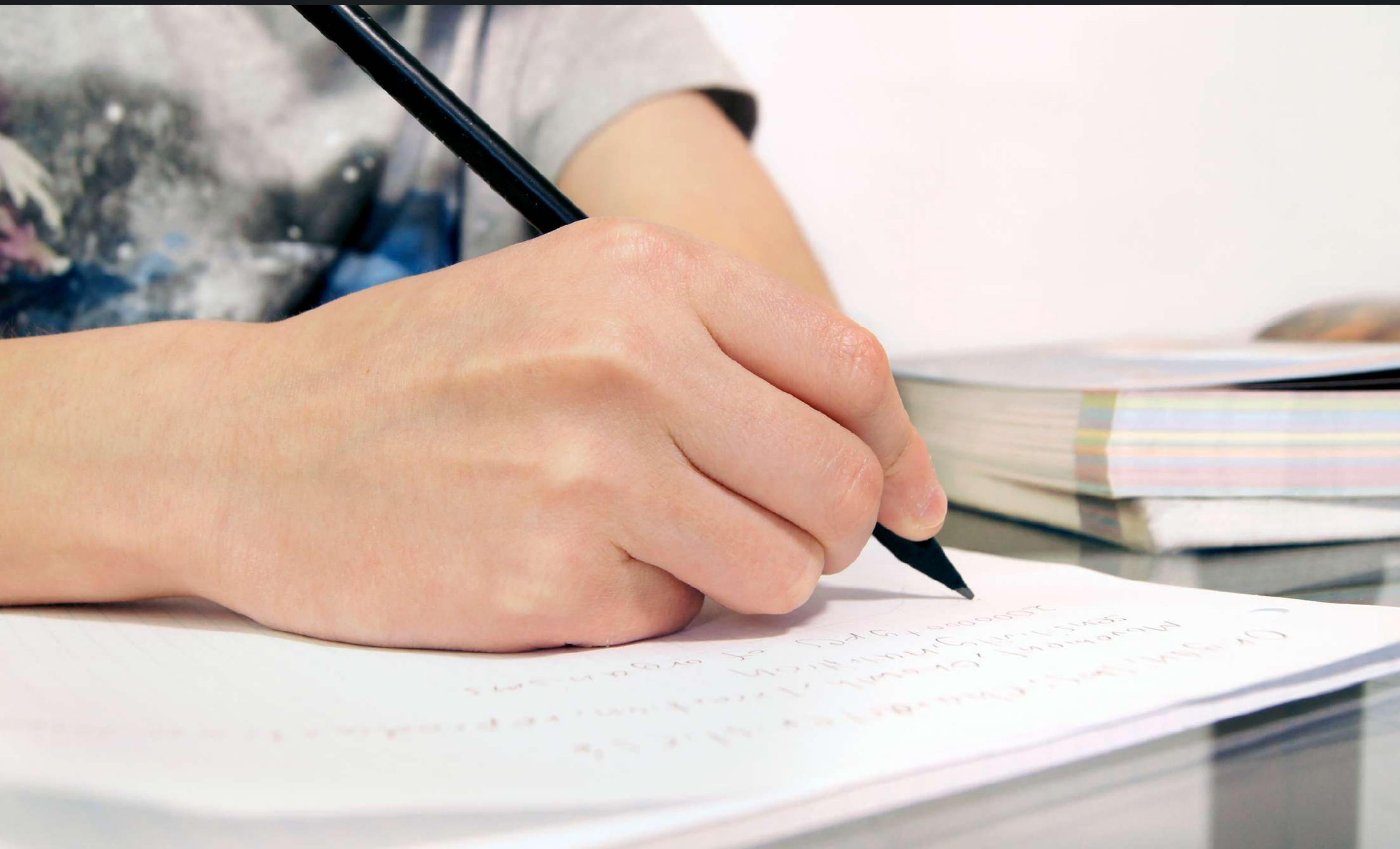


Investigating the Effectiveness of Process Approach in Teaching of Essay Writing at Elementary Level in Bahawalpur

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Edited By

Dr. Muhammad Safdar Bhatti

Authored By

Ms. Zahida Parveen



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The current study also discusses the importance of teaching of English in Pakistan. As for teaching of English many approaches/ methodologies have been applied, this study has discussed the effectiveness of Process Approach for teaching Essay Writing at Elementary level. The study has been conducted in the city Bahawalpur and the adjacent areas of Bahawalpur.

The researcher has used quantitative method of research and has used a structured questionnaire based survey to collect the concerned information on the topic. She collected the data from the semi-govt and private schools of the area where process approach has been used partially or fully. The data has been analyzed through the Statistical Package for Social Sciences (SPSS). The researcher has drawn the conclusion of the study and has also given some suggestions at the end of the study.



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By:

Ms. ZAHIDA PARVEEN

OPENING

In the name of

ALLAH

The most Beneficent,

The most Merciful

“Guide us (O, Allah) to the path that is straight.

That path of those you have been blessed

Not of those who have earned your worth

Not those who have gone astray”.

(Al-Fatihah 5-7)

ABSTRACT

English has been considered the most famous Lingua Franca. It has been learnt and taught all over the world these days. As for as the teaching of English in Pakistan is concerned, it has been taught as a compulsory subject from the start of the educational career until graduation since the establishment of Pakistan. The current study also discusses the importance of teaching of English in Pakistan. As for teaching of English many approaches/ methodologies have been applied, this study has discussed the effectiveness of Process Approach for teaching Essay Writing at Elementary level. The study has been conducted in the city Bahawalpur and the adjacent areas of Bahawalpur. The researcher has used quantitative method of research and has used a structured questionnaire based survey to collect the concerned information on the topic. She collected the data from the semi-govt and private schools of the area where process approach has been used partially or fully. The data has been analyzed through the Statistical Package for Social Sciences (SPSS). The researcher has drawn the conclusion of the study and has also given some suggestions at the end of the study.

DEDICATION

To My Parents:

You are both special in every way,
Encouraging me more & more each passing day.

You both are the reason why I'm so strong,
With you two at the helm not a thing could go wrong.

You've both helped me through many trials & tribulations,
You've made things better in every situation.

Thank you both for always being there,
And showing me that you truly care.

Words could never explain how I feel about you,
But I hope you know that I truly love you two!

Brittany S. Wright

ACKNOWLEDGEMENTS

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I wish to express my heartfelt thanks to my family, in particular **My Mother** for her prayers and reassurance, and constant encouragement.

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Zahida Parveen

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CHAPTER ONE

INTRODUCTION

1.1. ENGLISH LANGUAGE:

The modern world has shrink and got the position of a global village. There are no restrictions to travel through it. People have easy access to far off lands. The transport is easier than in the past. A person can travel from one corner of the world to the other in hours. Personal and professional tours have become common. Whether he or she is interested in business, academics, medicine, or another discipline, it is imperative that someone be able to communicate with others in other than native tongue. So people need a language which can be understood all over the globe so that they can easily communicate with the natives. English language has solved this problem. According to recent studies English is spoken by three billion people worldwide while the native speakers of English are only 300 million. Obviously English has got the status of lingua franca.

English belongs to West Germanic group of languages. It was spoken in England for the first time but now it most widely spoken language of the world. In many countries including United Kingdom, the United States, Canada, Australia, Ireland, New Zealand and many other Caribbean nations English is spoken as the first language. Further it has got the status of third most common native language of the world after Mandarin Chinese and Spanish. It is the official language of the European Union, Commonwealth countries and the United Nations and a number of worldwide organizations and has been learnt as a second language by a wide number of people.

The popularity of English language started in sixteenth century when European colonization started. But when the colonial process ended, the languages like French, Portuguese

and Spanish slowly lost their popularity in former colonies but English remained popular rather its use increased in many colonies after that. In Sub- continent, during the British rule people did not learn English as much as it got popular after the independence. In Pakistani areas before partition, there were only a few hundred people who could speak English but according to recent survey 49% of population can communicate in English. As for India, she has the second largest English speaking community.

1.2. SIGNIFICANCE OF ENGLISH LANGUAGE:

In Modern times English is described as first lingua franca. It is the most dominant language of the current era and has got the status of language of science, information technology, business, seafaring, aviation, entertainment, diplomacy and communication. No other language in the world supersedes it. It started spreading beyond the British Isles with the growth of British Empire and acquired the status of global language by the end of the late 19th century. It became popular among British colonies during 16th to 19th centuries and gradually it became a dominant language in the United States, Canada, Australia and New Zealand. Since US emerged as the sole global superpower and its economic and cultural influences were prominent, the language of US (English) spread across the planet.

English Language has been spoken all over the world without any distinction. There may be a difference between accents and dialects among various regions and countries. It functions in different forms in the different countries and states of the world. It has become the lingua franca worldwide, used as foreign language in major parts of numerous countries and used as second or third language by more the half of the population beyond the boundaries. According to

Kolawole(1991) the basic reason for this situation is that Western Civilization is taking over the whole world and English is the language of Western Civilization.

One prominent reason for this global importance of English Language is that English has been spoken without concerning the nationality of the speakers. The professionals in different areas of the world need to learn and use English Language at their work places i-e pilots, businessmen, doctors, educationists and scientists. Such people have to work on international level for research, communication and professional collaboration etc. Many fields among these require a good proficiency of English Language for induction and some other professions require enhancing the English Language proficiency during job. In the world, that has become a global village, and in Pakistan a country in the world, a former colony of Britain, English has become a language of everyone.

It is right from this perspective that one weighs the importance of English Language. English got to Indo-Pak as far back as the 18th century through Europeans who came here to trade, and explore. It later found its way into our educational system and subsequently became the language of administration, commerce, law, politics and education.

The multi-lingual and multi-ethnic stratifications of Sub- continent favor the adoption of English as the official language although Urdu was declared the official language of Pakistan after partition but practically English replaced Urdu. To enhance the development of English language in the country and to help Pakistan to gain international acceptability, English is being used in schools, colleges, polytechnics and Universities nationwide. And it is an important core subject in the school to university curriculum. Students have to qualify the compulsory subject of English to achieve almost all the degrees on masters and bachelor level. Further for job seekers, it is essential to present themselves as competent user of English.

1.3. ENGLISH AS AN INTERNATIONAL LANGUAGE:

As English is spoken all over the world, it is normally referred as “world language”. It is also called the lingua franca of the modern times. A number of countries have it as their official language and it has become the most often learned language as foreign language. It has become an international language and is officially used for marine and aeronautical communications. UNO uses English for official correspondence and many international organizations like International Olympic Committee also have English as their official language.

In the European Union 89% school children learn English language as foreign language. The ratio of students learning French there is up to 32%. According to a survey 68% Europeans favor English as useful while 25% favor French. A large number of adult population of many non-English countries claim to be able to communicate in English – particularly in Sweden 85% adults claim so, 83% in Denmark, 79% in Netherlands and over 50% in Austria, Belgium, Finland, Germany and Slovenia.

English is most commonly used language in the sciences around the globe so the books, magazines and newspapers written in English are easily available in most of the non-English speaking countries. Since 1997 Science Citation Index reporting has been writing 95% articles in English even though 50% of them came from authors living non-English speaking countries.

This escalating use of English language has had greatly affected other languages, leading to language shift and even language death, and to claims of linguistic imperialism. English itself has become more open to language shift as multiple regional varieties feed back into the language as a whole.

1.4. ENGLISH IN PAKISTAN:

English is an international language as you can find people who understand that language in all parts of the world. It is also the language of internet and international media. All advanced knowledge in science, technology and medicine is available in English.

A large number of Pakistani people speak English. According to 'Euro monitor International report 2009' Pakistan has the third largest population who speak English. Over 49% of total population understand and use English in their routine life frequently.

English came in sub-continent British invasion. British came in sub-continent for trade but ultimately invaded it. Muslims opposed them but Hindus favored them. Hindus got the English education whereas Muslims due to hatred feelings for British did not learn English. Hindus took benefit of it and came closer to the British due to convenience in communication. It was also clear in history that ignoring the leading language would prove harmful to us so it is now. Leaders like Sir Syed Ahmad Khan played a vital role for the development of English in subcontinent especially for Muslims. He emphasized on the importance of learning English language to have better communication with the British because they were the ruling nation. He published bi-lingual newspaper in English and Urdu and also made arrangements for Muslims to get scientific knowledge in English. That was the time when English language started spreading in sub-continent and grew its roots stronger and stronger. Sir Syed never emphasized on turning culture and changing norms of our society but simply said that learning English would prove beneficial. This was right afterwards.

In Pakistan, like most former colonies, the desire to acquire English is the result of perceptions about its status as an elite language and its role as a gates keeper to power domains. Added to this is the experience of colonization which is still fresh in Pakistani psyche, the

aftereffects of which can still be seen in Pakistani society----- the craving to be like the erstwhile ‘masters’ by emulating them through the use of English, the feeling of one’s cultural inferiority which such language use necessarily accompanies, followed by low self-esteem and loss of identity, and in the formation of basic attitudes about life and reality based on western philosophies. This has caused apprehensions about the occurrence of a language shift if a majority of the population deserts the indigenous languages and opts to learn and use English.

Although Urdu is the official language of Pakistan but English is the language which is formally used in all private and government offices, it is used in all domains of power, the bureaucracy, the judiciary, the armed forces and for higher education. Now English is compulsory in all schools in Pakistan and its importance with its usage is increasing day by day. In the hands of its users it has become an empowering device (Rehman 1996) which facilitate them to maintain and perpetuate their power through it. English has become a source of exclusion from and inclusion into these power domains. At the economic level English allows better job opportunities and means of advancements. At the social level, it is equated with being modern and progressive and is therefore seen by the majority as a means of upward social mobility. Thus integrative and instrumental motives to acquire English are strong and correspond with the demands of its teaching and learning.

Pakistan is a developing country and it is the fact that the ruling language is always of developed countries. So for the development and progress in every field of world we must follow the ruling language. In the absence of this thinking; we can never explore this world truly. This is the reason that societies where the modern language is not being followed remains cutoff from the progressing world. Similarly the person having no command on English language faces too many problems at every step of his life. For example at school level a student cannot compete

with his fellow students who are well in English or doing O'level and A'level. Same is the case in colleges and universities where most of the work you have to do or submit is in English. And in an environment like this only those can excel who have better skills in English Language.

1.5. TEACHING ENGLISH WRITING SKILLS:

Writing is the most intractable of four basic skills. This might be because it is least natural in the sense it has to be learnt, i.e. the process starts late and it may not have the child's natural language ability behind it. Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

For a second language learner, writing is an extension of listening and speaking. Therefore, the student must be provided opportunities to build, extend, and refine oral language in order to improve written output. Since writing involves some risk-taking, it is important for students to be comfortable taking risks. They need to know that their efforts are appreciated and that the message they are trying to convey is valued over the form.

Teaching writing for second language did not attract much attention until the 1960s; however, writing has been getting more attention recently. As Harmer (1998) points out, the writing skill has finally been recognized as an important skill for language learning. He lays stress on the essentiality of the writing skill saying "The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right". Writing is indeed becoming necessary

not only in second language in school settings, but also in our daily life, particularly owing to the prevalence of information technology, such as writing e-mail, or business letters overseas. Reid (1993) also indicates that along with a drastic increase in textbook writing, conference presentations, and published research and commentary about L2 writing, the inclusion of direct tests of writing on standardized tests of English proficiency such as the TOEFL Test of Written English has been a sign of the recognition of the importance of L2 writing.

Teaching writing is often about teaching grammar. If grammar comes up anywhere in teaching of English, it is in the writing classroom. Most students of English Language will have some writing skills when you get them. But they will often have an idea that their writing is quite good and generally it will be quite poor. Writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing. Both young and old people can encounter the discouraging 'writer's block' if they engage in more than one or two of these activities at once.

Translating is the least useful strategy for writing in a second language. There is often a wide discrepancy between what students can express in their first language and what their limited foreign language lexicon enables them to do. They frequently resort to using a dictionary to look up every word and end up with a literal translation that may be completely incomprehensible and even embarrassing.

How well English Language Learners can write is directly related to their level of English language proficiency in writing. It is important to note that language learners often make mistakes in vocabulary and grammar. As they take risks and experiment, their accuracy level

may be negatively affected. It is important to realize that this is a normal part of the language development process. If too much attention is placed on accuracy, students will not progress.

1.6. THE PROCESS APPROACH TO TEACHING WRITING:

Recently, the teaching of writing has moved away from a concentration on written product to and emphasis on the process of writing. Thus, writers ask themselves: How do I write this? How do I get started?

In this approach, students are trained to generate ideas for writing, think of the purpose and audience, and write multiple drafts in order to present written products that communicate their own ideas.

Process writing is an approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves. In the end, learners surely need to and are required to complete their products, yet the writing process itself is stressed more. By focusing on the writing process, learners come to understand themselves more, and find how to work through the writing. They may explore what strategies conform to their style of learning.

Teachers who use this approach give students time to try ideas and feedback on the content of what they write in their drafts. As such, writing becomes a process of discovery for the students as they discover new ideas and new language forms to express them. Furthermore, learning to write is seen as a developmental process that helps students to write as professional authors do, choosing their own topics and genres, and writing from their own experiences or observations. A writing process approach requires that teachers give students greater

responsibility for, and ownership of, their own learning. Students make decisions about genre and choice of topics, and collaborate as they write.

During the writing process, students engage in pre-writing, planning, drafting, and post-writing activities. However, as the writing process is recursive in nature, they do not necessarily engage in these activities in that order.

1.7. THE WRITING PROCESS IN PROCESS APPROACH:

The process approach to writing is ideally suited to the second language learner since listening, speaking, and reading can be so naturally integrated with it.

1.7.1. Pre-writing:

Pre-writing is essential for the writer whose first language is not English. Especially at the lower levels of proficiency, students have a limited lexicon and therefore often have difficulty expressing their ideas. Therefore, teachers or other students may need to assist second language students to generate vocabulary and grammatical structures relevant to the topic. Models and samples are often helpful.

- Brainstorming — depending on the students' level of language, the writing down of ideas can be done by the teacher or by native English speaking students; the teacher may need to provide some guidance by asking questions to elicit vocabulary and structures associated with the selected topic
- Word banks generated by the students or as assigned by the teacher

- Drawing and sketching — enable students to illustrate ideas for which they do not have the language
- Discussion with native English-speaking peers or with the teacher
- Note-taking (often with the use of charts)
- Graphic organizers for eliciting, organizing and developing background knowledge
- Dictations — give learners some alternative models for addressing a writing task
- Researching and gather data by viewing videos, reading, talking, interviewing, and searching reference books or internet

1.7.2. Drafting:

At the drafting stage students write their ideas down using some of the notes, language, and structures generated during the pre-writing activities. Second language students especially need to be aware that their first draft does not have to be perfect and that the purpose of this activity is to get words on paper. Spelling will often not be accurate and there may be many grammatical errors. Some students may also insert words in their native language.

- Using notes taken during pre-writing activities — provides students with a starting point and a skeleton of ideas; especially useful for second language learners whose ideas are restricted by their limited vocabulary
- Sentence completions — may address the different ways to begin or end a paragraph or a story or may focus on vocabulary needed to describe or narrate a story
- Journal writing — allows students to take risks and experiment with language; it can provide a starting point for a longer writing assignment

1.7.3. Revising/editing:

Second language learners will also need assistance during the revising/editing stage from teachers and from other students. Changes in writing will need to address word usage and clarification of ideas, as well as grammatical accuracy, punctuation, spelling and capitalization. It is important to remember that second language students may have difficulty recognizing their own errors or the errors of their peers. A self-assessment checklist may help them monitor their own writing. However, care should be taken with peer editing groups. In addition, it is important that correction be done in a comfortable environment.

- Peer or group reviews of mixed ELLs and native English speakers
- Language expansion and sentence combining activities — enable students to move beyond subject/verb/object format by encouraging students to combine two or three different statements in various ways to make their sentences more complex
- Rearranging words within sentences
- Using dictionaries, including personal dictionaries, and other resource materials such as grammar books and textbooks

1.7.4. Word processing:

Second language learners should be encouraged to use word processing programs throughout the writing process. The programs facilitate the process and are especially helpful with the composing, revising, and editing stages because they do not require students to rewrite their work. They help students format their work and produce copies which are clearly legible and professional looking. These programs are especially helpful for students who are accustomed to a

different alphabet (i.e. Chinese, Russian) and are only beginning to learn to write using the Romanized alphabet for English.

1.8. RESEARCH STATEMENT:

Pakistan is a multi-lingual country. Philologists say that there are over 300 dialects and languages spoken in the country today and each is distinctly differently from the other. Urdu is the national language but English language has become the most important language in Pakistan because of various reasons- some of them being its international status, its historical background and its power to confer economic benefits and social gratification. These have been combined with state policies of language, which have implicated English in power structure. Institutes reflect the society and that's the reason of popularity of English teaching in Pakistan. The technologies of teaching English, the environment of the educational institutes, communal attitude plot to create culturally fusion identities that are more inclined to use English than the mother tongue. To get through the challenge of learning English, the schools are applying different methods of teaching and modern approaches. Some schools are practicing the traditional methods but many teachers are focusing on newly emerged methods to get better results. The research premise of the present study is grounded on the assumption that the process approach is more effective than other approaches in teaching of essay writing in English.

1.9. RESEARCH OBJECTIVES:

Major objectives of the study were as under:

1. To investigate the teachers' attitude about new teaching methodologies.
2. To explore the teachers' practices in enhancing the effectiveness of their teaching.
3. To get the teachers' opinion about the practice of process approach in instruction.

4. To investigate the teachers' practice of process approach.
5. To measure the effectiveness of process approach in teaching of essay writing.
6. To furnish the recommendation for motivating students to acquire the skills to write a good essay.

1.10. NEED OF THE STUDY:

It is observed that at the end of the course students fail to write application letter, summarize the given matter, open a savings account in the bank, respond to advertisements, telephonic conversation, transferring information from non- verbal presentation to verbal presentation and vice-versa. They can hardly express their views, feeling and ideas through writing. It is fact that the result of English subject is not more than 40 percent in the examination conducted by Education Boards and Universities. It is generally observed that teachers do not pay attention towards communication skills prescribed in the syllabus.

After making review of the concerned area, some basic questions arose in the mind of the researcher. How does a teacher develop good writing skills among the learners? What are the reasons behind the students' failure in writing competence? What relationship does exist between conventional methods and process approach? How does the process approach help the learners to develop adequate competence in written English? What are the strategies, devices and techniques required for developing the learners' writing competence in English? Such questions were lurking in the mind of the investigator. In order to find out the answer of these questions, the researcher decided to conduct a research in this area.

1.11. RESEARCH DESIGN:

The current study proceeded according to the following procedure. The research design for the study was the survey method using structured questionnaire for concerned persons. On the basis of literature review questionnaires were formulated. The data was collected from the English teachers of elementary level in eminent Semi Govt and Private schools of Bahawalpur City where process approach has been practiced fully or partially. Due to shortage of time and finance the study was delimited to the educational institutes in Bahawalpur (main city) and Headrajkan. For the research study data was collected through a structured Questionnaire for teachers. To interpret and draw the conclusions, the collected data was analyzed through SPSS (version 15.0)

CHAPTER TWO

LITERATURE REVIEW

2.1. WRITING SKILLS:

Writing is the result of a very complex, highly individualized process. Writing is the most intractable of four basic skills. This might be because it is least natural in the sense it has to be learnt, i.e the process starts late and it may not have the child's natural language ability behind it. Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

English writing, as a basic language skill for second language learners, is being paid close attention to. How to achieve better results in English teaching and how to develop students' writing competence remain an arduous task for English teachers.

A large number of various views of writing show that there has not yet been any consensus of what writing is although its importance has been recognized in its own right.

Traditionally, writing was considered as transcribed speech. It was often assumed that the acquisition of spoken proficiency had to take precedence over the learning of written language, and that students would be able to write once they 'mastered' spoken language and orthographic conventions.

Another view of writing is that writing is '*decontextualized*' (Ellis, 1994: 188) because it assumes that written communication never takes place in the presence of the writer and the reader. According to Grabe and Kaplan (1996) and Matsuda (1997), writing is "*far from*

decontextualized because every writing task is situated in a rhetorical context, involving complex interrelationships among various elements of writing: the writer, the reader, the text and reality". As for Canale and Swain (1980), they defined writing as "*a manifestation of, as well as the process of manifesting, sociolinguistic, strategic and grammatical competences mediated by the use of orthographic systems*" (cited in Silva & Matsuda, 2002).

Moreover, writing is also defined as a social process by Candlin and Hyland (1999, cited in Phung, 2004). They stated "*Writing is therefore an engagement in a social process, where the production of texts reflects methodologies, arguments and rhetorical strategies constructed to engage colleagues and persuade them of the claims that are made*".

However, writing, in language teachers' opinions, is "*a language skill which is difficult to acquire*" (Tribble, 1996). It "*normally requires some form of instruction*" and "*is not a skill that is readily picked up by exposure*" (Tribble, 1996). Besides, writing is also "*a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft*" (Harris, 1993) (cited in Phung, 2004).

As for Byrne (1988), one of several authors on writing skills, makes the important point that writing is the process of *encoding* (putting your message into your words) carried out with a reader in mind. Nevertheless, it is likely that, in the great majority of situations, our students still write primarily for their teachers, or perhaps for an examiner, both acting in the role of evaluator. Grant (1987) makes the very useful point that, "*although transferring real-life writing directly to the classroom is problematic, what we should be aiming at is at least the creation of 'plausible contexts'*" (cited in McDonough & Shaw, 1993).

As we have noted several times, the classroom has its own purpose and structure, and is not simply a reflection of the outside world. In this sense, we can think of writing activities both

from the ‘instrumental’ perspective of what is useful for external purposes, but also in terms of their educational function and the reality of the classroom itself.

So far we have looked at the “what” of writing, particularly at the nature of text and the importance of writing with a readership in mind. Obviously, writing continues to serve as a vehicle for language practice, and necessarily so, but this function is integrated into a broader and more diversified perspective. And I totally agree with Byrne when he puts it that teachers need to make students aware that *“any piece of writing is an attempt to communicate something; that the writer has a goal or purpose in mind; that he has to establish and maintain contact with his reader; that he has to organize his material and that he does this through the use of certain logical and grammatical devices”* (1988: 14) (cited in McDonough & Shaw, 1993).

2.2. TEACHING WRITING SKILLS:

Teaching writing is often about teaching grammar. If grammar comes up anywhere in teaching of English, it is in the writing classroom. Most students of English Language will have some writing skills when you get them. But they will often have an idea that their writing is quite good and generally it will be quite poor. Writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing. Both young and old people can encounter the discouraging ‘writer’s block’ if they engage in more than one or two of these activities at once.

Any second language, no matter its acceptability and popularity is a new language to the intending learner(s). Hence, that it is new does not make its newness the only factor that affects the acquisition of the language but there are other factors. Language acquisition is dependent on

a few numbers of notions. This includes the notion of a critical period in language development which refers to the period when the human organism is said to be sensitive specifically to a definite aspect of language acquisition. This means that certain periods are naturally slated for the development of each of the language component, namely; phonological part, syntactic part, morphological part, semantics and pragmatics parts.

Researches in psycholinguistic have revealed that the difficult periods of child's development seem to go along with Piaget's theory of cognitive development stages. Piaget in his discovery said, "there is a period of growth spurt between two and four years of age; this is the sensitive period for phonological development" We are to understand that the particular period, which is marked for development of componential part of language does not terminate further development in language acquisition, rather the period is sensitive to the development of a particular language development. In addition, the following other factors affect child's sensitivity to new language development:

- (a) Neurophysiology
- (b) Psychology
- (c) Environments.

Neuro-physiological theory addresses the lateralization of the brain. There is the claim that language cannot be learnt easily after the completion of brain laterization, which is associated with puberty; at another perspective, lateralization is said to be completed by age 5 or earlier than age 5. Other still classify lateralization with Piaget's concept of the sensor motor stage. From these, there is a relationship between the sensor motor period and the critical period in language development; hence, the earlier a second language is learnt, the better.

Psychological factor: the psychological composition of an individual is another important determinant in acquisition and performance in language. This is broken down to cognitive, intellectual functioning experience, attitude, motivation and cultural factors. How aptly to reason and engage in intellectual activities, what gears the learner towards acquisition and the importance of the knowledge of such language in the society is addressed under this.

Environmental factors like auditory input, stimulation, semantic input and syntactic output for example, if an individual manifests high degree of learning retardation as a result of certain environmental factors, learning a new language becomes an herculean task. Moreover, the cultural aspect may hinder or enhance learning. For example, in some cultures, parents - especially mothers are said to talk to their female children very constantly. Female children under such a culture perform better linguistically than their male counterparts.

2.3. TEACHING OF WRITING, A CHALLENGE:

English as a Foreign Language (EFL) teachers and students face certain problems in teaching and learning writing. As many teachers of English in China have noted, acquiring the writing skill seems to be more laborious and demanding than acquiring the other three skills (Zheng 1999). In fact, Nunan (1999, 271) considers it an enormous challenge to produce “a coherent, fluent, extended piece of writing” in one’s second language. This is magnified by the fact that the rhetorical conventions of English texts—the structure, style, and organization—often differ from the conventions in other languages. It requires effort to recognize and manage the differences (Leki, 1991).

In many countries, education systems emphasize writing for taking tests. For many students, the only reason to practice writing is to pass examinations or to get a good grade in the class. This focus on writing to pass examinations reduces writing to producing a product and

receiving a grade from the teacher. This is not likely to make students interested in writing, which becomes de-contextualized and artificial, giving students no real sense of purpose or perspective of a target audience.

Even though these problems will persist, there are ways to improve the teaching of this skill to benefit all writing tasks and prepare students for the writing they will have to do after they graduate. Three main approaches to teaching writing have been advocated and used in the past few decades of English language teaching. A brief survey shows that they have had their advocates and detractors over the years and that they are still under active discussion and debate.

2.4. APPROACHES TO TEACHING WRITING:

There are several approaches to teaching writing that are presented by as follows:

- (i) The Controlled-to-Free Approach
- (ii) The Free-Writing Approach
- (iii) The Paragraph-Pattern Approach
- (iv) The Grammar-Syntax-Organization Approach
- (v) The Communicative Approach
- (vi) The Product-Oriented approach
- (vii) The Process Approach

2.4.1. The Controlled-to-Free Approach

In the 1950s and early 1960, the audio-lingual method dominated second-language learning. This method emphasized speech and writing served to achieve mastery of grammatical and syntactic forms. Hence teachers developed and used techniques to enable student to achieve

this mastery. The controlled-to-free approach is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by changing questions to statements, present to past, or plural to singular. They might also change words to clauses or combine sentences. With these controlled compositions, it is relatively easy for students to write and yet avoid errors, which makes error correction easy. Students are allowed to try some free composition after they have reached an intermediate level of proficiency. As such, this approach stresses on grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality.

2.4.2. The Free-Writing Approach

This approach stresses writing quantity rather than quality. Teachers who use this approach assign vast amounts of free writing on given topics with only minimal correction. The emphasis in this approach is on content and fluency rather than on accuracy and form. Once ideas are down on the page, grammatical accuracy and organization follow. Thus, teachers may begin their classes by asking students to write freely on any topic without worrying about grammar and spelling for five or ten minutes. The teachers do not correct these pieces of free writing. They simply read them and may comment on the ideas the writer expressed. Alternatively, some students may volunteer to read their own writing aloud to the class. Concern for “audience” and “content” are seen as important in this approach.

2.4.3. The Paragraph-Pattern Approach

Instead of accuracy of grammar or fluency of content, the Paragraph-Pattern-Approach stresses on organization. Students copy paragraphs and imitate model passages. They put scrambled sentences into paragraph order. They identify general and specific statements and

choose to invent an appropriate topic sentence or insert or delete sentences. This approach is based on the principle that in different cultures people construct and organize communication with each other in different ways.

2.4.4. The Grammar-Syntax-Organization Approach

This approach stresses on simultaneous work on more than one composition feature. Teachers who follow this approach maintain that writing cannot be seen as composed of separate skills which are learned sequentially. Therefore, student should be trained to pay attention to organization while they also work on the necessary grammar and syntax. This approach links the purpose of writing to the forms that are needed to convey message.

2.4.5. The Communicative Approach

This approach stresses the purpose of writing and the audience for it. Student writers are encouraged to behave like writers in real life and ask themselves the crucial questions about purpose and audience:

What is the reason of my writing?

Who are the readers?

Traditionally, the teacher alone has been the audience for student writing. But some feel that writers do their best when writing is truly a communicative act, with a writer writing for a real reader. As such, the readership may be extended to classmate and pen pals.

2.4.6. The Product Oriented Approach:

This is also known as 'Models Approach'. This approach focuses on the product - the written text that serves as the model for the learner. It was believed that if a model text written by an accomplished and competent writer is given to students to read, the students imbibe all the good qualities of writing and thus become good writers. This approach emphasizes students' exposure to written sentences and paragraphs whether emphasizing grammatical roles or rhetorical patterns.

The Product approach focuses the written text, which serves as a model for the learner; this is where it derived the name 'the model approach'. The proponents of the Product Approach hold the belief that students can learn how to write with minimal error when they are given the composition of a good writer to study before embarking on their own writing. Nunan (1999) says the product approach focuses on writing tasks in which the learner copies and transforms from teacher supplied models. Adams (2006) sees the product approach following a linear pattern. This is what Bruton (2005) describes as single-draft think -plan linear procedures with once -off correction grounded on product models of writing. The primary goal of this approach is an error -free coherent text.

In this approach, students would be given writing exercises that would reinforce language structure that they have learned through the imitation and manipulation of grammatical patterns. Examples of such writing tasks are shown in controlled compositions in which students would be given a paragraph and asked to perform substitutions, expansions or completion exercises.

2.4.7. The Process Approach of Teaching Writing:

The Process Oriented Approach came into being because of the inadequacies of the model approach. Oluwadiya (1992) says scholars like (Kuhn

1970, Emig 1971, Perl 1979, Hayes and Flower 1980, Graves 1982 and Flower 1985) sought to find out how competent writers write so that the kind of the thinking that precedes such writers' writing can be determined and then taught to the student writers. The research question that prompted these investigations was: "How does the competent writer write?" The finding came forth that, writing is a non-linear, recursive and generative process which involves the following stages viz - pre-writing, composing/writing and re-writing stages. Here, students enjoy procedural information from the teacher before the actual final writing is done. Writing presentations are done in logical sequential order. The pre-writing and the drafting stages afford the students the opportunity of composing their own composition.

In the Process approach, learners are looked upon as central in learning, so that learners' needs, expectations, goals, learning styles, skills and knowledge are taken into consideration. Through the writing process, learners need to make the most of their abilities such as knowledge and skills by utilizing the appropriate help and cooperation of the teacher and the other learners. It encourages learners to feel free to convey their own thoughts or feelings in written messages by providing them with plenty of time and opportunity to reconsider and revise their writing and at each step seek assistance from outside resources like the instructor.

The writing process usually involves several steps. A typical sequence is comprised of three steps: prewriting, drafting, and, revising. Some sequences, however, use four steps, such as thinking, planning, writing, and editing, while others use five steps, prewriting, drafting, revising, editing, and evaluating. In other words, each writer has a preferred way of approaching the writing process, from simpler to more complex depending on the level of the learners, and the purpose of writing.

These steps generally are implemented in sequence, but in process writing the writing process is not necessarily a linear learning process, rather more of a recursive or spiraling process as the learners move around these steps, sometimes going forward and retracing their steps. For example, brainstorming, one skill that is important particularly for the prewriting step, can be exercised again and again at different stages if the learner needs new ideas later in the process. Learners can achieve their writing goals through the process in different ways.

Research conducted in the late 1970s by Donald Graves, Janet Emig and others led to a focus on the process, rather than solely the product, of writing. The writing process approach rests on the premise that writing is a complex and individualized task which can be described through a series of recursive stages. These stages, commonly including pre-writing, writing, editing and revision, and the concepts of craft within them, can be modeled and taught to students. This allows the teacher to identify the difficulties students are having with writing and to provide appropriate instruction and support. The writing process approach helps students to understand what writers actually do when they write, providing multiple models and individual feedback on writing pieces in progress. Students are encouraged to choose their own topics and purposes for writing, and to write to real audiences. This approach has been widely adopted in schools throughout the United States.

2.5. DEFINITIONS OF PROCESS APPROACH OF TEACHING WRITING:

Process approach to the teaching of English Writing has been advocated in contrast with the traditional product-oriented method of teaching writing, and has been generally accepted and applied by English teachers in their classroom teaching of English writing, though controversy occurs occasionally among researchers concerning which P is better, the process approach or the product method.

The controversy occurs mainly because there isn't yet a definite and universally accepted definition for the process approach to writing although some features for the approach have been discussed. According to Graham Stanley, the process approach treats all writing as a creative act which requires time and positive feedback to be done well.

Process approach according to Pica (1986) focuses on the writer's potential for self-correction as a means of achieving success in writing. It places on the students the task of revision at the expense of imitation of perfect work of experts. This is in harmony with the view of the proponents of Process Approach that, want teachers to give their students opportunities to plan, review, clarify and re-organize what they (students) have written on their own.

Brown (2001) states that writing is a thinking process; a writer produces a final written product based on their thinking after the writer goes through the thinking process. In addition, Brown quotes Elbow (1973) as saying that writing should be thought of as an organic, developmental process . . . not as a way to transmit a message but as a way to grow and cook a message. Kroll (1990) also quotes Applebee (1986) as saying that the process approach “provided a way to think about writing in terms of what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, and grammar)”.

In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself. Vanessa Steele defines the process approach as focusing more on the varied classroom activities which promote the development of language use; brainstorming, group discussion, re-writing. Nunan(1991) clearly states that the process approach focuses on the steps involved in creating a piece of work and the process writing allows for the fact that no text can

be perfect, but that a writer will get closer to perfection by producing, reflecting on, discussing and reworking successive drafts of a text. Fowler (1989) acknowledges that process writing evolved as a reaction to the product approach, in that it met the need to match the writing processes inherent in writing in one's mother tongue, and consequently allow learners to express themselves better as individuals.

2.6. Process Approach versus Product Approach:

Virtually all current composition theorists make a distinction between process-oriented and product-oriented writing. James McCrimmon sees it as the difference between writing as a way of knowing (process) and writing as a way of telling (product). Donald Murray sees it as the difference between internal and external revision (revising in order to clarify meaning for oneself-vs. revising in order to clarify meaning for the reader.) Linda Flower sees it as the difference between writer-based and reader-based prose. Nunan(2001) clearly states how very different this "process" approach is from the traditional product-oriented approach. Whereas the product approach focuses on writing tasks in which the learner imitates, copies and transforms teacher supplied models, the process approach focuses on the steps involved in creating a piece of work. The primary goal of product writing is an error-free coherent text. Process writing allows for the fact that no text can be perfect, but that a writer will get closer to perfection by producing, reflecting on, discussing and reworking successive drafts of a text. Though these theorists differ in their explanations of the distinction between process- and product-oriented writing, there is one important point upon which they all agree: good product depends on good process.

2.7. TEACHING WRITING: FOCUS ON PROCESS:

In the history of writing instruction, researchers and teachers have oscillated between focusing on the written product that students are meant to produce, and focusing on the creative processes of writing, the role of the individual in the act of writing, and the social aspects of writing, including students' identities, disciplinary conventions, and the larger social context (Galbraith and Rijlaarsdam, 1999). Our view is that all these aspects need to be taken into account in teaching writing. In this section we look at the processes involved in academic writing, including process approaches, collaborative writing, and using peer review.

Whether students write in response to a set assignment or are asked to develop their own topics, many students are daunted by the act of writing itself. Process approaches focus primarily on what writers do as they write rather than on textual features, but depending on the writer's immediate task, these approaches may also consider text features. As Figure 1 shows, the process approach includes different stages, which can be combined with other aspects of teaching writing, for example, the study of textual features. Not all writers move through the stages included in process approaches; some stages may be helpful and others superfluous to any given writing task. However, many students carry the notion that the writings of published authors have sprung fully formed from their heads.

Process approaches are premised on the notion that writing is an iterative process, as shown in Figure 1, involving the techniques described below (Murray, 1987). Stages of the writing process can happen in various orders at different points. Lecturers can help clarify students' misconceptions about writing by explicitly teaching the stages of the writing process as described in Figure 2.1 (Curry, 1996).

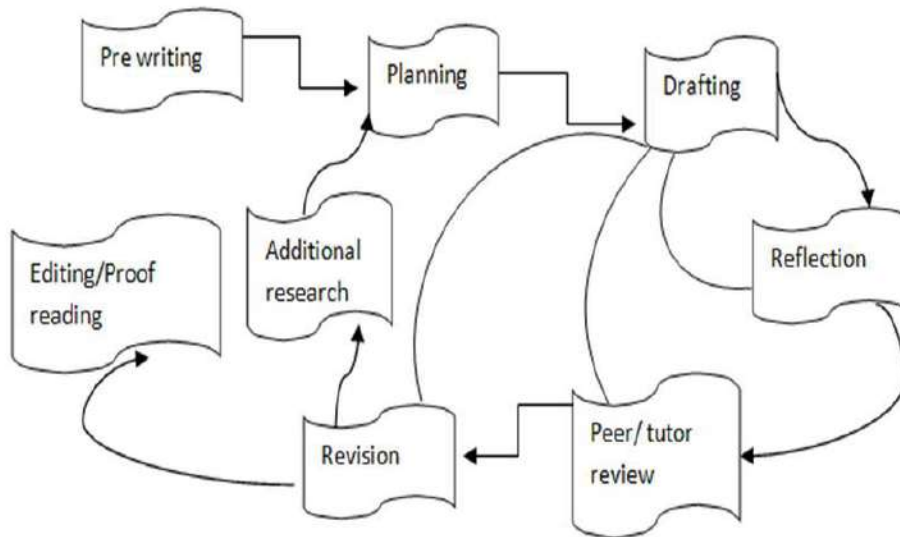


Figure 2.1

2.7.1. Prewriting techniques:

Prewriting strategies such as brainstorming and free writing (explained below) can help writers find ideas, collect information, activate tacit knowledge, and organize their thoughts. In describing these strategies here we do not mean to downplay the important work of discovery that often occurs while drafting. However, although experienced writers may identify, invent, and refine their ideas while they are writing, students often find it helpful to think about ideas before trying to create a formal text. Some of these strategies can be used well by the writer alone; others work better in pairs or in small groups.

In *brainstorming* students spark ideas off each other after a discussion or reading. Ideally, students throw ideas into a non-judgmental forum, with the goal of generating multiple ideas on a topic without immediately evaluating their suitability for development. The lecturer or a student lists the ideas generated by the group on the blackboard to create a record. An individual

writer can also brainstorm about a topic, although input from others will be missing. Figure 2 illustrates a brainstorm for a social sciences essay.

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 (for instance, immigration in Figure 2.2). 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. Lecturers can even take some lecture time for a brief session of free writing on a topic related to course material as a way to warm students up to writing and thinking. Usually lecturers do not evaluate or even collect free writing. With practice (and enforced discipline from the lecturer), students learn that free writing can be a low-pressure strategy for writing without worrying about the quality of the output. Free writing reinforces the principle that it is possible to separate the idea-generating phases of writing from more critical editorial stages.

Brainstorm: issues related to immigration

Add to labor force

Skills shortages in industrialized countries, e.g. teachers

Low-level jobs – agriculture, cleaning, service work, etc.

High-skill work – information technology, other occupations

Declining populations of industrialized countries

Need to support ageing populations

Immigrants pay taxes on earnings and investments

Entrepreneurs bringing energy, new skills

Higher fertility rate among many groups of immigrants

Benefits of multiculturalism: arts, religion, food

Greater demands on educational system

Bring new ideas to workplace; new views on old problems

Bi/multilingual education

Cultural issues in education, e.g. Muslim girls wearing headscarves

Discrimination/racism against immigrants

Don't share local prejudices

Fears of native population about job loss
Issues of learning language, new culture
Hard working, need to 'make it'

2.7.2. Drafting:

As noted, a fundamental principle of process approaches is that writing is an iterative process. Thus, where possible, writing assignments or tasks should build from opportunities for students to revise a piece of work in response to feedback from peer reviewers or the lecturer.

Indeed, one-off, assessed tasks tend to limit possibilities for growth in the writer's ideas and modes of expression. Students are more likely to attend to feedback from lecturers about their writing if they will have an opportunity to re-work it. Furthermore, students who write and re-draft their work have less opportunity to present plagiarized work as their own, since the lecturer may have seen earlier versions of it. Of course students who must write tests in an examination have only one opportunity to write. But when writing essays, reports, or other texts outside an exam, students often benefit from the opportunity to revisit and resubmit pieces of work.

In an initial draft, the writer's focus should be 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. At this stage writers, including non-native speakers of English, should try to avoid being overly concerned with linguistic accuracy unless it interferes with making meaning. Once students have completed a first or second draft on their own, the next stage calls for review by peers or the lecturer. Structured opportunities for revision help develop students as writers, as ideally they internalize the sorts of responses that readers make to their work.

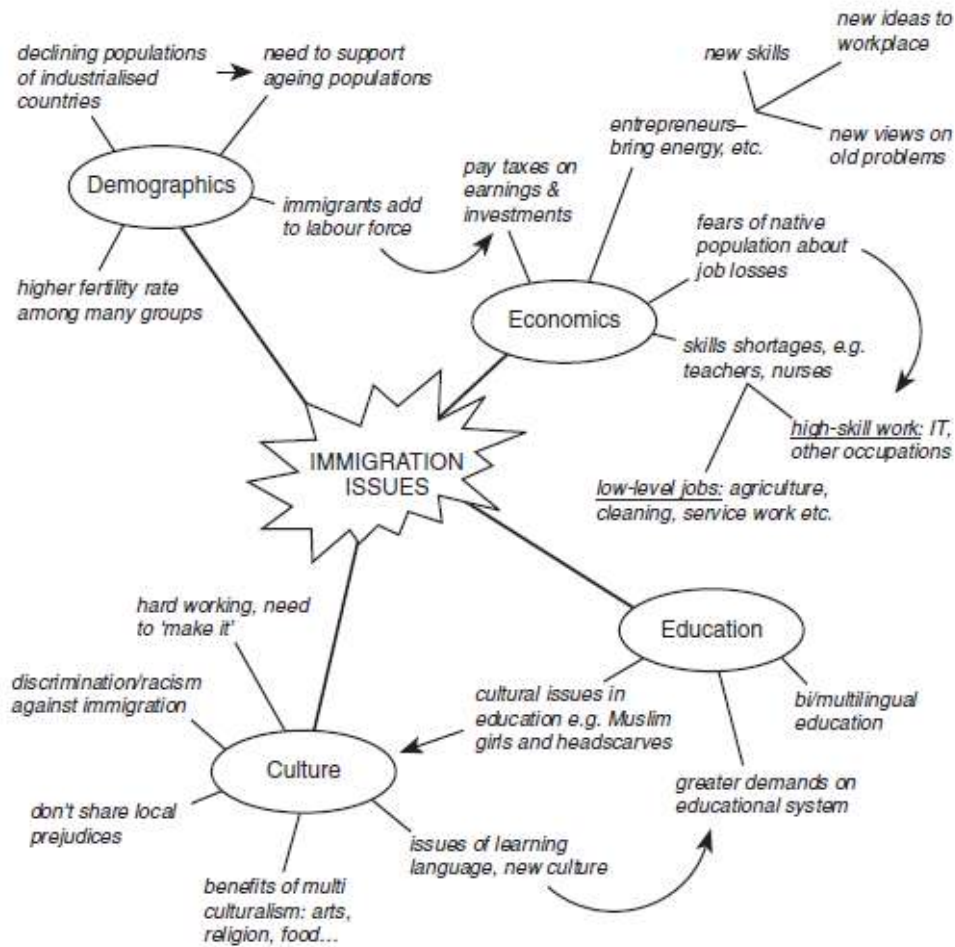


Figure2.3

2.7.3. Peer review:

A key aspect of writing process approaches is the importance of seeking and responding to the feedback of others while a text is under development. Feedback on students' drafts may take the form of oral or written comments by peers or the lecturer designed to guide students in their revisions. Students may feel that lecturers' feedback is most important because of lecturers' expert knowledge of the topic. They also may not feel competent to provide useful advice to each other. However, relying entirely on lecturer feedback can bring certain disadvantages for students' intellectual development. Because of lecturers' power to mark assignments, students

may feel compelled to incorporate lecturers' suggestions (or directives) in subsequent revisions even if they disagree or do not understand them.

With training and practice, students can fruitfully engage in peer review, which can help them develop their critical faculties and understand how other readers respond to their writing. For advanced or postgraduate students, engaging in peer review can function as a rehearsal for the peer review that occurs in professional academic settings. In order for peer review to be successful, lecturers need to explain and ideally model it, whether students engage in peer review during lecture time or on their own (Berg, 2000).

Peer review can occur within pairs or small groups that may be set up to do one assignment or to work together over an extended period. These groups or pairs could also work together throughout the prewriting and organizing stages of writing to help each other develop plans for writing.

In any case, students should provide each other with copies of the text for peers to review in advance (such drafts may be circulated electronically via electronic mail or conferencing. If peer review occurs during lectures, a fair amount of time should be allotted for the process, as it is time-consuming. One option is to go through the process once during a lecture and subsequently for students to meet informally for peer review sessions.

2.7.4. Reflection:

In the iterative cycle of process approaches delineated in Figure 2.1, *reflection* means letting a piece of writing sit before coming back to it with a fresh pair of eyes, and perhaps with feedback from peers or the lecturer. Even without input from others, reflection time can allow writers to see gaps in their text structure, use of evidence, etc., and to note infelicitous phrasings.

2.7.5. Editing and proofreading:

Finally, an author must let go of a text and make it public. The final stages of writing consist of editing, proofreading, and polishing a text. Here students should attend to the mechanics of writing, including formatting, references and footnotes, and issues of linguistic accuracy.

Again students can work in pairs to review each other's work. Students may be encouraged to use computer spelling check programs but not to limit their review of errors to those noted by the computer. All students may benefit from the information and examples of usage given in dictionaries and reference books written for non-native English speakers e.g. *Collins Cobuild English Dictionary*, *Longman Dictionary of Contemporary English*, *Oxford Advanced Learner's Dictionary*.

2.8. PROCESS APPROACH DIFFERS FROM OTHER TRADITIONAL APPROACHES:

A number of research studies related to the implementation of the process approach in teaching writing have been conducted in different primary school classrooms in different parts of the world. Some studies show positive results.

However, there are some studies which have generated positive results with qualifications about generalizability or comprehensiveness. Urzua's (1987) study, for example, exhibited positive results. She indicated that the teaching of process writing with L2 writers had brought them some benefits. She observed the progress of two fourth grade and two sixth grade students and found that they acquired significant composing skills. However, this study involved only a small number of subjects and the results could not be generalized.

Another writing program which applied the process approach was implemented in a P.2 class in Hong Kong for over a period of two months. (English section & Institute of Language in Education, 1994). The process approach proved to be workable and effective in improving and

developing students' writing skills. However, peer reading and responses were missing from the whole writing process in the study. An experiment was also conducted by a Hong Kong teacher in a p.4 class (English Section and Institute of Language in Education, 1994). As with the previous studies, the teacher was convinced that teaching writing as a process was possible in primary schools. She found in her experiment that pre-writing activities could help her students with ideas and that a checklist for reviewing and editing could help her students detect most of their mistakes and correct them on their own. However, since the experiment time was short (5 lessons), students could not fully grasp these writing strategies or techniques in order to use them on their own; thus the positive result shown in this experiment became questionable.

Blinda ho (2006) conducted a study in Hong Kong to investigate the effectiveness of the process approach to teaching of English at lower and upper primary level. The study included 200 students of different schools. An innovated two months teaching program was conducted based on Process Approach. The study included pre and post tests, post interviews, observation. After completion of the study the researcher concluded that process approach was more effective in teaching writing than other traditional approaches.

Since the 1980s, the process approach has been accepted and applied to EFL and ESL writing classes because of its effectiveness. The effectiveness of the process approach can vary in many ways. First, in the product approach, the focus is on the end result of the learning process, and the learner is expected to perform as a fluent and competent user of the language. The process approach, in contrast, stresses the process that writers go through in composing texts (Nunan, 1991). Brown (2001) 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, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. The process approach, on the other hand, lets students manage their own writing

by giving students a chance to think as they write (Brown, 2001). That is, students convey their messages to the readers in written form through the complex writing process; prewriting, drafting, revising, and editing.

The second point is related to what learners have internally. Brown (2001) claims that the process approach is advantageous to students in language learning because students are the creators of language, they need to focus on content and message, and their own intrinsic motives are valued. Language skill are best learned when learners have their own intrinsic motives. Raimes (1983) indicates that in the process approach, students do not write on a given topic in a restricted time and hand in the composition . . . rather, they explore a topic through writing. She goes on to say that through the process approach teachers find that the writing process is a process of discovery for the students: discovery of new ideas and new language forms to express those ideas. In addition, the approach is beneficial to students because the approach focuses more on the various classroom activities. This is believed to promote the development of skilled language use, and a number of interesting classroom techniques, including „conferencing“, have emerged from the process approach to writing (Nunan, 1991). When various group activities are utilized in writing classes, the learners exchange comments or responses, or work together to write a paragraph or an essay. Nunan (1991) also affirms that the [process] approach also encourages collaborative group work between learners as a way of enhancing motivation and developing positive attitudes towards writing.

In the teaching and development of students to become competent writers, teachers of language often select and use writing tasks in language textbooks as the major teaching source. Kwah (1999) says textbook writers are influenced by theoretical developments in writing pedagogy when developing writing tasks. Anthony (2005) says process writing assumes

production tasks that prompt self-expression to motivate students as the principal engine for developing second language proficiency in the language classroom. To him, the core activity in process writing is the multiple-draft open-ended writing task. This goes a long way in developing ability to generate ideas. Kapler (1991) summarizes process writing as a vehicle for the discovery and communication of meaning.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION:

This chapter describes the procedure in which the current study was conducted and the research methodology used for the study, what instrument was used, population of the study, collection of the required data, evaluation of the collected data and its interpretation.

3.2. RESEARCH OBJECTIVES:

Major objectives of the study were to investigate the teachers' attitude towards new methodologies of teaching, to assess the practices made by teachers for improving the students' writing skills and to analyze the teachers' practices to improve the writing skills of the students.

3.3. LITERATURE REVIEW:

A comprehensive review of the relevant literature was made by the researcher. Studies about process approach were studied and the researcher got the idea about the usage of process approach and its utility in the current scenario in Pakistan. From the studies she got the idea that most of the researchers who studied process approach concluded that it is very useful and effective approach in teaching English especially when you are learning it as second language. Process approach is one of the modern approaches which have been considered helpful in teaching by teachers worldwide. There are some drawbacks in the method but it is effective on the whole. Many studies have been done on the topic; different researchers have studied its use in teaching different aspects of English language and on different levels. The literature review

helped the researcher to develop the instrument, collect data and investigate the effectiveness of process approach in teaching of Essay Writing in Pakistan.

3.4. RESEARCH METHODOLOGY:

The researcher discovered that most work done related to the topic was done through experimental method. As no study on the topic could be found in Pakistan, it was the need to have a study having an extended vision. That's why the researcher selected quantitative type of research methodology for the current study. A questionnaire based survey was conducted.

3.4.1 Research Population:

The researcher visited different educational institutes to have a first-hand knowledge about the syllabus and the teaching methodology for teaching of English applied there. Then the researcher selected the schools where process approach was being adopted partially or fully for teaching English and specifically for teaching Essay Writing.

Selection of the schools was made according to the syllabus applied there. The selected schools were all English medium schools and were teaching Oxford syllabus or some other syllabuses based on Oxford system of Education in Pakistan. The researcher selected the schools using purposive sampling for the population of the study. The selected schools were easily accessible for the researcher as they were situated in Satellite Town Bahawalpur and Headraikan close to researcher's hometown. All the English teachers, 5-6 teachers in each school, working in the selected schools were included in the study.

3.4.2 Selected Schools:

The following schools were selected for the survey.

- i. University Model School Bahawalpur

- ii. University Public School Bahawalpur
- iii. Alpina School Bahawalpur (Girls & Boys branches)
- iv. Pioneer High School Bahawalpur (Settelite Town Branch)
- v. Allied School Bahawalpur
- vi. Orient High School Bahawalpur
- vii. The City School Bahawalpur (Girls & Boys branches)
- viii. Allama Iqbal System of Education Headrajkhan
- ix. Alnoor System of Education Headrajkhan
- x. Albadar Cadet School Headrajkhan
- xi. The Desert Campus Headrajkhan
- xii. Al Suffa School Headrajkhan

3.4.3 Survey Instrument:

As questionnaire has been considered an appropriate survey tool for collecting required information by many researchers, so the researcher also selected questionnaire as her survey tool. She devised a questionnaire after a careful study of the instruments available on the relevant studies.

3.4.5 Pilot Study:

First a pilot study was conducted. For this 10 questionnaires were filled by teachers. These questionnaires were not included in the final data analysis. Some changes were made in the research tool and then it was finalized for data collection.

3.5. DATA COLLECTION:

The researcher personally visited the selected schools for the purpose of data collection. A structured questionnaire was distributed among 65 English Teachers

working in the 12 selected schools for the study. Out of 65, 50 complete and accurately filled questionnaires were returned and the response rate remained 77%.

3.6. DATA ANALYSIS:

The collected data was analyzed through Statistical Package for Social Science (SPSS) version 15.0. The researcher used Descriptive statistics i.e. frequencies, percentages to measure the variables. She used Four-Five point scale to collect the values and rank order.

CHAPTER 4

DATA ANALYSIS

4.1 INTRODUCTION:

In this chapter the researcher has included the detailed overview about the data collected for the study. As the research methodology has been described in detail in chapter 3, in this chapter the researcher has dealt with the description and interpretation of the collected data.

The main objective of the study was to explore whether process approach is effective in teaching of essay writing or not. For this purpose, the researcher designed a structured questionnaire as research tool. Population for the research was consisted of English teachers. The researcher collected the data from the working teachers who are teaching English at schools and using the process approach for teaching. The teachers were working in eminent private and semi-government schools in Bahawalpur City and HeadRajakan. The teachers were teaching English to elementary level students. All the teachers were working in English Medium schools and were teaching Oxford or Cambridge syllabus. In the selected schools, English teachers were teaching through process approach fully or partially.

To answer the research questions, the researcher has interpreted the data. The data has been interpreted through SPSS (statistical package for social sciences) version 15. The findings have been presented through figures and their elaboration is given in descriptive way.

4.2 : RESPONDENTS'PERSONAL DETAILS:

The first part of the questionnaire consisted on questions about personal information of the respondents. They were asked to response about their gender, age group, academic qualification and teaching experience.

4.2.1 Respondents' Gender:

The figure 1 shows the details about the gender of the respondents. It exhibits that according to collected statistical data, 40% (20) respondents were males and 60% (30) respondents were females.

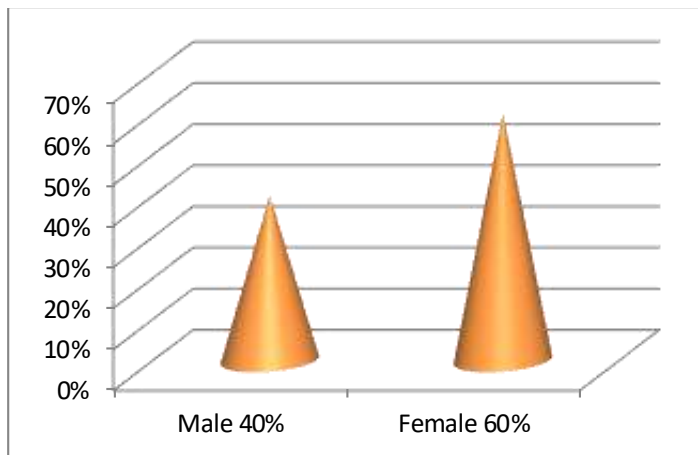


Figure 4.1, Frequency Distribution of Respondents' Gender

4.2.2. Age Group of Respondents:

Figure 2 reveals the details about the respondents' age. They were asked to response to the question about their age group. The chart shows that 60% (30) teachers were between 25-30, 22% (11) teachers were between 31-35, 02% (01) of the respondents were between 36-40 and 16% (08) were more than 40 years of age.

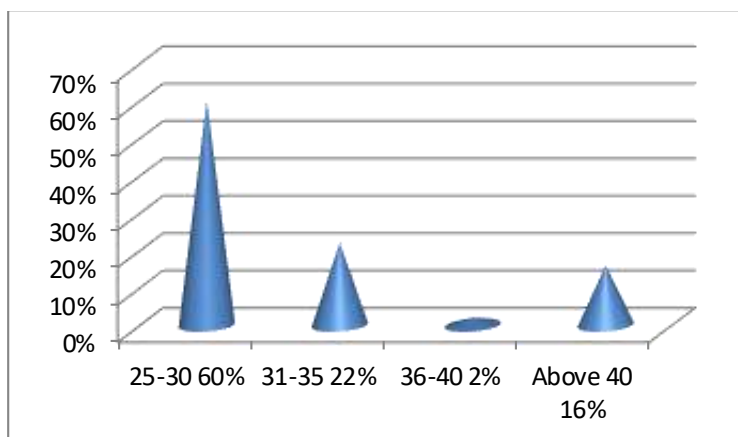


Figure 4.2, Frequency Distribution of Respondents' Age

4.2.3. Academic Qualification:

Figure 3 describes the details about the academic qualification of the respondents. It shows that according to the collected data 12% (06) teachers hold bachelors' level degree, 80% (40) had Masters' level degree, 02% (01) hold PhD and 2% (1) had other degrees.

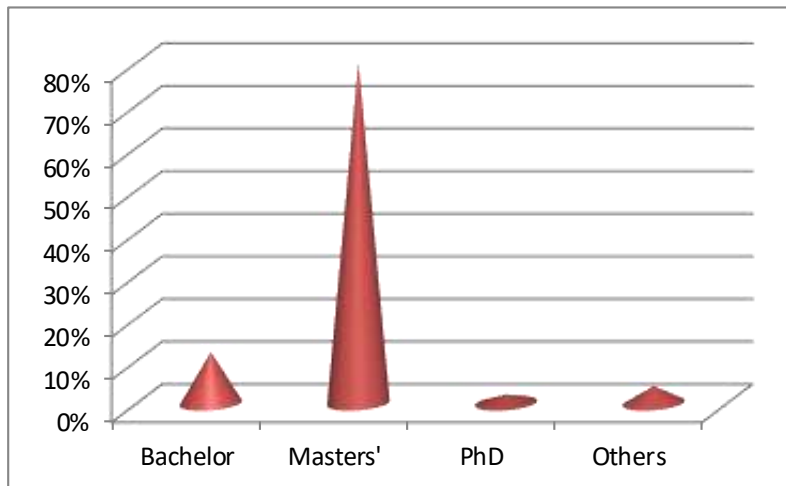


Figure 4.3 Frequency distribution of Respondents' Qualification

4.2.4. Teaching Experience of the Respondents:

Figure 4 describes about the work experience of the respondents. According to the collected data 26% (13) respondents had an experience of 1-3 years, 24% (12) had the experience of 4-6 years, 38% (19) had 7-9 and 42% (21) had an experience of more than 10 years.

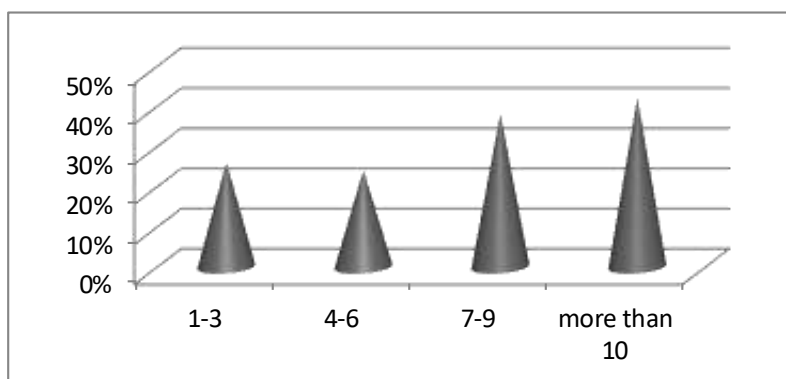


Figure 4.4 Frequency Distribution of Respondents' work experience

4.3. RESPONSE ON TEACHING OF ESSAY WRITING:

The second part of the questionnaire consisted on the questions about the teaching of Essay Writing in English. Different questions were asked on the topic which covered different aspects of teaching of essay writing. They were asked whether they find the teaching of essay writing difficult than teaching other items. They were further asked about the strategies they use for teaching. Besides they were asked whether they use new techniques in their teaching or not. Most of the teachers told that they use new techniques with the existing ones to get better results. The teachers were of the view that new emerging techniques and methods are beneficial for effective teaching. The traditional methods alone are not effective now days. The response of the respondents to the questions has been described here through figures and description of the figures.

4.3.1. Do you find teaching of Essay writing more difficult than the teaching of stories?

Figure 5 shows the response on the question whether the teaching of Essay writing is difficult than the teaching of story writing. According to the data, 16% teachers do not find it difficult at all, 28% find it difficult sometimes, 28% agreed that they usually find it difficult, 14% were of the opinion that they find it difficult frequently and 14% always find it difficult.

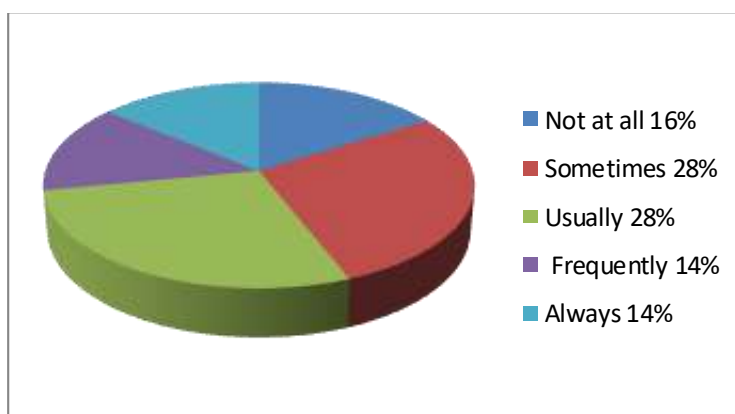


Figure4. 5 Frequency distribution of Response

4.3.2. Do you think that cramming is the easiest way of learning an essay?

When the teachers were asked about the easiest way of learning an essay, their answers were different. 32 % (16) teachers do not consider cramming as the easiest way of teaching essay writing at all, 34% (17) find it the easiest way sometimes, 14% (07) consider it the easiest way usually, 08% (08) find it easy frequently and 12% always find it the easiest way.

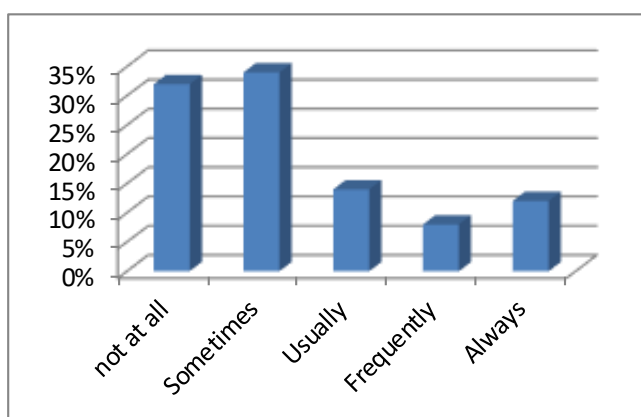


Figure 4.6 Frequency distribution of Response

4.3.3. Do you use new methods of teaching in your class?

Figure 7 shows that there was no teacher who did not use new methods of teaching in the class. 12% (06) use new methods sometimes, 34% (17) prefer new methods usually, 40% (20) use new methods frequently and 14% (07) always welcome new methods of teaching.

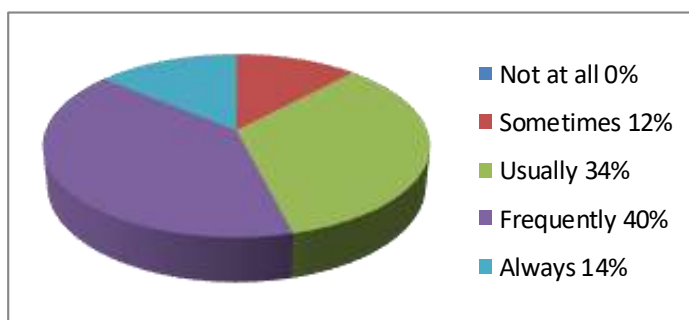


Figure 4.7 Frequency Distribution of Responses

4.3.4. Do you think that the new methods of teaching are more effective than the traditional ones?

Next question was about the effectiveness of new methods of teaching than the traditional methods. 10% (5) teachers consider them more effective sometimes, 22% (11) consider new methods more effective usually, 26% (13) consider them more effective frequently and 42% (21) always think that new methods of teaching are more effective.

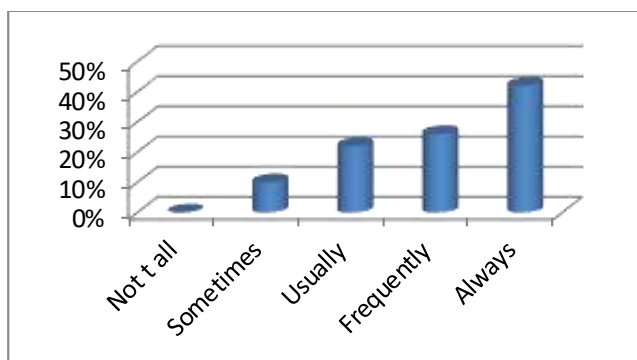


Figure4. 8 Frequency distribution of Responses

4.3.5. Application of new methods of teaching enhances the efficiency level of the teachers also.

Figure 9 shows that 10% (5) teachers consider new methods more effective sometimes, 22 % (11) consider them more effective usually, 26%(13) consider them more effective frequently and 42%(21) always think that new methods of teaching are more effective.

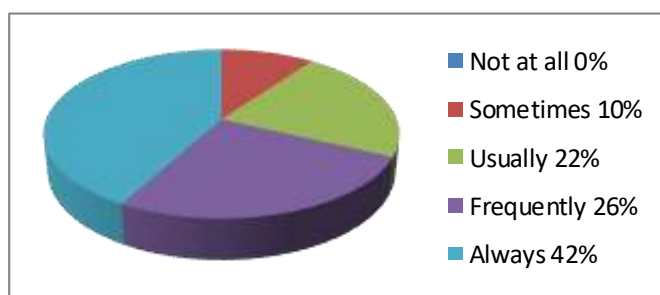


Figure 4.9 Frequency Distribution of the Responses

4.3.6. Do you consider process approach effective in teaching English?

Figure 10 shows the response about the consideration of effectiveness of process approach in teaching English. 10%(5) population considers it effective sometimes, 30% (15) find it effective usually, 26% (13) favor it effective frequently and 34%(17) always find it effective.

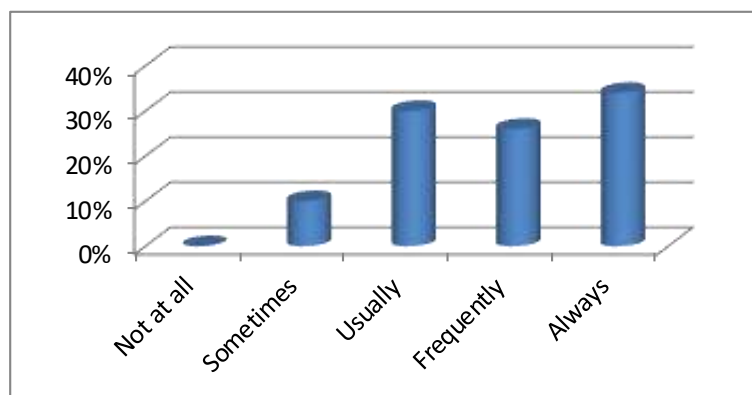


Figure 4.10 Frequency Distribution of the Responses

4.3.7. Do you use process approach in your class room situation?

Figure 11 shows the teachers' views about the use of process approach in classroom situation. According to collected data 16%(8) teachers use it sometimes, 30%(15) use the approach usually, 38%(19) teachers use it frequently and 38% (19) teachers always use process approach in their class.

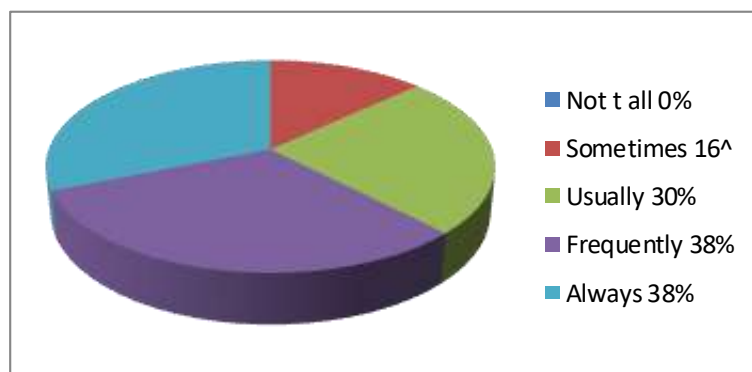


Figure 4.11 Frequency Distribution of Responses

4.3.8. Does the process approach enhance the students' interest in learning?

Figure 12 shows that 00% teachers consider process approach of teaching English effective to enhance the students' interest in learning at all, 02% (01) consider it effective sometimes, 22%(11) find it effective usually, 46% (23) favor it as effective frequently and 30% (15) always find it effective in enhancing the students' interest in learning.

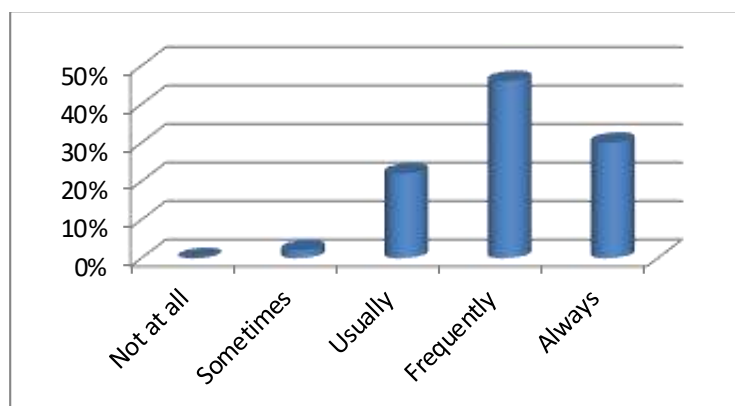


Figure 4.12 Frequency Distribution of Responses

4.3.9. AV Aids increase/intensify the interest of the students while teaching through process approach?

Figure 13 shows that 10% (5) teachers consider that the AV aids intensify the interest of students in learning while teaching through process approach sometimes, 04% (2) favor the option usually, 28%(14) frequently and 58% (29) always find AV Aids as helpful in enhancing the students' interest in learning.

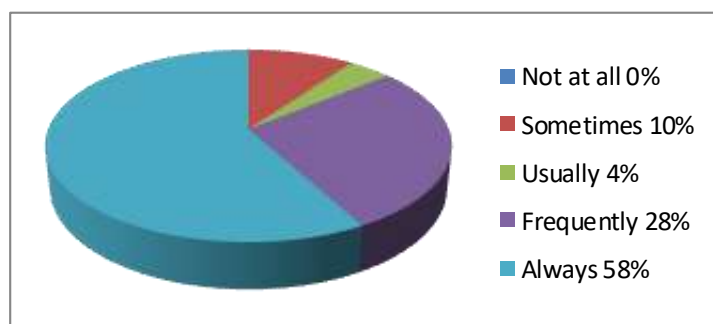


Figure 4.13 Frequency Distribution of Responses

4.3.10. How frequent do you use different AV Aids to assist your teaching?

Figure 14 shows the teachers' response on the question of how frequent they use different AV Aids to assist their teaching. According to the data, 06% (03) teachers do not use the AV aids at all, 34% (17) use AV Aids in their class sometimes, 30% (15) use usually, 22% (11) frequently and 08% (04) always use AV Aids in their class room.

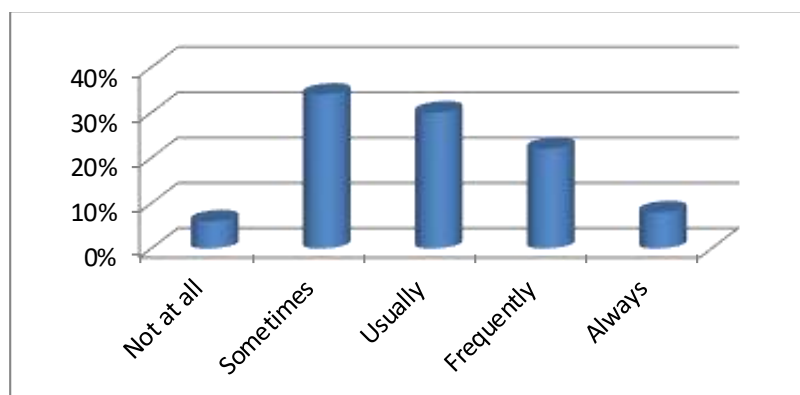


Figure 4.14 Frequency Distribution of Responses

4.4. RESPONSE ON QUESTIONS ABOUT TEACHING ESSAY WRITING THROUGH PROCESS APPROACH:

The third part of the questionnaire consisted on opinion about teaching of essay writing through process approach. Teachers were asked different questions regarding the details about using process approach in the class. They were asked whether different parts of the essay are important or only starting and ending are important. Whether they consider cohesion and coherence necessary in an essay or it is important only in stories. Further, some questions were made on the comprehension of the students if enhanced with process approach or not. Their opinion was also asked for the point that learning essay writing through process approach affects students' future progress. They were also asked to give opinion about different parts of the essay. The response of the respondents has been described in demographic and descriptive way.

4.4.1. Focusing on the different steps of a learning item, the quality of final product increases.

Figure 15 shows that 02% (01) teachers disagreed with the view that focusing different steps of a learning item the quality of the final product increases, 14%(07) agreed to some extent, 52%(26) agreed to the view and 32%(16) were strongly agreed.

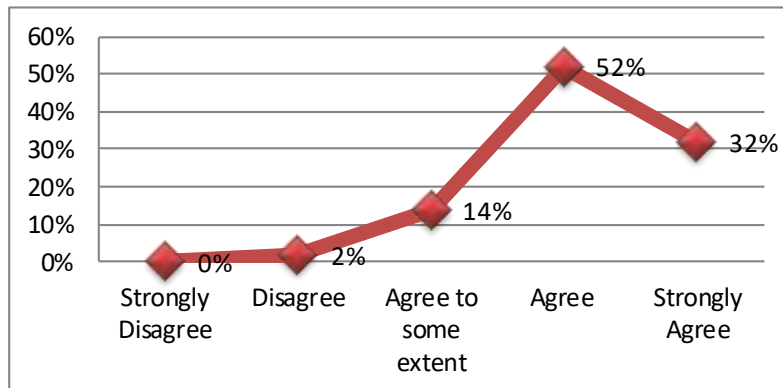


Figure 4.15 Frequency Distribution of Responses

4.4.2. Only starting and ending of an essay should be focused.

The teachers were asked about the focus on different parts of the essay. Figure 16 shows that 12%(06) teachers strongly disagreed with the view that only starting and ending of an essay should be focused, 40% (20) disagreed with the view, 22% (11) agreed to some extent, 14% (07) teachers agreed with the view, and 12%(06) were strongly agreed.

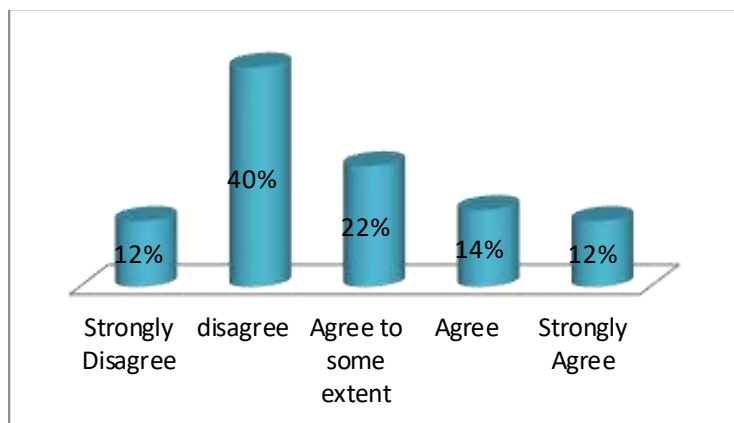


Figure4.16 Frequency distribution of the Responses

4.4.3. If all parts of the essay are focused, comprehension level of the students' intensifies.

The teachers were asked about the comprehension intensity of the students. Figure 17 shows that 06% (03) teachers disagreed with the view that if all parts of an essay are focused, comprehension level of the students intensifies, 18% (09) agreed to some extent, 56% (28) agreed to the view, and 20% (10) teachers were strongly agreed with the opinion.

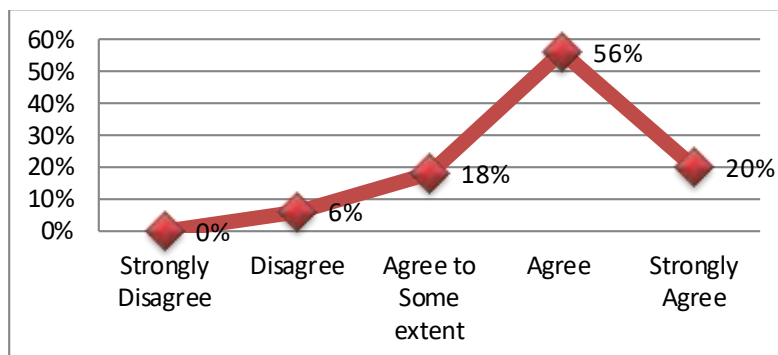


Figure 4.17 Frequency distribution of the Responses

4.4.4. Defining the value and placement of every part of an essay is necessary.

The teachers were asked about importance of placement of every part of an essay. Figure 18 defines that according to the data, 14% (07) teachers agreed to some extent with the view, 46% (23) agreed to the view, and 40% (20) were strongly agreed that placement of every part of the essay is important.

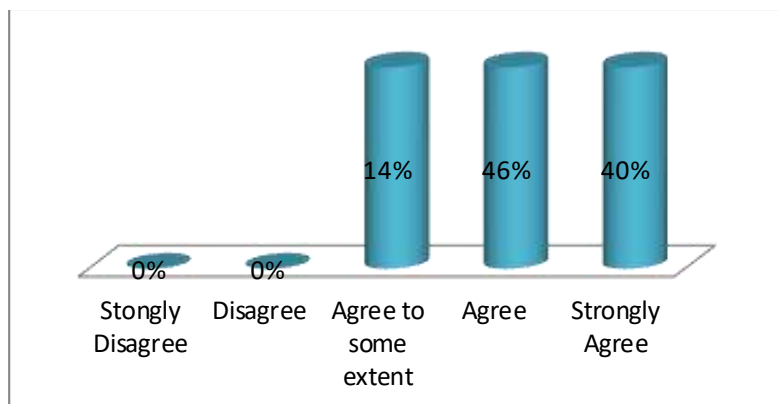


Figure 4.18 Frequency distribution of the Responses

4.4.5. Introduction of an essay should be concise but comprehensive.

The teachers were asked to opine about the conciseness of the introduction of the essay.

Figure 19 defines that no teacher strongly disagreed with the statement, 06%(3) disagreed that the introduction of an essay should be concise but comprehensive, 08%(4) agreed to some extent, 40% (20)agreed to the view, and 46%(23) were strongly agreed with the opinion.

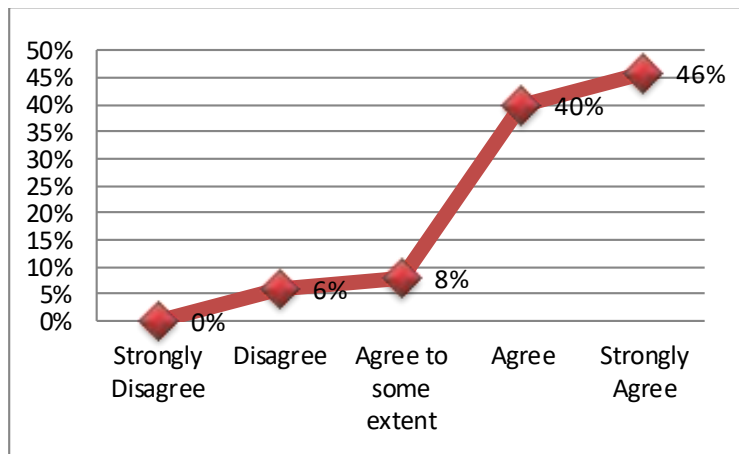


Figure 4.19 Frequency distribution of the Responses

4.4.6. Coherence and cohesion should be focused.

Figure 20 shows that no teacher strongly denied the value of cohesion and coherence in the essay, 10% (5) of the teachers agreed to some extent, 56% (28) agreed to the view, and 34% (17) were strongly agreed with the opinion.

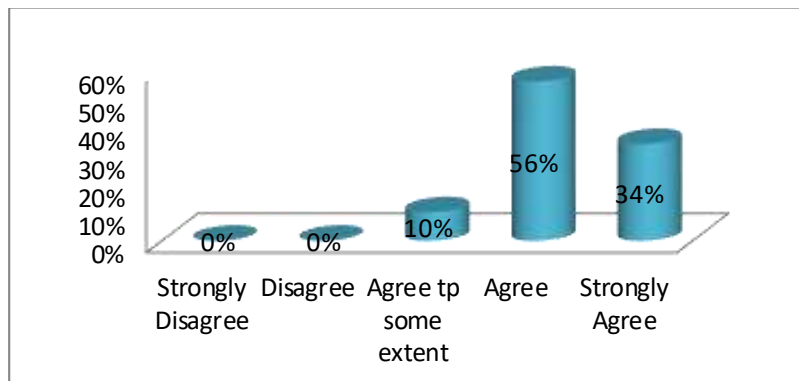


Figure 4.20 Frequency distribution of the Responses

4.4.7. Describe one point once, don't repeat it ever.

Figure 21 describes that 10% (05) teachers were strongly disagreed that one point should be described only once, 28% (14) disagreed, 14% (07) agreed to some extent, 26% (13) agreed to the view, and 22% (11) were strongly agreed with the opinion.

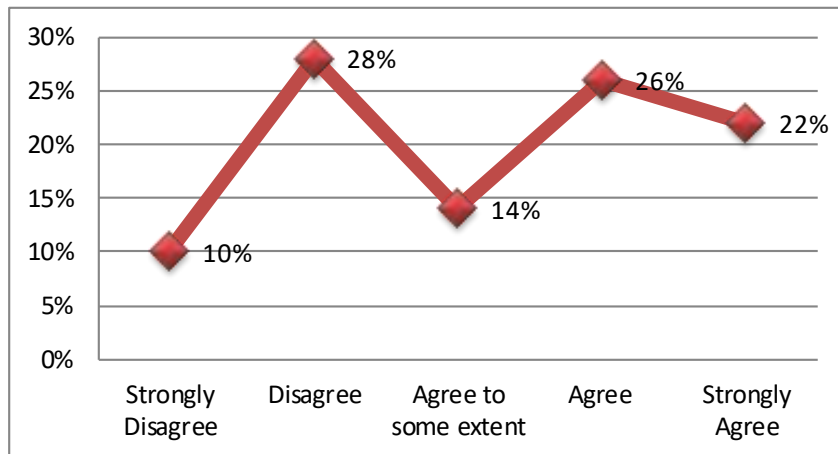


Figure 4.21 Frequency distribution of the Responses

4.4.8. Sequencing of points in writing an essay is as necessary as in writing a story.

Figure 22 explains the teachers' opinion over the necessity of sequence of points in writing an essay. 02% (1) teachers were strongly disagreed that sequencing of points in an essay is as necessary as in a story, 12% (06) disagreed, 14% (07) agreed to some extent, 44% (22) agreed to the view, and 28% (14) were strongly agreed with the opinion.

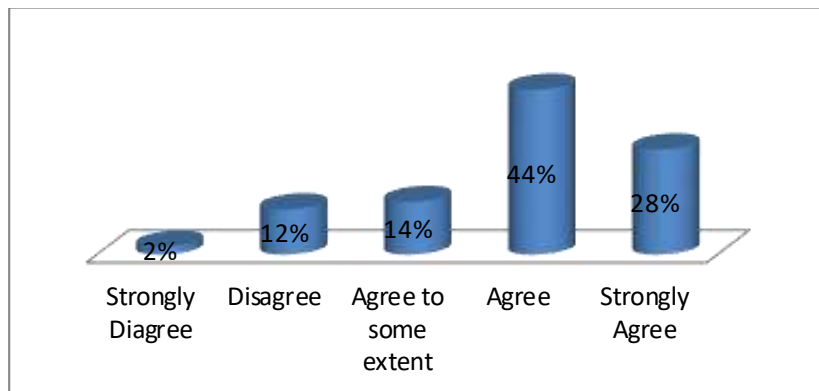


Figure 4.22 Frequency distribution of the Responses

4.4.9. Closing of an essay should be careful.

Figure 23 explains that when asked about ending of an essay, 04% (02) teachers strongly disagreed that the ending of an essay should be very careful, 02% (01) disagreed, 10% (05) agreed to some extent, 42% (21) agreed to the view, and 42% (21) were strongly agreed with the opinion.

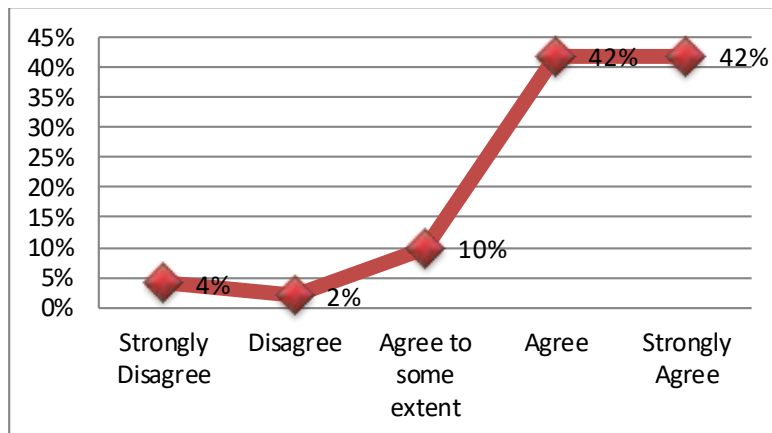


Figure 4.23 Frequency distribution of the Responses

4.4.10. A brief overview of whole essay is necessary at the end of an essay.

Figure 24 defines that no teacher strongly disagreed that a brief overview of the whole essay is necessary at the end, 08% (04) disagreed with the opinion, 16% (08) agreed to some extent, 44% (22) agreed to the view, and 32% (16) were strongly agreed with the opinion.

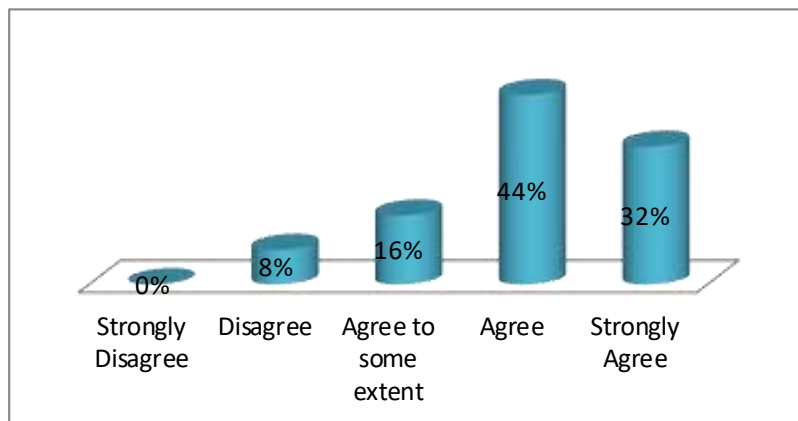


Figure 4.24 Frequency distribution of the Responses

4.4.11. Students once master the techniques in writing essay through process approach can apply them in their upcoming career.

Figure 25 defines that no teacher strongly disagreed that when students once master the techniques of essay writing through process approach can apply them in their upcoming career, 04%(02) teachers disagreed, 12%(06) agreed to the statement to some extent, 52% (26) agreed to the view, and 32%(16) were strongly agreed with the opinion.

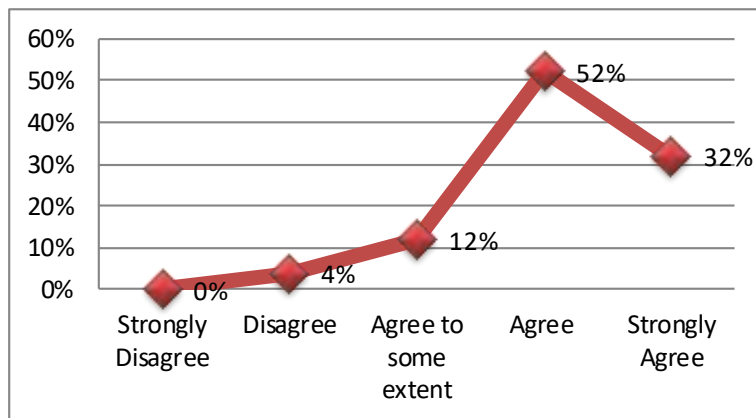


Figure 4.25 Frequency distribution of the Responses

CHAPTER 5

CONCLUSION/ RECOMMENDATIONS

5.1. INTRODUCTION:

In chapter four, the collected data has been presented and interpreted in detail, chapter five presents the summary of research outcomes along with conclusion, suggestions for future research and recommendations

5.2. OUTCOMES OF THE STUDY:

After analyzing the collected data, the researcher compiled the findings of the study. The findings are as follows.

1. The teachers' attitude towards new teaching methodologies:

As per study conclusion, there is a dire need to change the traditional methods of teaching of English. To cope up the modern needs the children are required to have a more practical outlook of the studies. They do not need good grades in examinations only rather they are in need to utilize their knowledge in the hour of need. For the above mentioned reasons, the teachers got agreed to the point of practicing the new emerging methodologies in their teaching. A majority of the population

2. The teachers' practices in enhancing the effectiveness of their teaching.(i.e use of AV Aids)

It was determined that the teachers who use some AV aids to enhance the effectiveness of their teaching, get better results. Most of the teachers agreed on the point that AV Aids are helpful in teaching. To cope the modern needs, the teacher cannot rely on the cramming as he/she cannot

put the vast knowledge in the students' mind. He/she is required to adopt a way through which the students get such a training as they may be able to face any new situation easily.

3. The teachers' opinion about the practice of process approach in class room situation.

When the teachers were asked to give opinion about the use of process approach in class room situation for teaching, majority of them favored the opinion. The ratio of objection to the effectiveness was 00%. Further most of the respondents found the process approach as helpful in class room situation.

4. The teachers' practice of process approach.

When asked about the teachers' own practice of process approach, the data revealed that there was no teacher who does not use it at all. On the other hand, 34% teachers used this approach on constant basis. So the teachers opined in favor of the use of process approach in their class.

5. The effectiveness of process approach in teaching of essay writing:

As the major population was in favor of the use of process approach, when they were asked about the effectiveness of the process approach in teaching of essay writing they responded in positive manner. Different questions were included in the questionnaire about the practice of process approach in the teaching of essay writing. The response was positive on most of the inquiries. Only a minor ratio of the respondents (2%) disagreed that focusing on different parts of the essay does not enhance the quality of the final product. However the rest of the population agreed to the statement. Same like opinion was expressed about the starting and ending of the

essays. The researcher came to the finding that properly planned starting and ending of the essay gets better understanding on the students' part.

5.3. SUGGESTIONS/ RECOMMENDATIONS:

After reading the relevant data available on the topic and conducting the study the researcher has come to the point that teaching is a multi-dimensional field of practice and the teachers practicing in the field should have to be keep in touch with the changes occurring in the field.

A teacher can bring positive changes in the students' behavior and enhance the learning speed of the student by applying new techniques and he/she has to be a student himself/herself. There is rightly said that a teacher is a constant learner because he not only learns for himself rather he learns for his students also.

After conducting the study the researcher has some suggestions for the teachers and the students. They may be helpful for further studies in the field.

- Teachers should play a vital role in the learning of their students, they should transmit practical knowledge.
- Teachers should practice modern techniques and methodologies for teaching and learning items should be presented in an interesting way.
- AV Aids should be used in the classroom on regular basis.
- Process approach should be adopted to teach the essay writing.
- Writing the rough draft and then improve after reading is a process that builds students' confidence and they learn more enthusiastically, so it should be practiced.
- Students should be prepared for independent writing so that they feel it easy in practical life writings.

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APENDIX

QUESTIONNAIRE

“INVESTIGATING THE EFFECTIVENESS OF PROCESS APPROACH IN TEACHING OF ESSAY WRITING AT ELEMENTRY LEVEL IN BAHAWALPUR”

1. Name: (Optional)
2. Institute.....
3. Gender: Male ☐ Female ☐
4. Age: 25-30 ☐ 31-35 ☐ 36-40 ☐ More than 40 ☐
5. Qualification: Bachelor ☐ Master ☐ M. Phil ☐ PhD ☐ Others ☐
6. Teaching Experience: 1-3 ☐ 4-6 ☐ 7-9 ☐ More than 10 Years ☐
7. Please rate:

Variables	Not at all	Sometimes	Usually	Frequently	Always
1. Do you find teaching of Essay writing more difficult than the teaching of stories?					
2. Do you think that cramming is the easiest way of learning an essay?					
3. Do you use new methods of teaching in your class?					
4. Do you think that the new methods of teaching are more effective than the traditional ones?					
5. Application of new methods of teaching enhances the efficiency level of the teachers also.					
6. Do you consider process approach effective in teaching English?					
7. Do you use process approach in your class room situation?					
8. Does the process approach enhance the students' interest in learning?					
9. AV Aids increase/intensify the interest of the students while teaching through process approach?					
10. Do you use different AV Aids to assist your teaching?					

While using process approach for teaching essay writing:

	Strongly Disagree	Disagree	Agree to some extent	Agree	Strongly Agree
1. Focusing on the different steps of a learning item, the quality of final product increases.					
2. Only starting and ending of an essay should be focused.					
3. If all parts of the essay are focused, comprehension level of the students' intensifies.					
4. Defining the value and placement of every part of an essay is necessary.					
5. Introduction of an essay should be concise but comprehensive.					
6. Coherence and cohesion should be focused.					
7. Describe one point once, don't repeat it ever.					
8. Sequencing of points in writing an essay is as necessary as in writing a story.					
9. Closing of an essay should be careful.					
10. A brief overview of whole essay is necessary at the end of an essay.					
11. Students once master the techniques in writing essay through process approach can apply them in their upcoming career.					