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**Students' Awareness of Learning through Process Writing:
Case of Second-year Students of English at Tlemcen University**

Dissertation submitted to the department of English as a partial fulfilment of the requirements for Master's degree in Didactics of Foreign Languages

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Declaration/ Statement of Originality

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

Name of the student/ candidate

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Dedication

I dedicate this work to the most beloved people who are my parents, as they have been always my source of support and inspiration, and who continually provided me with moral, emotional, and financial support.

To all my gorgeous brothers and sister.

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Abstract

Writing in a foreign language is one of the most challenging and complex tasks for language learners. It is a difficult skill that requires considerable effort and practice on the learners' part to reach an acceptable level of writing. This study aims to bring an understanding of how students learn through process approach, looking at their awareness of the approach and its implication for developing their writing skills. The study was conducted among second-year EFL students of the department of English at the University of Tlemcen. This case study focuses on how students learn through process approach, which aimed to develop their writing skills. It also looks at the effectiveness of learning written expression course in both in-person and online learning. Therefore, the mixed-method approach has been implemented to collect both quantitative and qualitative data, using both in-person and online observation, teacher interview, and students' questionnaire. We conducted a survey with 19 second year LMD students and one teacher of the written expression course. Students' and the teacher's answers were analysed to discuss the relationship between students' awareness of learning through process writing and the teacher's writing instruction. This study finds that students developed awareness of using different stages in writing as they are able to employ those skills into their essays writing.

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List of Acronyms and Abbreviations

L2:Second Language

ESL: English as a Second Language

EFL: English as a Foreign Language

EAP: English for Academic purposes

LMD: Licence-Master-Doctorate

CMC: Computer-Mediated Communication

TEFL: Teaching English as a Foreign language

ALA: Audio-Lingual Approach

CWE: Comprehension and Written Expression

General Introduction

General Introduction

English is an international language. It is used all over the world. In modern society, English is very important because it becomes a global or an international language that is spoken by people around the world.

Written content, recently is highly communicated in written forms (social media posts, publications). Foreign language students are instructed with different writing assignments, and are required to use the language in order to explore and express their ideas. In teaching English, there are four skills students perform through; reading, speaking, listening and writing. For many students, writing is the most difficult skill. Richard (2002, p.303) notes that “Writing is the most difficult skill for second language learner together ideas that are grammatically correct sentences”

Rao (2007) asserts that English as a Foreign Language (EFL) writing is useful in two ways. First, writing can motivate students in learning and engage them in thinking, it helps to organise ideas as it develops their ability to summarise, to analyse, and to criticise. Second, it strengthens students’ reflection on language learning. In addition, writing skills are essential to both academic and occupational success as these fields require writers to be able to present different form of texts.

Teaching writing is assisted with guidelines students need to consider to develop accurate writing texts. When students write a text, they have to focus on their word spelling, punctuation marks, grammar, purposes of writing, and ideas presented in their writing. The idea is the centre in their writing because it includes messages delivered to readers. Teaching writing is the activity where students write predominantly to increase their learning of grammar and vocabulary of the language. Teaching writing helps students to become better writers, and to learn how to write in different genres.

The current study provides an overview of students’ and teachers’ awareness of learning through process writing approach. This research study investigates how students are instructed in their written expression course, and if they are aware of how they developed their learning-to-write process.

This work is divided into two chapters. The first chapter presents an overview of approaches of teaching writing skills and reasons and principles of teaching writing and English in Algeria, in addition to the relationship between writing skills. The second

General Introduction

chapter explains the research methods and the research design. This chapter describes different research methods, and the target population. Then, it describes the process of data collection and analyses. It ends with a discussion of the following research questions:

1. How are the students instructed in the CWE course through Microsoft Teams?
2. Are students aware of learning through process approach?
3. How did the students develop their writing skills?

Chapter One

Literature Review of

Students' Awareness in Writing

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1.1. Introduction

This chapter highlights the importance of writing skills in learning English language. It presents an overview on the teaching of English in Algeria under the LMD system; the teaching of writing skills in second language (L2) contexts, and teaching writing in an EFL context. This chapter discusses reasons and principles of teaching writing. It also aims to highlight the relationship between both reading and writing skills. The chapter provides a diachronic presentation of different writing approaches: traditional approaches, process-based approach, and feedback types.

1.2. English in Algeria

By the mid of 2000's, Algeria has launched new educational reforms. However, many universities felt confused to adopt these reforms. These reforms introduced English to be a language of commerce, education and relational affairs. English has an important role in schools' curricula as it has recorded a great demand in different fields of education, such as teaching of scientific subjects and scientific publications. The economic demand towards English has also increased the number of TEFL (Teaching English as a Foreign Language) schools in the last decade.

English language has replaced French mainly at research, particularly in scientific research. It has been defined as a second foreign language in the 1990s, then a first foreign language after the 2000's reform; it gained the status of the language of science and technology. Miliani (2000, p.13)states "In a situation where the French language has lost much of its ground in the sociocultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills-including economic, technological and education ones"

In2004, there was a change in education policy, which has been implemented on the status of languages in Algeria. There was a shift from the classic system to the LMD system, which stands for 'Licence-Master-Doctorate'. This change has ambitious goals, which look mostly for adapting new pedagogies of teaching English. The shift from French to English has mainly aimed to enable for communication, and improving teaching of English instruction. Under the LMD, new subject courses have been introduced and implemented to replace subject courses taught through the former classical system.

Universities have adjusted to LMD to meet with socio-economic demands, and for its system and instructions to be recognised worldwide through building new relations based on collaboration and improving teaching and research in the local context.

1.3. The LMD System

The LMD system is defined by the “Sorbonne-Bologna process”, which includes 45 European countries that adopted it for higher education courses, which is recently implemented in many European universities (Rabhi, 2011). The LMD started gradually in Algeria in 2004. It aims to make students achieve three certificates. ‘Licence’ is the first certificate; it is obtained after three years of study. ‘Master’ is realised after two years, which involves four semesters. It enables students to conduct research in a particular field of study. ‘Doctorate’s the final certificate that students pursue to develop deeper knowledge in a specific area of study; they can prepare their research as they become members of a research laboratory.

The LMD system aims to solve problems that left-over from classical system. It aims to improve performance within the university community. The LMD aims to prepare universities to meet national and global concerns at different levels, such as economic, scientific, cultural and social levels. It synthesises to rise the independence of university in terms of designing its own programs, pedagogy and an evaluation framework that fit its programs. It also aimed to update university training programs. It encouraged international collaboration and partnerships in pedagogical and technical developments. It ensures equality of diplomas to smooth mobility of students inside and outside the country. It focuses on academic output in accord with demands of the job market.

As the LMD system was implemented, the classical system maintained its roots and effects on teachers’ attitudes and practices. There were many challenges which universities had to act upon to create a smooth transition to the new system. However, there was a confrontation between classical students and students of the LMD system, as former students had to complete a Master’s degree after six years, rather LMD students who had five years to complete their Master’s degree. Kahi (2016) notes that researchers in higher education regarded the LMD system as an ambiguity; they questioned grade

certificates and research accountability until the ministry approved a presidential act that prevails equality of Magister and Master degrees.

1.4. A Brief History of Second Language Writing

This study offers a retrospective overview of second language writing approaches. Research in writing dates back to 1940's, it began in North America. Then, it witnessed a shift into new empirical second language writing theories, such as contrastive rhetoric, process research and further perspectives defined in this section.

Second language (L2) writing was paid a little attention during the early 1960s as there was a disciplinary division of approaches which marked the teaching of L2 writing through different approaches: (1) Controlled Composition, (2) Rhetoric Approach, (3) Process Approach, and (3) English for Academic Purposes approach. L2 writing instruction focused mainly on the target language structure using controlled composition theory. Teachers, then noted that there is a need for progressive writing practices that look beyond the structure levels.

From the late 1970s, English as a second language (ESL) writing research paradigm shifted from writing as a product to writing as a process. The process writing approach emphasised the process of meaning construction over structure. Silva (1990) states that Controlled Composition, which is also known as 'guided composition' has similar functions with the audio-lingual teaching approach. In this approach, writing is seen as a means of language practice, rather than an expression of thoughts. Silva (1990) notes that it is an old-fashioned approach, and it is highly criticised. However, he notes, it is "alive and well in many ESL composition classrooms and textbooks" (p.13)

The dominant approach to teaching writing in the ESL classroom, as Silva (1990) argues is the Current-Traditional Rhetoric. Although it has been criticised as an old-fashioned approach in the existing literature, Silva explains that its central aim is to organise discourse. It assists students with model texts, and discourse structure, such as topic sentences, support sentences, concluding sentences, and transition. Silva (1990) adds that the Current-Traditional Rhetoric approach is still practised in many ESL composition textbooks and classes and instructed in current pedagogical practices.

The process approach is regarded as a non-linear recursive approach, it guides students through the process of writing, rather than to control their writing. Within the process approach, the writer is at the centre, rather the writing activity, writers can develop not only effective writing texts, but they can also develop meaning. The alternative approach suggested for teaching writing is called English for Academic Purposes (EAP), it instructs students with academic writing tasks, that includes specific academic genres (e.g. report writing, article writing) Students need specific skills that enable them to develop their learning of genres writing. English for Academic Purposes approach requires scientific and technical instruction. Silva (1990, p. 17) states that this approach attempts to help students produce writing that is “acceptable at an American academic institution», and to help students figure out specific writing of their community of practice so that they can ‘approximate’ it.

The researcher chooses to conduct the current study to report on the use of process approach in a EFL classroom of second-year undergraduate students, with an awareness of its criticism of use in writing classes. Employing this approach in the current EFL class aimed to meet with students’ learning needs (developing accuracy in writing) and developing their learning-to-write.

1.5. Reasons for Teaching Writing

Exposition to languages enables speakers to develop multilingual abilities. For instance, a child/learner can naturally acquire to speak a language or more due to exposition to them, whereas writing requires learning-to-write in a language (s). Harmer (2004) agrees that writing should be learned. He provides different reasons that can be employed in teaching writing to EFL learners. Harmer (1998) illustrates the reasons for teaching writing in four ways:

First, teaching of writing through reinforcement, i.e., it is a way of learning to write based on grammar. Students are guided with grammar rule, and they are required to produce paragraphs or longer compositions to practise patterns of language. For example, students are instructed to write a narrative essay to tell about their personal story; they are instructed with the past tense in order to perform their narrative writing. The aim of this phase is to give students an opportunity to practise learnt language patterns.

Second, language development is a way of developing thinking during the writing process as this can help students to learn a language, i.e., the process requires students to think and to choose their sentences as well as words to express their ideas. This mental activity is an ongoing learning activity that enable students select what and how they want to write. Thus, the relationship between thinking and writing makes writing a valuable part of any language learning.

Third, learning style is a theory of learning, there are some students who are good at learning language through observation and listening to content. Others, rather need to read information and think to be able to produce a language. Teachers should consider their students' differences interacting writing skills.

Fourth, writing as a skill is as important as speaking, listening, and reading. Students need to learn how to write essays; for example, how to properly use mechanics, such as punctuation and spelling, with respect to writing conventions, such as word choice, word order, and paragraph structure and organisation.

1.6. Principles of Teaching Writing

The following are a few principles that every teacher should consider while planning a course-based writing. Bryne (1988) suggests principles for teaching writing. Teachers should instruct students to write: teachers should support students with classroom writing tasks that need to be designed in ways that reflect the writing process, for instance teaching writing through planning, organising, composing, and revising their drafts. Teachers should provide adequate and relevant experiences of the written language. For example, topic choice is important as it can motivate students to engage in writing and completing their tasks. Choice of reading resources is also important as students can often read language that is more advanced than what they can produce. Teachers also need to show students how the written language functions as a system of communication. Students should be aware of their audience prior the process of writing, they should know who will their writing address as this can help them recognise and meet target communicative purposes. When students understand the context, they are much likely to write effectively. Teachers should teach students how to write different types of texts. Students should have opportunities to be aware of different writing discourses and genres,

and to practise various forms and functions of writing. Teachers should design realistic and relevant tasks, as this can inform students with current topics that can help them develop meaning of issues and situations surrounding them. This would help them develop local and integrate to global understandings. Classroom writing practice should reflect real topics of discussion which form connected, conceptualised, and appropriate pieces of communication. Teachers also need to integrate writing with other skills; they can design activities which integrate writing with other skills such as speaking, reading or listening. For example, students can listen to a podcast in English, provided with activities that develop students' vocabulary related to the writing topic.

There are a variety of techniques and teaching practices that teachers can employ using different writing approaches, controlled writing activities, in addition to collaborative writing, as its use in the classroom enable students to make meaning of their ideas and others through discussions related to their writing topic. Teachers can provide feedback that focuses on error-correction, or engages students to review and edit their texts through feedback activities, using feedback checklists, or peer-feedback. Feedback practice can be adapted in the teaching of writing to make students reflect on their learning to write. These principles aim to develop students' learning to write different types of texts (genres and discourses)

1.7. Writing and Reading Skills

Writing is a skill that built on other skills such as listening, reading and speaking. The constructivist theory reports that writing is connected to reading and reading skills are both meaning-making activities (Anderson, Spiro, & Montague, 1977; Gregg and Steinberg, 1980). When people write and read construct meaning across their writing activity. From a constructivist point of view, the mind anticipates, thinks of existing knowledge, and forms that change and grow as meaning develops (Fillmore, 1981; Langer, 1984). Writing and reading enable students to develop meaning, both are composing activities, i.e., they both involve planning and generating ideas, and revising meaning which recursively construct meanings one's text grows. From this perspective, a writer is a reader, and the reader is a potential writer (Graves and Hansen, 1983; Smith, 1983). As Smith added (1983) reading enables one to become a writer.

1.8. Writing Approaches

Change from the structuralist teaching approaches to cognitive and socio-cognitive approaches created change in teaching writing, which resulted in a shift from the product approach to the process approach. Teachers of writing tend to be eclectic in teaching either language or writing, as this was explained by Kyland (2004, p. 1) "What we do in the classroom, the methods and materials we adopt, the teaching styles we assume, the tasks we assign, are guided by both practical and theoretical knowledge and our decisions can be more effective if that knowledge is explicit" Teachers' knowledge about L2 writing theories and pedagogic practices enable them to be aware of their students' needs. They will also be able to choose from approaches that are appropriate to their teaching and learning contexts, i.e., that will aim to develop their students writing accuracy and proficiency. The next sub-sections provide an overall discussion of existing approaches in L2 writing literature, within which the context of this research is valid.

1.8.1.The Product Approach

Product-based writing is encouraged through text-based learning approach and guided composition. Students are instructed to write following a writing model. Writing in product-based approaches aims to reinforce second/foreign language writing in terms of grammatical and syntactical forms. There are varieties of activities which can be used to raise students' awareness in language writing, with an aim to increase students' lower level of proficiency, such as the use of model paragraphs, sentence combinations, and rhetorical patterns. The focus of writing in the product approach is on the final product, rather on how students develop multiple drafts of writing about the same topic.

1.8.2.The Controlled Approach

The controlled approach views language as a speech, and learning as a habit formation. These two perspectives focused on the notion of language and learning, rather 'writing 'had a secondary role. This approach emphasis the correctness of grammar, syntax and mechanics to be evaluate students' accuracy. The aforementioned skills are taught sequentially, as the teaching of writing focuses on the teaching of sentence structure, then paragraph writing. Students 'writing change of words or clause or sentence combination. As students demonstrate their written performance in these linguistic

aspects, they prove to their teachers that they have developed proficiency in using language, then they can engage in a writing practice. In this approach, for example, students are provided with sentence activities that students transform into grammatically meaningful paragraphs. These controlled compositions are then assessed through error-correction method. This approach highly focuses on accuracy, rather fluency.

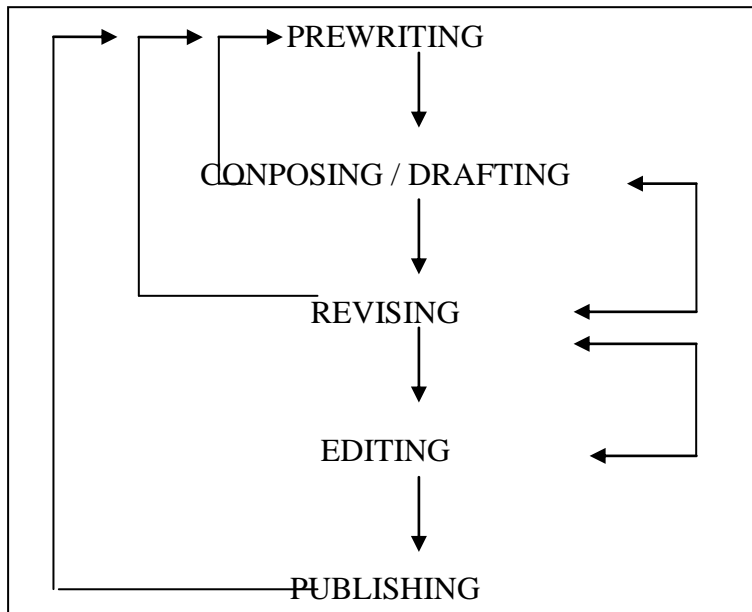
1.8.3. The Current-Traditional Approach

The Current-Traditional Approach is concerned with text organisation, sentences, and paragraphs. In classroom teaching, this view of writing is based on students' focus on form, organization, and grammar. Badger and White (2000,p.157), for example, state that "writing involves linguistics knowledge of texts that learners can learn partly through imitation"..

1.8.4. The Process-Based Approach

The introduction of the process approach to writing in the mid-seventies has come as a response to critiques of the product approach and the current traditional approach (Kroll, 2001). The Process Approach to writing has replaced the traditional methods of writing instruction (Cheung,1999), though it is still used in many foreign language contexts, due many influencing factors, such as class size, and lack of training on the teaching of writing. Seloni and Lee (2019, p. 74) note "The training of teacher educators is not the norm in many non-English dominant contexts", due to a clash with the local realities, institutional policies, and class sizes"

The Process Approach puts more emphasis on the different writing stages, rather on the final product. It is an interpretational, learner-centred approach, and not specifically exam related. According to Zamel (1983, p.147) "Writing is a process through which students can explore their thoughts". The composing process was seen as a "non-linear, exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning" (p.165). He also believes that composing means thinking. In the Process Approach, writing is seen as a recursive process in which writers have the opportunity to plan, edit, and revise their work (Murray, 1982; Hillocks, 1987). However, researchers and educators have identified several logical stages that most writers can adapt:

Figure 2.1: Dynamic and Unpredictable Model of Process Writing

English language learners employing process writing need to be aware of their process development of both content and language. They, primarily gather their ideas from different resources. Second, they organise their note-taking. Third, they write a first draft. Fourth, they edit their draft (s) through teacher-feedback or peer-feedback process, and at last they revise and submit their final draft (s). The process approach tends to focus more on classroom activities which promote the development of language use: brainstorming, discussions, and re-writing. This approach can have many stages as this study adapted Steel's model(2009, p.18):

Stage 1: This stage comes in a form of classroom discussions that students reflect upon particular topics in groups, as this enables them to brainstorm ideas. Students become aware of their primary thoughts which they can further in their writing.

Stage 2: Students extend their ideas into note forms, and evaluate quality and validity of their thoughts.

Stage 3: Students organise ideas into a mind-map, or in a linear form. This stage helps students to create relational writing texts, that are based on connected ideas and explicit illustrations. This stage can help them to structure their texts.

Stage 4: Students write the first draft, either individually or in a collaborative work.

Stage 5: Students exchange drafts so that they read each other's writing. Responding to readers enable students develop an awareness of their audience's needs and expectations.

Stage6: As students receive drafts, they make efforts to improve their own drafts-based feedback.

Stage 7: Submission of final drafts is required for teachers to follow their students' writing progress.

Stage 8: Students can again exchange, and read each other's work and may be can leave a comment in a form of appraisal, suggestion or a recommendation for further changes.

1.9. Advantages of the Process Approach

Since the 1980s, the process approach has started to be applied in EFL and ESL writing classes. Its effectiveness has varied: In the product approach, the focus is on the final product; however, in the process approach, the focus is on the development of the student-writer (Nunan,1991) Brown (2001, p. 335) states that:

In the product-oriented approach, a great deal of attention was placed on 'model' compositions that students would emulate and how well a student's final product measured up against a list of criteria that included content, organisation, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation.

The process approach, therefore, Brown (2001) notes that it enables students to manage their own writing. i.e., it gives them an opportunity to think of their writing. That is, students convey their messages to readers in a written form through the complex writing process: prewriting, drafting, revising, and editing.

In addition, developing writing as a process can motivate them towards language learning. Brown (2001) states that the process approach helps students in language learning, as they language and content producers. This, by then can support their intrinsic motivation in learning to-write. Raimes (1983) explains that in the process approach, students explore a topic through writing in a non-restricted time and space. Nunan(1991)

also claims that the process approach also encourages collaborative group work between learners, as this is a way to enhancing students' motivation and developing positive attitudes towards writing.

1.10. Types of Feedback in EFL Teaching Contexts

Feedback as a term is used to describe information that derives from readers to writers. It is a constructive and effective stage in the writing process. Gebhardt (1980, p.67) pinpoints that "Feedback, in fact, can almost be considered the base of collaborative writing, because all the other principles to work" The importance of feedback in developing writing skills. Freedman (1987, p.5) defines feedback as it "includes all reactions to writing, formal to informal, written to oral, from teacher or peer, to a draft or a final version. It can also occur in reaction to talking about intended pieces of writing, the talk is considered as a writing act. It can be explicit or less explicit" This definition prevails three distinct types of feedback: peer feedback, teacher feedback, and conferencing.

Feedback is effective if it assists learners to know whether they are well performing their writing or not (Mi, 2009; Littleton, 2011) There are many types of feedback, at least two will be discussed in this section. Hattie and Timperley (2007) state that the most common feedback practised in EFL classrooms is corrective feedback.

First, Corrective feedback focuses on learners' errors. Krashen (1982, 1985) and Truscott (1996, 1999) argued that corrective feedback can be harmful to language acquisition; it can influence learners' emotions and attitudes towards writing, as this can hinder their development of accuracy. Teachers tend to focus in error-correction feedback on grammar. However, grammar is not the only language aspect that can develop students' writing performance (Lyster et al.,2013) Hinon(2006) notes that error-correction aims to increase students' extrinsic motivation, as it is provided as a verbal or a written reward.

Second, Teachers' written feedback has two main forms: direct written feedback and indirect written feedback. The direct feedback provides students with corrections of their errors and mistakes. Also, Clements at al. (2010) hold that the direct feedback limits students' thinking, as it focuses at the surface level of their writing performance. Researchers, such as Hirvela (2010) argue that the indirect feedback can be more effective

than the direct one. Furthermore, this type is subdivided into two subtypes; coded indirect feedback and uncoded indirect feedback (Hirvela, 2010). Firstly, teachers' written coded indirect feedback encompasses some distinguished techniques. For instance, teachers can underline or put a circle on errors, highlighting these errors with specific symbols. Students are asked to make corrections based on the error symbols provided. Unlike teachers' coded feedback, Moser and Jasmine (2010) argue that the uncoded feedback enhance strategies, such as putting a circle or underlining students' errors or mistakes without adding any written form of correction.

Both types of feedback tend to be constructive, and aim to improve students' writing skills. They engage students in active writing activities that reinforce their learning-to-write. Additionally, feedback highly engages students in critical thinking, as well as writing, they develop meaning of their writing and others' writing. The different types of feedback target students' learning needs. Teachers through feedback will be able to select teaching materials that facilitate the learning/teaching process, as teaching materials and course objectives are tightly related to students' needs.

1.10. Teaching Writing in EFL Contexts

Writing is an important skill that L2 learners need to develop in order to participate as effective writers and readers. In an academic or a professional context, writing occurs to communicate context-specific ideas, this entails that EFL students need to develop writing skills to develop their communication skills. Students in an EFL context are highly interested in mobility, and studying abroad becomes a choice and a route of many students. Other EFL students pursue higher education to achieve higher degrees in a specific specialism, while others plan to work for multinational organisations as part of their professional career (Rinnert & Kobayashi, 2009). Written communication skills are of a paramount role in these situations.

The importance of writing instruction in EFL contexts lies on academic and professional demands, as this is the case in any L2 writing context, EFL students are required to learn the English language and to learn how to write effectively in English (Manchon, 2014) For some L2 researchers too much attention is given to aspects of L2 writing instruction, for example, developing students' problem-solving skills, and

negotiation skills through different types of discourse (argumentative, and cause & effect) as this focus much on rhetorical organisation, rhetorical positioning and writers 'self-discovery (Hirvela, 2011)

Prominent L2 writing scholars (Lee, 2016; Manchon, 2009; Ortega, 2009) have maintained that teaching writing in an EFL context is different from that of an ESL context. These differences rely on context-specific exigencies, students' needs and institutional policies and regulations, and curricular and pedagogical goals (Manchon, 2014; Ortega, 2009). Despite the differences that exist between ESL and EFL contexts, it is necessary to examine L2 writing instruction (Polio, 2009) Highlighting the differences is of a critical importance to enhance clarity on teachers' professional practices as educators, and to help EFL teachers become more reflective of their practice.

1.12. Students' Awareness and its Relationship with Developing Writing Skills

Awareness is the state of being conscious of something (Amicucci, 2011). More specifically, it is the ability to directly know and perceive, to feel, or to be cognisant of events. Language awareness is concerned with making learners conscious of, and able to use language patterns successfully. There are many techniques that can be followed to raise learner awareness in writing for example reflection. Several students, found that reflection had a positive effect on their writing in the course. Chris Busser (as quoted in Amicucci, 2011, p. 45) wrote "When I think about the writing process, I think back to the basic steps that were taught to me in elementary school... While these techniques and habits are all good ways to write a better paper". Elbow and Belan off (as quoted in Amicucci, 2011, p.41) write, "The best time to do process writing is right after you have been writing. The goal is to find out what really happened".

The existing literature on students' awareness is limited to writing stages students use in their writing process, as there is less of a metacognitive discussion on students' awareness. Most of research has been done on cognitive aspects, such how the writing context can affect students' writing and thinking (Flower, 1989) Flower expands this idea with the possibility that there might be a relationship between met knowledge of one's reflection of writing process and awareness of writing process. Flower notes that this

relationship can offer an understanding of students' writing preferences and decisions during the writing process.

A significant amount of research has focused on methods for improving writing skills; however, many of these studies provided tips or writing guidelines only (Rowh, 2006). Sommers (1992) found that students are less aware of writing strategies and stages, and they are not aware of how to use them to improve their writing. Sommers provided an example of revision stage, she said students do not know how to revise their texts, they revise as they have been taught, as their main audience is the teacher.

The researcher studies students' awareness as they consider 'writing' as an activity of thought (Flower, 1989) as students' writing production is a way to teach what students' need to perform a better writing text. In this study, the researcher questions students' awareness to find out how they think of their process of learning to write, decisions they make during their writing, what stages they adapt, what stages they find difficult to adapt, and how they perceive stage they adapted.

Chapter Two
Research Design & Data Analysis

Chapter Two

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2.1.Introduction

The second chapter is concerned with research design and data analysis. The first part is concerned with research design, and the research rational. The second part presents a deep overview of data analyses using both quantitative and qualitative approaches. The following sections highlight the main findings from the main research instruments: teacher’s interview, teacher’ observation (online and in-person observation) and students’ questionnaire. The next section discusses the main research questions in relation to the research findings. The last section provides a list of recommendations and limitations of the study.

2.2. Research Design

This project is a mixed method research. It employed both qualitative and quantitative research approaches (Creswell, p, 112-119) “Mixed methods research is a research design (or methodology) in which the researcher collects, analyses and mixes (integrates or connects) both quantitative and qualitative data in a single study or a multiphase program of inquiry” A mixed method helps researchers analyse and present data in different forms. It represents a broader perspective of a specific study; as it helps in providing a deeper understanding of the research findings. It has increasingly taken a place into recent research practice. It has been considered as a third research approach along with quantitative and qualitative approaches (Onwuegbuzie and Turner, 2007)

2.2.1. Case Study

Case study is a method that enables a researcher to examine the data within a specific context (Yin, 1984). Sampling in a case study tends to be small or conducted in a geographical small area or with a limited number of subjects. Case studies are employed to explore and to explain recent and real-life events or conditions, and their relationship. Yin (1984, p.23) defines the case study research method “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used”

2.3. Research Questions

1. How are the students instructed in the CWE course through Microsoft Teams?
2. Are students aware of learning through process approach?
3. How did the students develop their writing skills?

2.4. Research Informants

2.4.1. Students' Profile

A group of 40 students of second year bachelor level at Tlemcen University has been invited to fill in the research questionnaire distributed online. However; only 19 students have responded to it, and this number represented the sample of this study. There is a full discussion of limitations of the study (See section 2.10). The case includes 15 female students, and 4 of male students.

2.4.2. Teacher's Profile

One teacher of CWE has been invited for an interview. The reason this study chose this teacher is to bring an understanding of how this course is instructed, and how students learn through process approach, looking at their awareness of the approach and its implication for developing their writing skills. Also, findings from the teacher's interview are used to triangulate the data collected from quantitative tools.

2.5. Research Instruments

Three research instruments are used in this study which are classroom and online observation, teacher interview, and students 'questionnaire. Data was then collected quantitatively and qualitatively to discuss the main research questions.

2.5.1. Observation

Observation can be defined as a process of collecting data through observing individuals in their real-life situations. Researchers can either observe and record/film

what occurs in and during the observed situation, or observe and take notes. It is used to analyse individuals' behaviour which researchers target as their phenomena of a case observed.

Classroom observation is a data collection method, which enables researchers to collect data in regards to contextual variables in a learning classroom. It enables the researcher to gather information about a phenomenon from many contextual variables while being in classroom.

Observation is concerned with different aspects occurring in a classroom, it may be interested in the number of students. Bailey (1994) notes that observation can also focus on events as they occur in a classroom; for example, the interaction between the teacher and students, classroom management, and group work. In addition, data from observations can also be useful for researchers interested in both verbal and non-verbal behaviours occurring in real and immediate settings, as it can also be used for longitudinal studies (Bailey, 1994)

According to Parsons and Brown (2002), there are three main types of classroom observations: Highly structured, semi-structured, and unstructured. Structured observations require the researcher to observe specific behaviour, reactions, or interactions. Hubbard and Power (2003) note that unstructured or semi-structured observations enable the teacher-researcher to observe events and activities during the teaching instruction, this might make researcher to feel intense, however, this can bring complexity to what is observed. Unstructured observations, rather are more highly adopted by qualitative researchers who are interested in relatedness of data and data saturation (Parsons & Brown, 2002)

In this study, the researcher has a non-participant role, as the classroom is taught by a separate teacher. The aim of the researcher as a non-participant is to observe students with less influence on their behaviour. Also, it can provide the study with rich and deeper knowledge in terms of how L2 students behave in in-person and online classes. Besides, the researcher can also observe the use of different tasks and materials the teacher uses in writing instructions in both contexts.

2.5.2. Interviews

Kothari (2004) defines interview as a method of data collection. It involves an interviewer and an interviewee in a face-to-face conversation. The interviewer can be the researcher and the interviewee can be the respondent (s). Interviews are needed when researchers are interested in a face-to-face meeting with individuals to interact and to generate ideas in a mutual discourse of interest. It is an interaction in which the interviewer aims to elicit as many responses as possible from the interviewee.

Interviews aim to collect qualitative data; researchers tend to ask participants general, and open-ended questions, and record their answers. Data from interviews can be collected through note-taking or audio/video recordings that will be later transcribed (Creswell, 2012). The researcher often transcribes and types the data into a computer file, in order to analyse it and share it. Interviews are particularly adopted to share participant's learning experiences, perceptions and attitudes that would provide the researcher with in-depth information about a specific research topic.

Interviews can take different forms, it can be collected in-person or through a mediated tool that can be a phone call, Skype, or other current tools such as Zoom, or Microsoft Teams. The Computer-Mediated Communication (CMC) tool introduced new technologies such as applications that are now used as an alternative to face-to-face interviews. It can help researchers spend less time and finance, as it makes geographical distances shorter, and it shifts physical mobility to online mobility. For example, ZOOM as a synchronous online service offers researchers with the possibility to see and to interact with their interviewees.

There are types of interviews. The first type is a structured interview; it is one way of collecting data using a pre-arranged list of questions in a set of order to collect data on a particular topic. It is also known as a standardised interview and is significantly quantitative in its approach. The second type is a semi-structured interview. It is a flexible way to collect data, as the researcher can probe questions to engage the interviewee in detailed feedback. A semi-structured interview can be helpful when the researcher has a limited time to conduct research, and has non-sufficient information about the topic. It is most likely used to collect qualitative data. The third type is unstructured interviews which are also called as in-depth interviews. They are described as conversations held with a purpose in mind to gather data about a case study. Also, the unstructured interview

is an open situation. The researcher does not have to prepare a strict list of questions, rather to follow the flow of ideas emerged by the discussion. Kerlinger (1970) notes that even if the researcher controls the questions, they cannot have control on the respondent's ideas, sequence and word choice. However, the unstructured interview is a more casual affair, in its own way it also has to be carefully planned.

This study, therefore, used a face-to-face interview with the teacher of the CWE course; using a structured interview. This study used a structured interview as the teacher had less teaching hours in in-person classes, which limited her availability. The interview lasted for twenty minutes after the teacher ended her class. The interview was concerned with the teacher's experiences and perceptions of teaching the written expression course, the teaching materials and strategies the teacher adapted, and a discussion of the teaching approaches the teacher employed in teaching written expression course.

2.5.3. Students' Questionnaire

Questionnaire is a data collection instrument, shared in a form of questions designed to collect and to elicit answers from respondents. The researcher chose questionnaire to collect data, as this method helps to discuss their research questions.

The questionnaire can examine a broad population in different areas, as it can be shared with a huge number of respondents in a synchronous way. It can be shared anonymously, seeking confidentiality and privacy to protect respondents, as this can reveal sensitive data eloquently (Wray and Bloomer, 2006)

The researcher used questionnaires with a group of second year students. It consisted of 26 questions including close-ended and open-ended questions (See Appendix D). Also, the researcher used Google Forms to facilitate distribution among students amid COVID-19 teaching protocol in the current year. The first part of the questionnaire represents the students' demographic information (gender, age, learning English). The second part includes questions related to technological platforms used in learning the written expression, students' perceptions of the written course (e.g. teacher's support) The third part is concerned with students' awareness with learning through the process approach. The next part includes Likert Scale questions concerned with online learning, and students' awareness and use of learning through different stages of the process

writing approach. The questionnaire was analysed using descriptive analysis. Data are presented in forms of graphs and pie-charts.

The aim of using questionnaire is to collect as much information as possible to discuss how students experienced learning writing.

2.6. Data Analysis

The data is analysed both quantitatively and qualitatively, using descriptive analysis on students' questionnaire, interviews, and observation.

2.6.1. Observation Analysis

The researcher identifies how observation has been analysed and interpreted in regards to the aim of the study.

2.6.1.1. In-person Observation Analysis

In in-person session, students' absences were remarkable; in the 2nd of March 2022, I asked the teacher to attend her class for observation purposes. I noted down that the number of attendees was of a total of 14 students; 13 female and 1 male only. At the beginning of the session, the teacher applied "fluency circle" activity, which took 7 minutes. The teacher asked them to form a circle, there was one student at the centre of the circle; he distributed 7 small pieces of papers to 7 students; each piece of a paper contains a sentence. Then, the teacher set students into 7 pairs, and each student gave their peers the piece of paper to read it. An example of what was written is: 'You are brave enough'. After that, the teacher asked them to express how they felt after reading their quotes. For example, one student said that her peer felt 'great' when she read her quote. This activity called "role play", it took 15 minutes for students to express their feelings. This activity, according to the teacher is to enhance students' description of feelings.

Students returned to their seats, sat down two by two, the teacher distributed a handout to each pair, which included a list of questions to read and interview each other. This activity took 10 minutes to answer, as time ended, each student from each pair shared their answers with the class. I observed that there was a strong relationship between the teacher and students, as this activity engaged them to speak about their experiences. The class

was full of enthusiasm, I observed that students talked about ethics in relationships, and I find out that they provided answers which showed their linguistic competence.

The teacher added another activity by giving them a narrative text to analyse in 10 minutes, within groups, each group consisted of three students; the teacher monitored, she observed them from time to time, and explained to those who had difficulties to understand the activity. At the end of the given time, each student from the group tried to share answers orally with the teacher and peers. There was interaction between members of each group, some used English, and Arabic during the interaction. The teacher called this type of activity, as this was also mentioned in the interview, as «think, pair, share” I observed that this strategy encouraged students to speak, listen, and share their thoughts. When pairs brainstorm together, they learnt about and from each other. This can help students use their vocabulary, as they learn new words from their peers and build on their prior knowledge. At the end of the session, the teacher asked them to write a narrative at home, and send it on Microsoft Teams to discuss it in the next session, which was held online.

2.6.1.2. Online Observation Analysis

The first session online took one hour, the teacher organised a session about context and description (writing a narrative essay). The teacher provided them with a text to read. After that, the teacher shared a short video related to ‘bullying’, then asked them questions, as this encouraged them to interact with her. Then, the teacher explained how to write a narrative which is a form of writing a personal story. Then, she provided them with another video to watch and to discuss ‘what they observe and what they think of the topic presented in the short clip. After online classroom interaction between the teacher and the students, the teacher provided a ‘narrative model’ as an activity for students to read, to analyse, and to discuss. One student said:“There are a lot of personal pronouns” the teacher said:“We also have a lot of questions”. The teacher used videos, and a reading text to assist the students with narrative themes the teacher instructed them with. The number of students who attended this session was fifteen. The internet was stable during the session.

The second online session took one hour, thirteen students attended and stayed until the end of the session. The number of students decreased. There was less interaction, in comparison to the first session. This session aimed to instruct students with feedback practice. The teacher provided an anonymous narrative essay to students, and asked them questions related to different aspects of writing this type of essay; such as form, organisation, use of references, and also content. The teacher also asked them to provide suggestions that can improve the aforementioned essay. The teacher gave them time to think; she asked them to give their feedback, and what they need to improve. Then, they answered that there are grammar mistakes, the choice of words was not good, and some punctuation and style issues. Then, the teacher provided another essay written by one of their peers, and asked them a few questions to develop their cognitive skills; for example; what do you think of your essay writing? How do you find the content presentation and the organisation of ideas? Students said: “There is no capitalisation, and no punctuation” They also mentioned grammar mistakes. Then, they moved to another essay model, and the teacher tracked comments on the shared essay on screen, mentioning that there is lack of story telling, and the language and stylistic issues. This interaction shows students’ awareness of the importance of feedback in developing writing.

2.6.2. Student’s Questionnaire Analysis

1. This question is related to students’ Personal Information

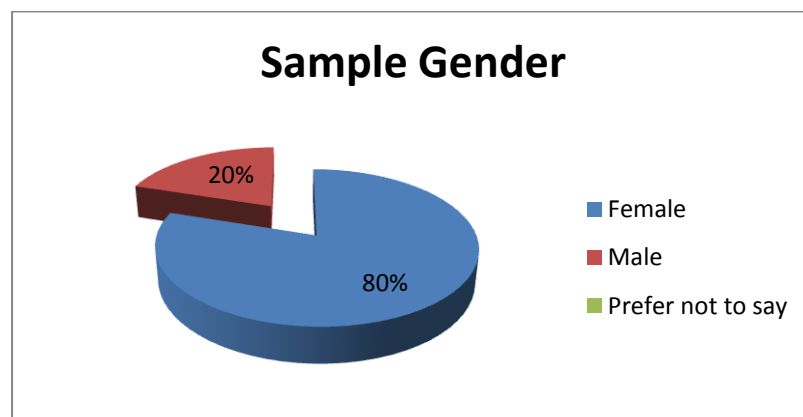


Figure 2.2: General Information on the Respondents

This figure represents the sample gender. The findings of the study, showed that most of the respondents of the questionnaire were female students.

2. This question is related to students' age.

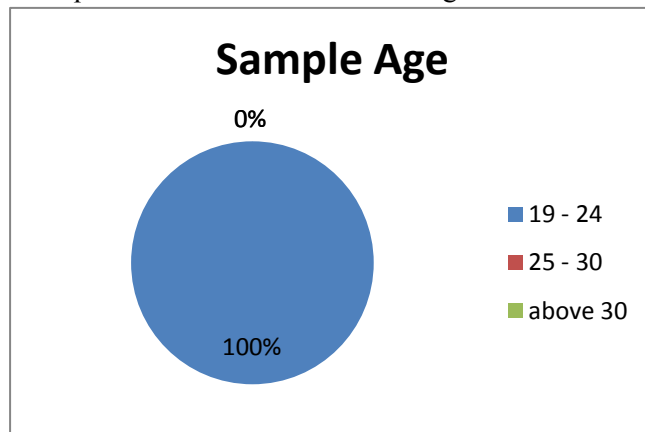


Figure 2.3: Students Age

The result in the figure above indicates that all students' age was between 19 – 24 years.

3. This question is related to students' years of English learning.

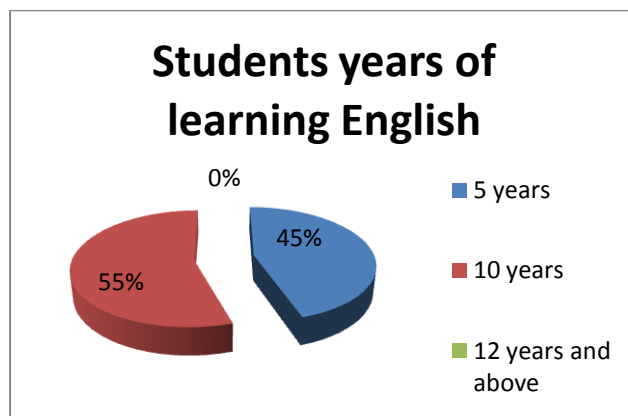


Figure 2.4: Years of Learning English

We can see that in figure 2.4, 45% of students learnt English for 5 years, and 55% of the students learned English for 10 years.

4. The next figure represents students' responses of type of platforms that teachers used to instruct their CWE course in the department of English.

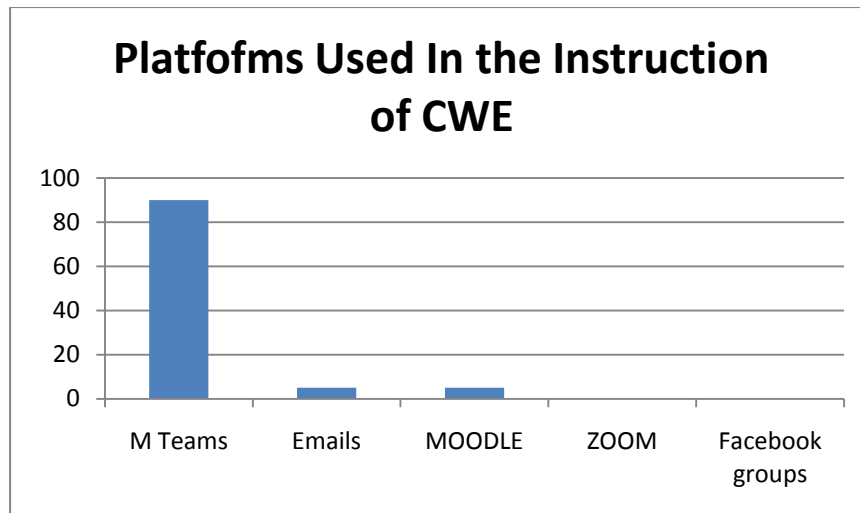


Figure 2.5: Platforms Used in the Instruction of CWE

The chart showed that the most used teaching platform is Mteams which means (90%); emails and MOODLE platforms were used less (10%). ZOOM and Facebook were not used at all.

5. The next question is concerned with students' perception of the CWE course.

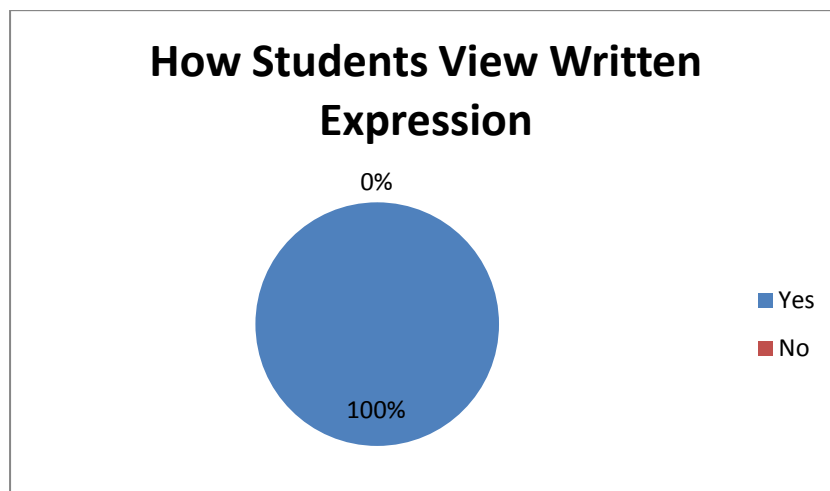


Figure 2.6: How Students' Perceptions of Written Expression Course

The chart shows that students find the course of 'Written Expression' interesting, as this demonstrates their positive perception of the writing skills, and the course content.

6. This question is about students' perception of the teacher's support of students' writing practice at home.

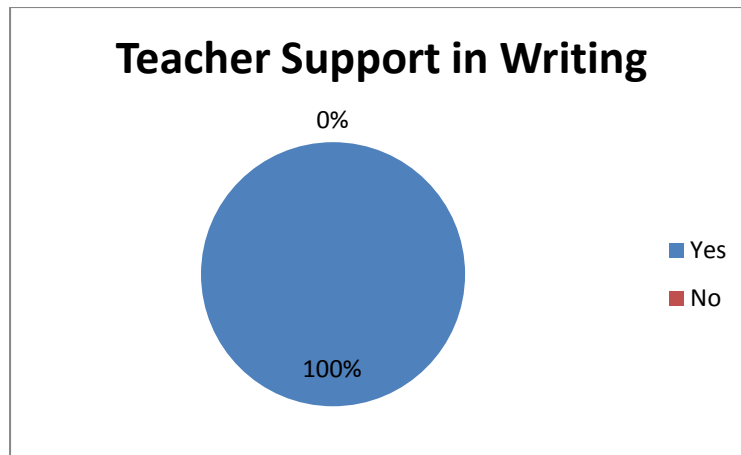


Figure 2.7:Teacher’s Support in Writing

Students said that their teacher encouraged them through assigning writing homework. They believe that writing topics can encourage them to practise writing.

Students explained that the teacher supported them in the following points:

- Students said that the teacher gives homework, corrects their essays, and provides advice to improve their writing.
- Students said: “She gives us assignments to do and always try to share websites that would make us improve our writing skills”.
- The teacher gives advice and ideas that helps to write.
- They also said: “Our teacher asked us to write at least for 5 minutes each day”.

7. Students’ Writing Enjoyment

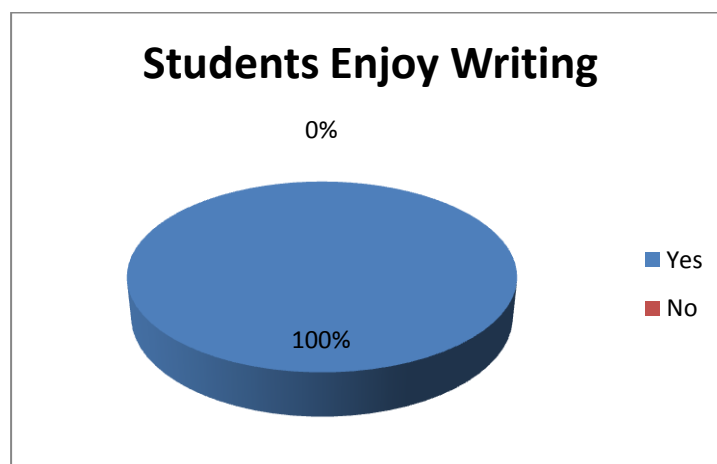


Figure 2.8:Students’ Perception of Writing Practice

Figure 2.8 shows that all students enjoy writing, which means that all of them like to write essays and paragraphs.

8. Students' Definition of Good Writing

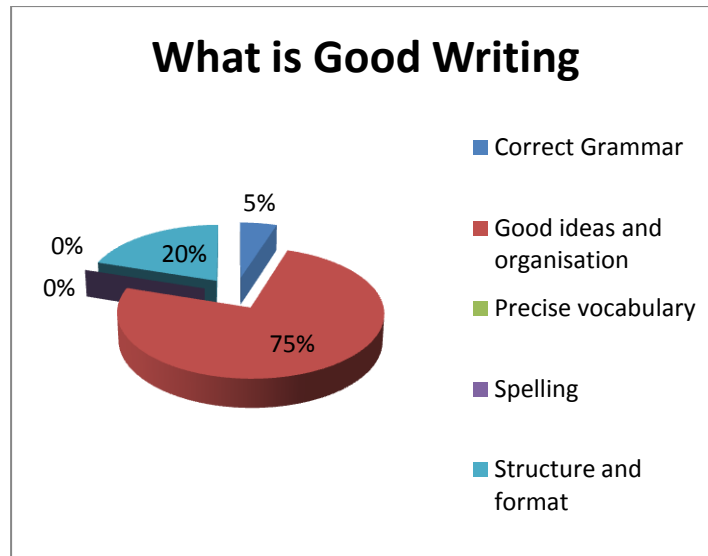


Figure 2.9: Defining Writing from Students' Perspectives

Figure 2.9 shows that the majority of the students (75%) consider 'good writing', as a representation of 'good ideas and organisation', however, 20% of the students indicated that good writing is related to 'structure and format' and only 5% of them see that it is a representation of 'correct grammar'.

9. Students' Writing Stages

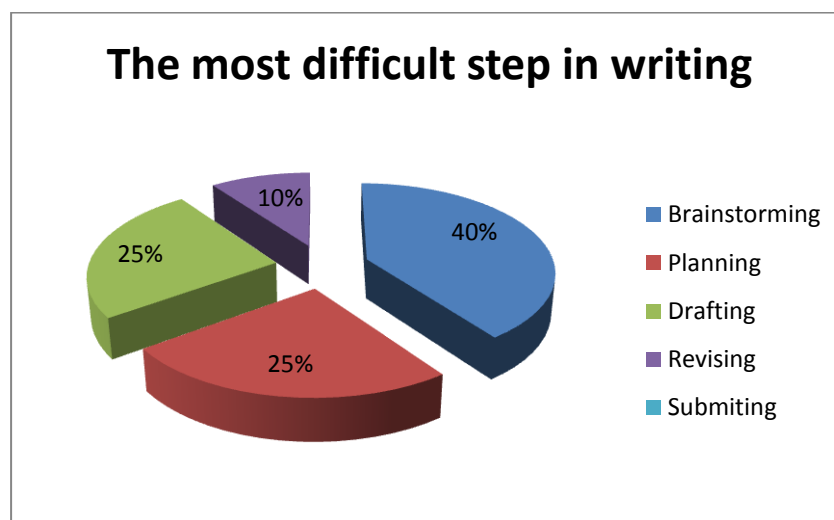


Figure 2.10: The most Difficult Steps in Students' Writing

From figure 2.10, the majority of students (40%) has difficulties with one of the most important steps in writing, which is 'brainstorming'. A similar proportion of students represented with 25% said that both 'planning' and 'drafting' stages are less

difficult than ‘brainstorming’, accordingly. However, the least difficult stage is ‘submitting’

10. This question is related to students’ Re-reading and Changes (See Appendix (I) for this question)

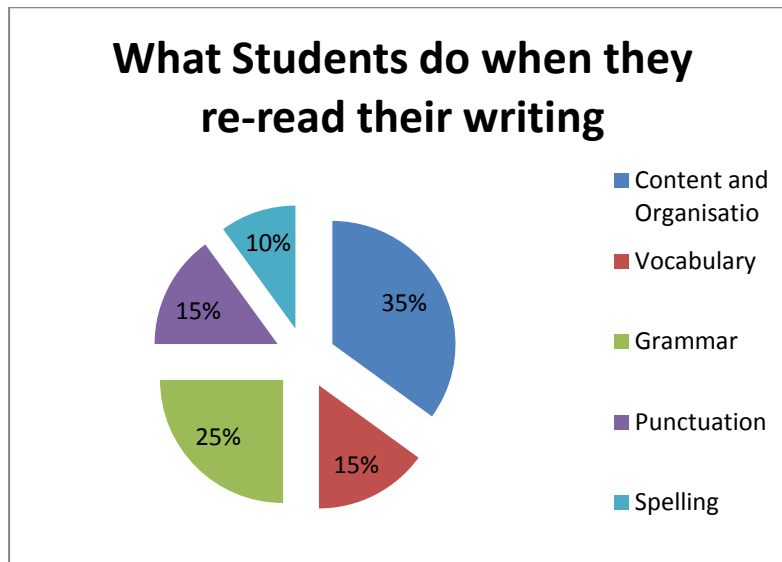


Figure 2.11: Student’s Revision Focus

Figure 2.11 shows that the category which requires students’ most changes is ‘content and organisation’ (35%). 15% of students said ‘vocabulary’, 25% of students said grammar, then 15% of students said ‘punctuation’. Finally, 10% of the students make changes concerning ‘spelling’.

11. This question is concerned with aids used in their writing.

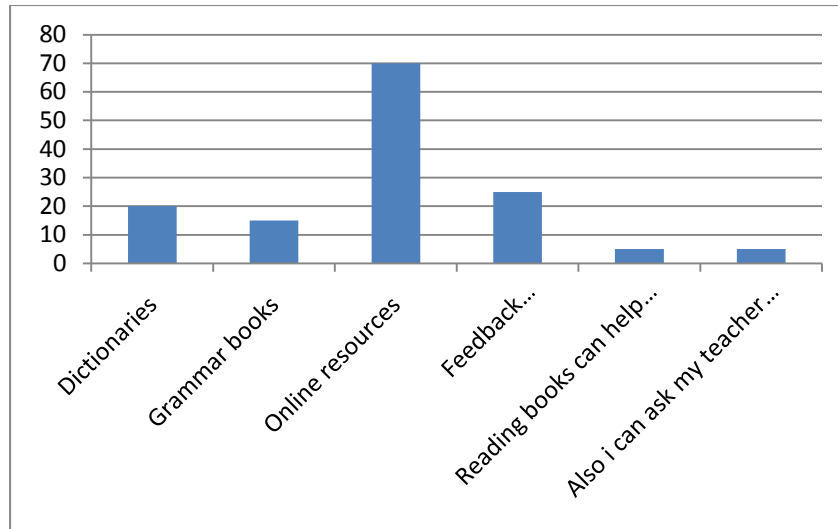


Figure 2.12: Aids of Writing.

The figure showed that 20% of students said ‘dictionaries’ are aids of writing, 15% of students said ‘Grammar books’, 70% of students said ‘online resources’, 25% said ‘feedback software’, 5% of students said ‘reading books’ can help in term of style, and 5% of students said that they can ask their teacher to give them some information.

12. This question is concerned with time students spend on writing at home.

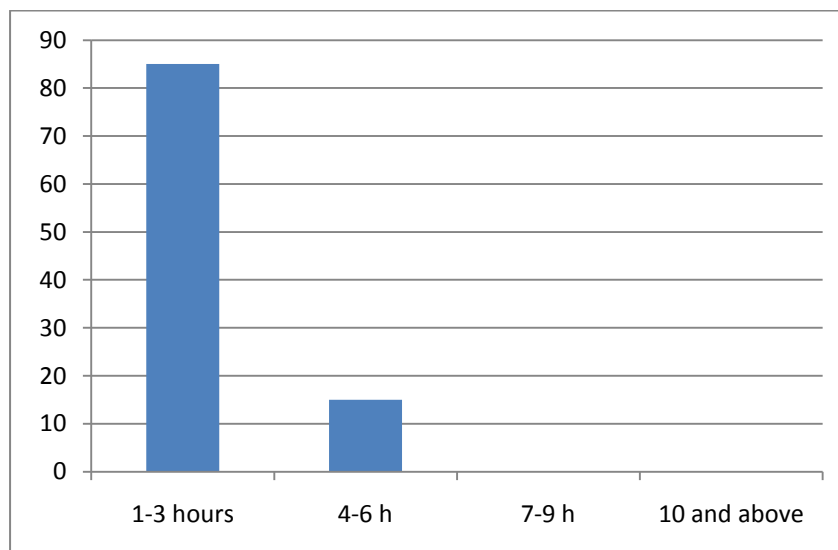


Figure 2.13: Weekly Time Spent on Writing

The figure showed that 85% of students said that they write from ‘one hour to three hours’ a week at home, 15% of students said that they write from ‘four hours to six hours a week’.

13. The next question is related to students’ perception of online learning in developing their writing skills.

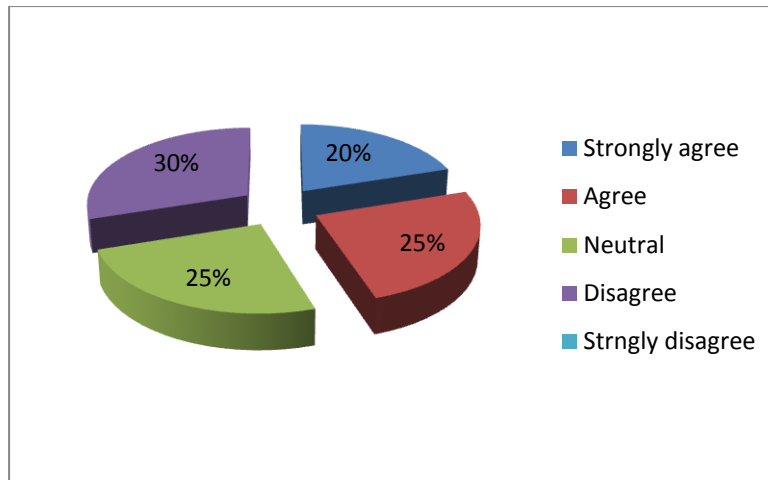


Figure 2.14: Students' Perceptions Towards Online Learning in Relation to Developing Writing Skills.

This figure showed different students' perceptions towards the effectiveness of the use of online learning in developing their writing skills. 20% of students said they 'strongly agree' that online learning can prevent students from developing their writing skills, 25% of students said 'agree', 25% said 'neutral', 30% of students 'disagreed' and 20% of them 'strongly disagree' and they prefer the use of online learning in developing the students' writing abilities.

14. This question is concerned with students' time planning for completing their writing tasks / assignments.

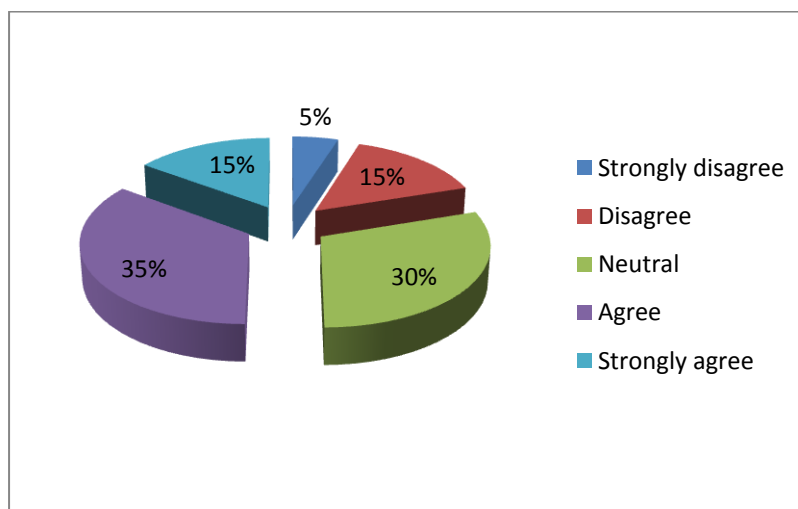


Figure 2.15: Creating Timetable for Writing

The figure showed that 35% of the students make a timetable for the writing process, 35% agreed. 30% chose 'neutral', 15% said they disagree, 15% said they strongly agree, and 5% said they completely disagree.

15. This question is concerned with students' reading of assignment requirements.

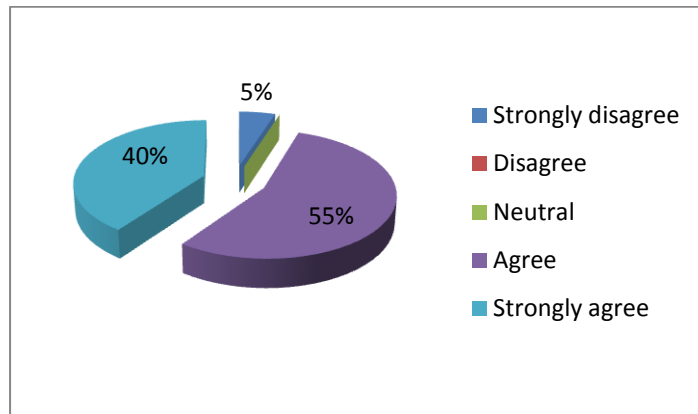


Figure 2.16: Reading the Essay Requirements

The figure showed that 55% of students agreed that before they start writing, they revise the essay requirements, 40% of students said 'strongly disagree', 5% of students completely disagree, and no student disagreed or chose with the statement.

16. This question is concerned with students' looking at a model written by a native speaker or a more proficient writer.

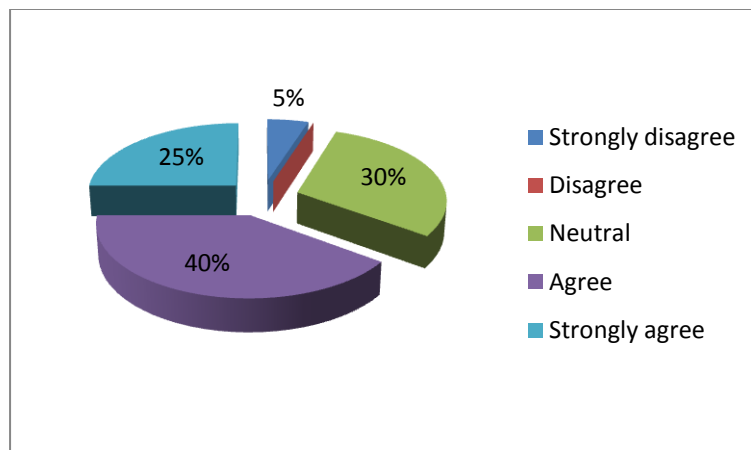


Figure 2.17: Writing by Imitating

The figure showed that 5% said 'strongly disagree' that they look at a written model before they start writing an essay in English, 30% of students chose 'neutral', and 40% said 'agree', and 25% 'strongly agree'.

17. This question is related to students' writing with a mental plan.

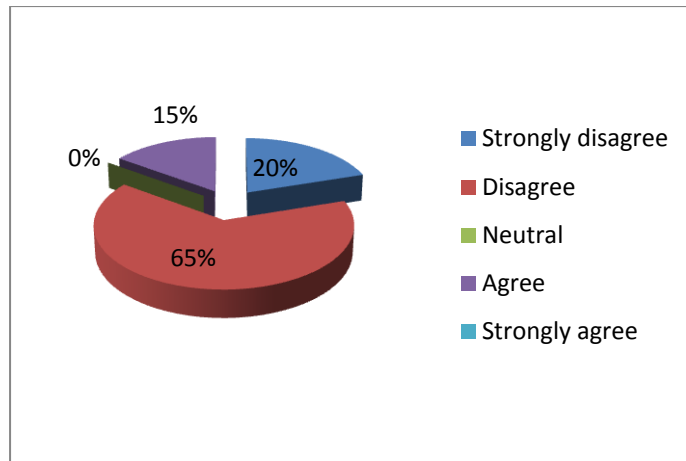


Figure 2.18: Writing through a Plan

The figure showed that 20% of students 'strongly disagree' that they write without following a written or mental plan. While 65% of students said 'disagreed', and 15% agreed. No one chose 'neutral'

18. This question is related to students' thinking about what they want to write through 'planning' in mind, not on paper.

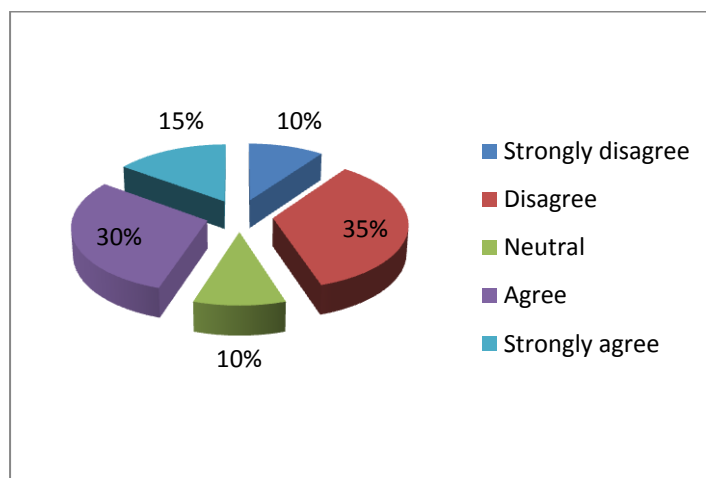


Figure 2.19: Writing with Planning

The figure showed that 10% of students said that they 'strongly disagree' with thinking about what they want to write, or plan writing in their minds. 35% said they disagree, 10% said they chose to be 'neutral', 30% said they 'agree', and 15% said they 'strongly agree'.

19. This question is related to students' writing an outline of their essay.

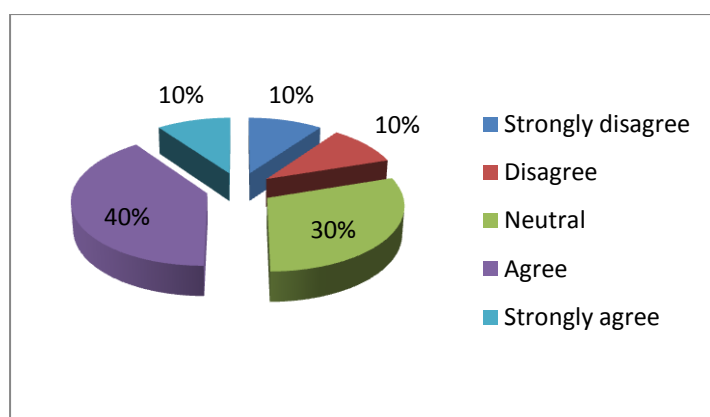


Figure 2.20: Outlining

The figure showed that 10% of students said that they ‘strongly disagree’ with writing an outline for their essay. An equal proportion of students said ‘strongly disagree’, 30% were neutral, and 40% ‘agree’ with writing an outline for their essays.

For open-ended questions, the item responses are presented in the following section.

20. This question is related to students’ decision to learn English.

Responses were different:

- some students said they love it and they need to learn more «Because I need it in the future” Here are a few examples of students’ answers

-“Because English is a worldwide language”.

-Another one said that “I decided to study English language, because it is a means of communication and a simple language that does not contain much depth and has great importance in your daily life” “It is an official language spoken in 53 countries, it can help them get a better job”

- Others also think English makes travel easier, and this can help them meet new people.

21. This question is related to students’ practices before writing their assignment.

Data from students’ responses showed that they organise their time to complete the task, explain the topic, do early research about it, and take the time to review and organise what they have taken as notes. Some mentioned that they revise the structure of how to write an essay. Also, they said that they collect information, organise their thoughts, then start writing.

22. This question is related to students’ time management to complete their assignment.

Responses were different, students said that they organise their time for completing their assignment, they spend time thinking about it from the day they receive the instruction, and they must finish working on it before one day of the deadline. Some mentioned that they do not work on extra task until they complete and submit their assignment; some of them went more specific saying that they spend two hours maximum in each day to complete it.

23. This question is related to students' suggestion for teachers to effectively instruct the CWE course online.

This question aims at giving some suggestions for teachers to use an effective online instruction of written expression. Responses were different, they said that teachers should provide them with more topics to write and more tips that help them develop their writing. However, others mention that teachers should give students an overview before the session about what they are going to deal with in order to make some research and exchange ideas during the session. They also wish teachers can give more examples, and give more feedback, as they believe they need further guidance to recognise their mistakes and correct them

24. This question is related to students' perception of blog use for learning to write.

Responses were different, they said that they take a look on before doing their homework or assignments, and before taking exams and tests. They use it also when they write essays for other modules.

2.7.3 Teachers' Interviews Analysis

The following section is devoted to analyse teacher interviews.

Q1: How long have you been teaching English?

Teacher said that: "I have been teaching English for four years"

Q2 How long have you been teaching the module of "written expression"?

Teacher said that she has been teaching the module of "written expression" for two years"

Q3: What is the approach you use to teach writing?

Teacher said that «I use the process approach and the product approach".

Q3.1. Please, explain the reasons for choosing this approach.

Teacher said that: "It each CWE through discussions/assigning students with reading, asking them to brainstorm their essays based on activities, reflections. And I use process

feedback to assess their writing development, I reads two drafts for each student's writing and I provide feedback"

Q4: How is students' motivation during both in-person and online session?

"Students most likely choose in-person learning over online sessions. They come to in-person sessions; however, there is a huge number of absences online. I would say motivation is less"

Q5. How do you see your role in both teaching contexts?

Teacher said that :“I see that a teacher should run the session, I don't fear time online unlike offline, I don't believe students are learning better online though students have access to my blog, I don't waste time to print out or make copies, this makes me not to worry from time spent on handouts delivery, I share screen and feel I spend my two hours fully” She added: “Offline, I need to bring all my stuff, look for a room, wait for students to turn up. If the room isn't tidy, this honestly distract me”

Q6. Do your students follow all the writing stages?

Teacher said that:“They have to, but no more than 10 students, the rest skip reading or planning, they cannot skip submitting draft one, and receiving feedback. However, some skip submission of their final Drafts”.

Q7. How did you prepare yourself for online learning?

Teacher said that:“I learnt first pedagogy, I did two teaching trainings, one is the CELTA, wherein I learnt how to teach skills for non-speakers of English. I also use some of the strategies, activity types, and assessment methods that I developed from both the CELTA, reading the literature, and back in Algeria I completed my technology and pedagogy training”

“In addition to some efforts, I watch tutorials on YouTube how to design online activities. I read the literature of how to teach synchronically and a synchronically”She also highlighted that she collaborates with foreign writing instructors to develop her teaching of writing to EFL contexts.

Q8. What do you think of using online learning in CWE course?

Teacher said that:“Students do less of writing during the online session, usually in the final activity set in the end of the session. The online session lacks good number of students to which affect equilibrium of their learning” She added: “This can affect social/equality in education”

Q9. Which aspects do you think is more time consuming in online learning sessions?

Teacher said that: “None of the stages, except for planning, which I skip if this year teaching for online sessions”.

Q10. Do you have access to the internet when you teach writing to your students?

Teacher said that: “Always, I pay for a high Gigabytes to not miss my sessions, I always believe learning should happen”

Q11. What are the activities used to teach writing?

Teacher said that: “I use practices that engage students in thinking and discussing their ideas such as: think, pair, share; i.e. I provide students with essays to analyse and discuss”
The teacher said: “I engage students in discussions through listening activities”

Q12. How can you improve your classroom writing?

Teacher said that: “I write teaching reflections, I attend webinars on teaching writing, I check with colleague how they instruct the course, I do research and collaborate.

2.7. Discussion of the Main Findings

As already noted, that this research aims to know how students learn through process approach; how teachers can make students fully conscious of the writing stages. The researcher collected data using surveys, interviews, and observation.

The data analysed above aimed to discuss these research questions:

1. How do students learn the CWE course through Microsoft Teams?
2. Are students aware of learning through process approach?
3. How did the students develop their writing skills?

Research Question 1: How do students learn the CWE course through Microsoft Teams?

The result obtained from all of teacher’s interviews, classroom observation, and students’ questionnaire showed that students learn to write through ‘imitation’ The teacher said students are provided with a narrative essay used as a model to support students ‘learning of writing skills (See section 2.7.1.2). However, on MTeams students do less of writing, one writing activity is often set at the end of the session. The session in MTeams lacks enough number of students to which affect equilibrium of their learning.

Students suggest for the teacher to effectively instruct the CWE course in Mteams is to provide feedback; it helps the students in knowing their mistakes and correcting them. Another student said that teacher should provide them with more essay examples, and highlight common mistakes that students make.

Students showed they are provided with essay models (See students' answers). In addition, students demonstrated they are encouraged to learn - to - write (See figure 2.7). They are provided with essay writing requirements (See figure 2.16) as this supports completion of their assignments. Through online classroom observation, the teacher used also discussion, and essay models to raise students' awareness of ' what to consider ' in writing, and ' what to avoid in writing ' their essays. Interaction between the teacher and students online engaged students in negotiating meaning of essay writing, and content and organisation that aimed to develop students' writing skills.

Research Question 2: Are students aware of learning through process approach?

The teacher mentioned that she provided essay models for discussion, this was also observed during the session, and 40% of students agreed that they look at a model before writing.

Students are aware of using different stages in writing (such as outlining, editing, receiving teacher's feedback (See Figure 2.20). 40% of students said 'agree' that they write an outline before writing. However, the rest showed they are either 'neutral' (30%) and 20% said 'disagree' and 'strongly disagree' these results explain that not all students are aware that they are learning through process approach though in a chat with the teacher, she mentioned that students were informed through their syllabus that she employs the process approach theory, as this agrees with Summers' (1992) findings (See section 1.12) Students showed their awareness of time they spent in completing their essays writing (See Figure 2.13)

Students demonstrated that they have difficulties, such as in ' brainstorming' ideas before writing as this shows that it is a mental activity which students can spend more time to complete their writing assignment(See figure 2.9)

Research Question 3: How did the students develop their writing skills?

The result obtained showed that students reflect and discuss particular topics in groups, as this can help them brainstorm ideas; students become aware of their primary thoughts that they can further in their writing. Then, they organise ideas into notes, or a mind map, as this help them create a relational writing text, that is based on connected ideas and explicit illustrations. Also, students exchanged, and read each other's work and perhaps even write a response or a reply to appraise or recommend further changes; this helps them to learn how to proof-read and revise their texts. Students by the end of semester two could develop a reader-writer identity through reading texts, summarising and writing their drafts, as well as the use of peer-feedback and teacher's feedback.

2.8. Recommendations

In the light of the obtained results, we recommend the following:

1. The researcher finds that the process approach has an important effect on students' writing development, which highlights that EFL teachers can adapt it in their teaching classes.
2. Teachers should be trained to be able to adapt the process approach, as the teacher in this study claims.
3. Teachers should encourage students to go through the different stages of the writing process by creating activities that engage them in brainstorming, planning, drafting, editing, and revising.
4. The researcher suggests that teachers can use online platforms wherein students can share their writing to reinforce students' participation with a different audience.
5. There is limited research on students' awareness of their writing development, as this study initiated in this area to share its main findings. The researcher recommends further research interest that bring an understanding of how L2/EFL learners can develop awareness in regards to how they proceed writing different discourses.

2.9. Limitations

During the research study, the researcher faced some limitations; Lack of in-person observation, as students had most of their sessions online due to covid-19 restrictions, Teacher's had large classes with doubled working hours which made availability for more than one interview restrained, Lack of sessions to train students on peer – feedback which makes this stage not completed in the teacher's implication of the Process Approach, Data from this study cannot be generalised, as the sample is small, and only this class has witnessed the use of process approach at its fullest form.

2.10. Conclusion

The second chapter included the research design and data analyses. The first part described the rationale for employing research instruments for data collections. The second part gives a thorough overview of data analysis on both quantitative and qualitative terms. After discussing the research methodologies and processes used in data collection, the following sections focused on the discussion of the main findings collected that was delivered to the students and the interview that took place with teacher, and the classroom observation for both contexts: in-person and online.

General conclusion

General Conclusion

This dissertation is aimed to find out how students can develop awareness of learning through process writing. This study considered two chapters. The first chapter dealt with the theoretical background. It presented English in Algeria, the LMD system brief history of second language writing and an overview of approaches to teaching writing skills. In addition, it presented the reasons and principles of teaching writing. The second chapter highlighted the different research methods employed for data collection and data analysis. The data had been collected through a mixed-method approach, and triangulation to cross-check between data collected from observation, surveys, and interviews.

This study is exploratory research which addressed L2 EFL students and one COE teacher as a sample population. The researcher used the mixed method to cross-check the results obtained from observation, interviews, and questionnaire. The reason this study chose this teacher is to bring an understanding of how this course is instructed and how students learn through the process Approach, and looking at their awareness of the approach and its implication for developing their writing skills.

The main findings of this research study show that students learn to write through imitation, teacher feedback , and peer feedback. They are aware of using different stages in writing such as outlining, editing, receiving teacher's feedback. Also they develop their writing skills through classroom discussion, group work, which enhanced their ability to brainstorm ideas, and learn from each other.

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Appendices

Appendix I

L2 Students' Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire to express your attitudes towards the writing skill, the writing process as well as the importance of awareness in writing. Your answers are very important for the validity of the research we are undertaking. As such, we hope that you will give us your full attention and interest.

Please, mark () The appropriate box(es) or give full answer(s) on the broken lines.

Thank you, in advance, for your collaboration.

1. Gender

- a. Female
- b. Male
- c. Prefer not to say

2. Age

- a. 19-24
- b. 25-30
- c. Above 30

3. How long have you been learning English?

- a. 5 years
- b. 10 years
- c. 12 years and above

4. What are the platforms that your teachers used to instruct you through the CWE course ?(You can choose more than one option)

- a. Teams
- b. Emails
- c. MOODLE
- d. ZOOM
-

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c. Facebook groups

5. Do you find the course of “written expression” interesting ?

Yes No

6. Does your teacher encourage you to write at home?

Yes No

6.1. If yes, please, explain how ?

7. Do you enjoy writing ?

Yes No

8. Good writing is (you can tick more than one answer)

a. Correct Grammar

b. Good ideas and organisation

c. Spelling

d. Structure and format

9. What are the most difficult step in writing according to you?

a. Brainstorming

b. Planning

c. Drafting

d. Revising

e. Submitting

10. When you re-read what you have written, do you make changes concerning (you can choose more than one answer)

a. Content and organisation

b. Vocabulary

c. Punctuation

d. Spelling

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11. What aids do you use when writing? Which do you find useful for improving your writing skills? Circle the appropriate answer.

- a. Dictionaries
- b. Grammar books
- c. Online resources
- d. Feedback softwares: Grammarly
- e. Readings books can help in term of style
- f. AlsoI can ask my teacher to give me some information and core...

12. How maby hours a week do you spend on writing at home ? Please tick the correct option.

- a. 1-3 hours
- b. 4- 6 hours
- c. 7- 9 hours
- d. 10 and above

13. Online learning cannot be useful to develop writing skill.

- a. Stronglyagree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

14. Before I start writing an essay in English,I make a timetable for the writing process.

- a.Strongly disagree
- b.Disagree
- c. Neutral
- d. Agree
- e. Strongly Agree

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15. I revise the requirements.

a. Strongly disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly agree

16. I look at a model written by a native speaker or more proficient writer.

a. Strongly disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly agree

17. I start writing without having a written or mental plan.

a. Strongly disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly agree

18. I think about what I want to write and have a plan in my mind, but not on paper.

a. Strongly disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly agree

19. I write an outline of my essay.

a. Strongly disagree

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b. Disagree

c. Neutral

d. Agree

e. Strongly disagree

20- Why did you decide to learn English?

.....
.....

21- What practices do you do before writing your assignment?

.....
.....

22- How do you manage your time to complete your assignment?

.....
.....

23- What do you suggest for teachers to effectively instruct the CWE course online?

.....
.....

24- How did you find using the blog for learning to write?

.....

Appendix II:
Teacher Interview

Q1: How long have you been teaching English ?

Q2 : How long have you been teaching the module of written expression ?

Q3 : What is the approach you use to teach writing ?

- a. The product approach
- b. The process approach
- c. Both

3.1 Please, explain the reasons for choosing this approach.

Q4: How is students motivation during both in-person and online courses ?

Q5 : How do you see your role in both teaching contexts ?

Q6 : Do your students follow all the writing stages ?

Q7 : How did you prepare yourself for online learning ?

Q8 : What do you think of using online learning in CWE course ?

Q9 : Which aspects do you think it is time consuming in online learning sessions ?

Q10 : Do you have access to the internet when you teach writing to your students ?

Q11 : What are the activities used to teach writing ?

Q12 : How can you improve your classroom writing ?

Summary

This work aims at finding out how second year students of English at Tlemcen University can develop awareness of learning through process writing. It investigated the students' awareness of learning 'how to write' through the process approach, and it also looked at how the teacher used the process approach in order to develop the students' writing process.

ملخص :

يهدف هذا العمل إلى معرفة كيف يمكن لطلاب السنة الثانية لغة انجليزية في جامعة تلمسان تنمية الوعي بالتعلم من خلال عملية الكتابة. لقد حققت في وعي الطلاب بتعلم كيفية الكتابة من خلال نهج العملية، كما نظرت في كيفية استخدام الأستاذ لمنهج العملية من اجل تطوير عملية الكتابة لدى الطلاب

Résume :

Ce travail vise à savoir comment les étudiants de deuxième année d'anglais à l'université de Tlemcen peuvent développer une conscience de l'apprentissage a travers le processus d'écriture. Il a enquête sur la conscience des étudiants d'apprendre à écriture à travers l'approche processus, et il a également examine comment l'enseignant a utilisé l'approche processus afin de développer le processus d'écriture des étudiants.