. (1983).** The Literary Mind and the Carving of Dragons. Translated and annotated by Vincent Yu-chung Shih. Chinese Classics: Chinese-English Series. Hong Kong: The Chinese University of Hong Kong Press.
- Lyster, R. (1994).** The *effect of functional-analytic teaching on aspects of French immersion students' sociolinguistic competence*. *Applied Linguistics*, 15(3), 263-287. doi:10.1093/ applin/15.3.263
- Mary, J. & Hewings, A. (2003).** Approaches to teaching writing. In: Coffin, Caroline; Curry, Mary Jane; Goodman, Sharon; Hewings, Ann; Lillis, Theresa M. and Swann, Joan eds. *Teaching Academic Writing: A Toolkit for Higher Education*. London, UK: Routledge, pp. 19–44.
- Medwell, J., & Wray, D. (2014).** Handwriting automaticity: The search for performance thresholds. *Language and Education*, 28(1), 34–51. doi:10.1080/09500782.2013.763819
- Moody, K. W. (1965).** *Controlled Composition Frame*. English Language Teaching. Ibadan: Oxford University Press
- Nacira, G. (2010).** Identification And Analysis Of Some Factors Behind Students' poor Writing Productions. Unpublished Research Report. Algeria: University Of Setif.
- Nation, I. S. (2008).** *Teaching ESL/EFL reading and writing*. Routledge, New York.
- Nessel, D., Jones, M. and Dixon, C. (1989).** *Thinking through the language arts*. New York: Macmillan Publishing Company.
- Nunan, D. (1999).** *Second Language Teaching & and learning*. Boston: Heinle & Heinle

Nunan, D. (2015). Teaching English to Speakers of Other Languages: An Introduction. New York.

Nyang, B. (2009). Challenges Students Face in Learning Essay Writing Skills in English Language in Secondary Schools in Manga District, Nyamira County, Kenya. Published master dissertation, Kenyatta University

Olshtain, E. (2001). *Functional tasks for mastering the mechanics of writing and going just beyond.* In Teaching English as a second or foreign language, Marianne Celce-Murcia (ed.), 207-217. Boston: Heinle and Heinle.

Paregoy, S., Boyle, & Owen F. (2005). Reading Writing and Learning in ESL. USA: Pearson Educational, Inc. Unpublished.

Pedro, P. (2003). Effective Writing: A Guide for Social Science Students. The Chinese University of Hong Kong. The Chinese University Press.

Petr, E. (2000). *Everyone Can Write: Essays toward a Hopeful Theory of Writing and Teaching Writing.* New York Oxford, Oxford University Press.

Pincas, A. (1982). Teaching English Writing. London: Macmillan.

Raimes, A. (1983). Techniques in Teaching Writing. New York. Oxford University Press.

Raimes, A. (1994). *Techniques in teaching writing. (3rd ed.).* Oxford: O.U.P.

Read, Charles (1981). Writing is not the Inverse of Reading for Young Children. In Carl H. Frederiksen and Joseph F. Dominic (Eds.), Writing: The Nature, Development,

and Teaching of Written Communication. Vol. 2: Writing: Process, Development and Communication (pp. 105-118). New Jersey: Lawrence Erlbaum Associates.

Richard, B. & Goodith, W. (2000). A process Genre Approach to Teaching Writing. ELT Journal Volume 54/2 Oxford University Press.

Richards, J. (1990). *From meaning into words: Writing in a second or foreign language.* The language teaching Matrix. Cambridge: Cambridge University Press.

Robert, B. (2004). Webster's New World™ Letter Writing Handbook. United States of America.

Routledge, Taylor & Francis. (2009). *Teaching ESL/EFL Reading and Writing.* New York and London

Rowman & Littlefield. (2019). Strong-Writing Skills for Teens: Modes, Methods, and Materials that Work. Gregory Berry. New York London.

Sam, D. (1992). *Technical Writing, Student Samples and Teacher Responses,* Texas Tech University.

Scarcella, R, & Rebecca L. Oxford. (1992). *the tapestry of language learning.* The individual in the communicative classroom. Boston: Heinle and Heinle.

Sdoudi, N. A. A. (2011). A Suggested Program for Tackling Letter Writing Deficiencies among 11th Graders in the Middle Governorate. the Islamic University- Gaza, published PhD Research.

Sharon, W. & Michael, M. (2015). Teaching Beginning Writers. New York London the Guilford Press.

- Shaughnessy, Mina P. (1977).** Errors and expectations. New York: Oxford University Press.
- Shelley, P. & Main. (2008).** Writing Across the Curriculum: All Teachers Teach Writing. Portage Press Ganado.
- Shelley, R. (2009).** Teaching Writing Teachers Writing: Difficulty, Exploration, and Critical Reflection. National Council of Teachers of English.
- Sihombing, N. N., & Hutauruk, B.S (2016).** English Learners' Problems in Writing a Composition on the Third Semester (Year 2009) at English Department in FKIP Universitas HKBP Nommensen Pematangsiantar. IOSR Journal of Humanities and Social Science. Volume 21, Issue 2, Ver. VII.
- Silva, T & Colleen, B. (2004).** *Research in teaching writing*. Annual Review of Applied Linguistics 24: 70-108.
- Silva, T. (1990).** Second language composition instruction: Developments, issues, and directions in ESL. In B. Kroll (Ed.) *Second Language Writing: Research Insights for the Classroom*. (pp.11-36). New York: Cambridge University Press.
- Spencer, D. H (1965).** Two Types of Gadding Composition Exercise. *English Language Teaching*. London: Longman.
- Stark, R. (2005).** *Writing skills: Success in twenty minutes a day. (3rd ed.)* Learning Express, LLC, New York.
- Strunk., G, & White. (2013).** Rhetoric and Composition. Wikibooks.org
- Suharsimi, A. (1998).** Procedure Penelitian: Suatu Pendekatan Praktek , Jakarta: Rineka Cipta.

- Taha, A, Y. (2015).** Investigating English Composition Writing Problems Encountered by Preparatory School Students and Finding Solutions to These Problems through Schema- Based Approach: Journal of the College of Languages. Iraqi
- Tarone, E., & Swain, M. (1995).** *A sociolinguistic perspective on L2 use in immersion classrooms.* The Modern Language Journal, 79(2), 166-178. Retrieved from <http://www.jstor.org/stable/329617>
- Taylor & Francis. (2009).** Teaching ESL/EFL Reading and Writing. ESL & Applied Linguistics Professional Series. New York.
- Thanatkun, T. (2008).** Integrated Approaches to Improve Students Writing Skills for English Major Students, ABAC Journal Vol. 28. 28, No. 2 (pp.1-9)
- Thanatkun, T. (2008).** *Integrated approaches to improve students writing skills For English Major Students.* ABAC Journal Vol. 28, No. 2, cited from Saragi et al. (1978).
- Thomas, S. (2002).** *the Oxford Essential Guide to Writing.* Oxford University press New York.
- Thomas, S. (2002).** *The Oxford Essential Guide to Writing.* Oxford University press New York.
- Toby, F. (2002).** College Writing: A Personal Approach to Academic Writing (3rd Ed.). Portsmouth, England.
- Tongue, R, K. (1983).** Controlled and Guided Composition. Singapore: Seameo Regional Language Centre.

- Tony, D., & Maggie, J. (1998).** Developments in English for Specific Purposes. Cambridge University Press: UK.
- Tyner, T. (2016).** College Writing Skills. United States of America.
- Tynjala, P., Mason, L., & Lonka, K. (2001).** Writing as a Learning Tool Integrating Theory and Practice. University of Toronto: Canada.
- Vincent, S. (1990).** Motivating the advanced learner in developing writing skills: a project. *ELT Journal*, 44(4), 272-278.
- White, R., & Arndt, V. (1991).** *Process writing*. London & New York: Longman.
- William, Z. (2001).** *On Writing Well*. 25th Anniversary Edition New, York.
- Witte, S. P. (1985).** Revising, composing theory, and research design. In S. W. Freedman (Ed.), *The Acquisition of Written Language*. Norwood, NJ: Ablex.
- Yaseen, A. T. (2014).** Investigating English Composition Writing Problems Encountered by Preparatory School Students and Finding Solutions to These Problems through Schema- Based Approach. *Journal of the College of Languages*, issue (33), Iraqi. Ibn Rushed-University of Baghdad.
- Zamel, V. (1983).** The composing processes of advanced ESL students: six case studies. *TESOL Quarterly*, 17(2), 165-187.
- "Cro-Magnon ." World Encyclopedia. Retrieved May 23, 2020 from Encyclopedia.com: <https://www.encyclopedia.com/environment/encyclopedias-almanacs-transcripts-and-maps/cro-magnon>.
- <https://en.wikipedia.org/wiki/Al-Fashir>.

APPENDICES

Appendix (1)
Students' Pre-Test
Sudan University of Science and Technology
College of Graduate Studies and Scientific Research
Department of English

Dear students,

This test serves as data collection tool for 3rd year secondary schools students. The study conducted on the role of the process approach in developing EFL students' writing composition. Your answer will be of great help for me. Therefore, please feel free and write a composition on the following topic.

Guided Composition

Remember that to use correct grammar, capitalization, spelling and punctuation, tidy and neat presentation.

Write a composition on the subject "tree"

Your composition should be between (120-180) words in length. It should contain the following points. You may add to them if you like.

Trees play very important role in our life. They supply us with most necessities of the life.

- 1- Kinds of the trees- many- types- acacia trees- evergreen trees- fruit trees.
- 2- Their importance provides- would- build- house- ship- charcoal- firewood- gum Arabic.
- 3- Plan trees- stop desertification- soil erosion- gum Arabic- beautify- town- environment- healthier- for cattle- medicine.

Appendix (2)
Students' Post-Test
Sudan University of Science and Technology
College of Graduate Studies and Scientific Research
Department of English

Dear students,

This test serves as data collection tool for 3rd year secondary schools students. The study conducted on the role of the process approach in developing EFL students' writing composition. Your answer will be of great help for me. Therefore, please feel free and write a composition on the following topic.

Guided Composition

Remember that to use correct grammar, capitalization, spelling and punctuation, tidy and neat presentation.

Write a composition on the subject "education"

Your composition should be between (120-180) words in length. It should contain the following points. You may add to them if you like.

Education is very important all over the world. It is a right for all.

- 1- Education: acquire (get) knowledge, skills - information - help - person - find - job- happily - develop - society.
- 2- Formal education: very important go- school - university - doctors- teachers - engineers - lawyers - take short time.
- 3- It is important: education - science - country - develop - quick - better economy - happier - healthier life - people - more productive.

Appendix (3)



**Sudan University of Science and Technology
College of Graduate Studies**



Department of English

Teachers' Questionnaire

This questionnaire is a part of Ph.D. research in ELT entitled “The Role of Process Approach in Developing EFL Students’ Composition Writing”. A case study consists of English language teachers. Your answer will be strictly confidential and used only for the purpose of the research. Your cooperation will be highly appreciated. Please put a tick (√) in appropriate choice.

1- Personal Information

a- Name (Optional)

b- Gender 1- Male 2- Female

2- Educational Qualification

a- BA b- MA d- Ph.D.

3- Teaching Experience

a- 3years b- 5years c- more than 6years

S/N	The Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Teachers have positive attitudes toward using process approach in teaching writing composition among 3 rd year secondary school students.					
2	Process approach motivates students in writing composition.					
3	Students are interesting when teachers teach through process approach.					
4	Teachers encourage students to follow the process approach stages in writing their composition.					
5	Stages of the process approach					

	encourage students in writing good composition.					
6	There are some causes behind learner's weakness in writing composition among 3 rd year secondary schools students.					
7	EFL students have problems in organizing idea.					
8	Lack of vocabulary is the major aspect that causes problems for the students in writing composition.					
9	Student's textbooks provide process approach information for learners in learning to write composition.					
10	Grammar is major problems that hinder students in writing well composition.					
11	Students encountered difficulties in using punctuation correctly.					
12	Teachers do not use process approach in teaching writing composition.					
13	EFL teachers are not aware of the stages of the process approach.					
14	EFL teacher neglect the importance of using process approach in teaching writing composition.					
15	The large number of the students prevents teachers from applying process approach in their instructions.					
16	The short time of the lesson prevent teachers from applying process approach in their instructions.					

Appendix (4)

Sample of the students' responds the test

Education is very important nowadays and in a whole of life because it can enable person to acquire knowledge from different sorts of book and get enough skills and with his own skills he can help him self first then the town where he lives and become happier with his life.

formal education is very important to go and study in processing school, high university, to when he grows up he can be what ever he want for examples doctors - lawyer - teacher and he can put his name on the high place.

The importance of education that it can improve the place that we live in it to the better, like if the people are educated in many ways like in politics - economy - medicine - science. This will raise rise in standard of living of the people and this town will be one of the processing country and also education open the mind of the people and make them to the best that what they learn and with education the life will become easier and more fun and with it we do what gods tell us.

Appendix (5)

Sample of the students' responds the test

(1)

..... Education..... It is..... very..... important..... in the
live..... and..... it is..... right..... for..... all.....
..... through..... the..... education..... we..... can..... acquire.....
Knowledge..... and..... we..... improve..... our..... selves..... and.....
be..... some..... good..... person..... in..... the..... society.....
..... we..... educate..... our..... selves..... by..... going..... to..... school
or..... then..... university..... and..... the..... education..... It is..... not.....
T Take..... all..... your..... life..... in..... this..... day..... we..... all..... see..... the.....
economy..... our..... country..... If..... we..... are..... not..... educate..... we.....
Can..... not..... develop..... our..... economy..... and..... the..... com
days..... we..... want..... all..... the..... people..... become..... educate.....
..... the..... important..... of..... Education..... It is..... develop..... our.....
selves..... and..... our..... country..... logical..... economy..... and..... we..... can
live..... in..... healthier..... life..... and..... all..... the..... doctors..... and
engineers..... and..... teachers..... are..... become..... that..... by.....
Education.....
..... in..... the..... end..... please..... educate..... your..... self.....
because..... the..... education..... it is..... very..... important..... thing..... in.....
the..... life.....

38

Good luck

Scanned by TapScanner

Appendix (6)

The list of the referees

No	Name	Qualification	Place of work	Contac info
1	Dr Abuelgasim Sabah Elsaid Mohammed	Prof. assistant	College of Science & Humanities, Hotat Bani Tamim, Prince Sattam Bin Abdulaziz University, KSA. English Department,	Mobile (00966)530209102
2	Dawood Ibrahim Osman	Assistant	A head department of English Al Fashir University faculty of education	Dawoodibrahim07 0@gmail.com
3	Ibrahim Abdalla Ahmed Abker	Prof. assistant	Assistant Professor of Applied Linguistics at Albaha University	Email ibrahimabdalla200 6@gmail.com