EMPLOYING THE WRITING PROCESS APPROACH IN THE PYP IN SAUDI ARABIA: A CASE STUDY APPROACH

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DEDICATION

I dedicate my dissertation to my father Dr. Ramadan Abdul Aim Gad, as I know that was one of his dreams, and I hope I was capable of fulfilling this dream. I also dedicate my dissertation to my mother who supported me by praying day and night throughout the whole process. I also dedicate my dissertation to my Father-in-law's soul (Ahmed El-Sayed Elebyary) as he always wished me success.

I also dedicate my dissertation work to my family. A special gratitude to my dear husband Osama Elebyary who supported me throughout the process; I will always support all what you have done. I also dedicate it to my lovely daughter, Nouran for all her help, and my dear children Mona, Ahmad, and Anas for their understanding.

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A LIST OF ABBREVIATION USED

PYP	**Preparatory Year Program**
EAP	**English for Academic purposes**
TEFL	**Teaching English as a Foreign Language**
CELTA	**Certificate in English Language Teaching to Adults**
ESL	**English as a Second Language**
SLA	**Second Language Acquisition**
L2	**Second Language**
L1	**First Language**
ZPD	**zone of potential development**
NCTE	**National Council of Teachers of English**
TESOL	**Teaching English to Speakers of Other Languages**
DELTA	**Diploma in English Language Teaching to Adults**
T1, T2, T3	**Teacher 1, Teacher 2, Teacher 3**
S1, S2, S3	**Student 1, Student 2, Student 3**

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ABSTRACT IN ENGLISH

This study is meant to discover the stages, strategies, techniques and skills ESL teachers apply when using the writing process approach with PYP students in Saudi Arabia to develop their writing abilities, and what stages, techniques and strategies do ESL students use when writing in L2 while following the writing process approach. The tools used in this study were classroom observations and students writing samples. The data analysis revealed that teachers apply certain strategies and techniques while implementing the writing process approach. ESL students employ different strategies and techniques while using the writing process approach, such as collaborative writing activities, and social interaction. The students' writing samples scores revealed an improvement in students writing abilities by using a writing rubric. The study provided enough data to understand the importance of teachers using effective techniques and the influence of the writing process approach on Saudi female students.

ABSTRACT IN ARABIC

ملخص البحث

وتهدف هذه الدراسة لاكتشاف المراحل والاستراتيجيات والتقنيات والمهارات التي يطبقها معلمات اللغة الانجليزية عند استخدام نهج عمليه الكتابه بالسنة التحضيريه بالمملكه العربيه السعوديه وذلك من اجل تطوير مهارات الكتابه عند الطالبات الدارسات اللغه الانجليزية كلغة ثانية. كما تهدف لاكتشاف المراحل والاستراتيجيات والتقنيات المستخدمة من قبل الطالبات عند الكتابة بلغه اخرى مع اتباع نهج عملية الكتابة. الادوات المستخدمة في هذه الدراسة هي الملاحظة الصفيه للمعلمات والطالبات وتحليل عينات الكتابه للطالبات.

اسفرت النتائج لتحليل البيانات لهذا البحث عن ان المعلمات والطالبات يستخدمون مراحل وإستراتيجيات وتقنيات ومهارات مختلفة أثناء استخدام نهج عملية الكتابة، مثل كتابة الأنشطة التعاونية، والتفاعل الاجتماعي. كشفت عينات الكتابة للطالبات تحسنا في قدراتهم الكتابية عند استخدام نهج عمليه الكتابة . الدراسة قدمت بيانات كافية لإدراك أهمية المعلمين باستخدام تقنيات فعالة وتأثير نهج عملية الكتابة على الطالبات السعوديات.

CHAPTER ONE

Introduction

English is considered an international language as it is spoken in many countries either as a first language or a second language. It became a common language for international communication. Therefore, all countries around the world teach English as a foreign or second language. There is an extraordinary movement in Saudi Arabia in the educational field generally and in teaching English in particular. This introduction will discuss the main elements of my research which will provide the reader an overview of my research and the rationale for choosing this topic. First, I will discuss the education system in Saudi Arabia. Second, I will discuss English language teaching in public schools. Third, I will discuss the nature of the preparatory year program (PYP) in Saudi Arabia. Finally, I will discuss how the writing process approach takes place when teaching ESL college students at the PYP. This introduction will reveal the statement of the problem, purpose of the study, research questions, limitations of the study, significance of the study, and the definition of terms.

1.1 The ESL Education System in Saudi Arabia

The education system in Saudi Arabia is relatively new when compared to other countries as it was out of reach for most Saudis till 1963when the Ministry of Education was established. Education in Saudi Arabia   is based on gender-segregation, as they have separated schools and universities for boys and girls due to the role of Islam. This is applied for all education sectors of public, private, international schools and universities. From grade one to grade nine, education is obligatory by law for all children. Kindergarten is (optional) for children who are 4 to 5 years old, primary schools are (obligatory) for children who are 6 to 11 years old, intermediate schools are (obligatory) for children who are 12 to 14 years old, and secondary schools are (optional) for students who are 15 to 17 years old. All schools' sectors are monitored by Ministry of Education even international schools which are monitored by foreign education which is a department of Ministry of Education (Ministry of Education   on-line) http://www.moe.gov.sa.

1.1.1 English Language Teaching in Public Schools

The subjects of this study are students who have graduated from public schools, as they are the ones who receive the least focus on English. However, private schools usually provide another supporting English book, and their English teachers are from other nationalities rather than Saudis. Therefore, It is essential to provide brief information about public schools and their education system in order to get an overview of the English background of these subjects. In Saudi Arabia public schools start teaching English from grade 4. They are not be exposed to English writing until they reach grade 7. All students have two English books, a textbook and a work book which is a special international edition made especially for Saudi Arabia to avoid cultural sensitive topics. Teachers focus more on teaching vocabulary, grammar, and reading. Listening is rarely taught although there are CDs in their books. Regarding teaching writing most English teachers give the students 3 or 4 topics to memorize, then they are tested on one of these topics. All teachers in Public schools are Saudis because of the saudization policy where only Saudis are allowed to work for the government. The teachers hold a bachelor degree in Teaching English from governmental universities, with no certificates in teaching English as a second language, thus teachers in public schools have no information on techniques or strategies of teaching English as a second language .

1.1.2 The Preparatory Year Program (PYP) in Universities.

The Ministry of Higher Education in Saudi Arabia is exerting a lot of efforts in upgrading the level of education so students there could reach high standards to compete with other universities internationally. The Preparatory year program (PYP)has been implemented across the country starting from year 2008 in Saudi Arabia. It is a two semester program aimed to prepare the high school graduates in certain subjects such as English, computer science, communication skills, Mathematics, and health and physical education (etc.). These subjects differ from one university to the other according to its specialty. However, English is a main subject which is taught in all universities, unlike the other subjects which are taught according to the major. Initially students sit for a placement test to be placed in their appropriate level. They study general English courses offered which covers the main skills (Reading, Writing, Speaking, Listening) , English Academic Skills, and English for Academic purposes (EAP) according to the specialty they are studying. Universities in Saudi Arabia pay more attention to the English program in the PYP as they

follow high standards in recruiting ESL teachers . The majority of teachers are native speakers of English who hold a bachelor's degree and a TEFL, or a CELTA certificate.

1.1.3 Teaching English and the Writing Process to ESL students in the PYP

 The University divides the students into three levels according to their English proficiency, as they have Level 1 for beginners, level two for intermediate, and level 3 for advanced students. All students have four sessions a week for reading and writing, each session lasts for two hours, where they use the Q Skills Book which teaches Academic English Skills. The students also have one session known as "Reading Circles" every week where they are given a book to read followed by certain activities that take place in the class such as role-play, writing a summary for the story, or a debate. These activities are supervised by the teacher.

Regarding the four sessions for Reading and writing, the students complete a unit from the Q skills book every two weeks (eight sessions), they do as follows: First, the students complete the reading lesson within five sessions along with the reading topic they learn some vocabulary words related to the reading topic as well as a grammar structure. Then, the writing process takes place during the last three sessions of the second week. Students do the prewriting stage of the process writing on the first day. In the prewriting stage, to brain storm and plan what they are writing about. The writing topic is always related to the same theme of the reading unit, so the students could use the vocabulary words they learned in the reading lesson and apply it in their writing drafts. It is a part of the criteria of marking to use a certain number of their vocabulary, as the students will be marked down if they do not use these vocabulary words. For grammar also, student need to make sure they are using the target language they learned appropriately in their writing. The students start writing their first drafts the second day trying to use the above information. The teacher collects all drafts to provide feedback; then next day the students write their final draft. The writing program is a part of the continuous assessment of the student's grades, as the continuous assessment is worth 20% of the total grade. Continuous assessment is divided as follows: 5% for the Writing Process, 5%   for reading circles, 5% classroom participation, 5% student's attitude.

To sum up, the majority of Saudi students in public high schools gain some English proficiency just to pass the exam, so they could be able to join university. However, a good number of students still have problems in developing their language skills in general and specially their

writing skills. Teaching English writing to ESL college students could take place by encouraging interaction between students and sharing their thoughts. Integrating the writing process within curriculum helps ESL students to express themselves and improve using their second language. Teachers must spread the awareness of the value of writing and specifically the writing process method. Moreover, teachers must develop students' understanding towards their writing needs and increase their potentials to improve their language in general and the way they see themselves as being effective.

My main aim of the study is as follows: 1)to know more about teaching ESL students; 2) what is beneficial for students, and how students learn best; 3) the strategies and techniques teachers use, and the implementation of these strategies and techniques. In order to achieve these goals, I will observe teachers and students, and collect students' writing samples as a tool for the study. Furthermore, I will discuss the findings of this research with people who are in charge at the university I am working at, so they could employ some of the strategies and techniques and apply them in their education system. The main goal for conducting this study is not only to observe how teachers teach English as a second language, but also how teaching writing takes place and particularly how could the writing process develop the students' writing skills.

1.2 Statement of the Problem

Writing is one of the main skills that university students should master specially during the years of college as they are meant to use it for their assignments and in research purposes. However, the majority of university students do not like writing and find it a boring and a difficult skill to accomplish. Many teachers try to avoid teaching writing due to the difficult task they have deal with such as marking and giving feedback, as well as the limiting the number of activities which could be used to make writing more interesting. Teaching writing is not an easy task for both students and teachers. The difficulty associated with teaching writing goes back to two main factors which are the nature of writing as a skill and the nature of classrooms as an educational setting (Dyson & Freedman, 2003). Writing is a skill that must be learned in both first and second language. Unlike listening and speaking which come naturally. Listening and speaking are activities with no frustration unlike writing which is frustrating and disliked because it is a difficult activity that requires high abilities of thinking. It has been stated by Emig (1977) that the brain includes a biological base for writing. Writing is an essential academic skill to ESL

students in general and particularly college students. Many research studies have been carried out in the field ESL writing to find the way and the reason of teaching ESL students process writing, Flower and Hayes (1980,1981), Graves (1984), Bereiter & Scardamalia (1987), and Silva and Matsuda (2001). Ivanic (1994) stated that the teaching of writing to ESL students "is not given much attention in current approaches to the teaching of writing" (p.3).

Therefore, this research will help recognize how the writing process helps ESL students enhance their writing skills. The rationale for this research is to study the benefits of implementing the writing process method with ESL college students in the PYP in Saudi Arabia. This study presents a description of how process writing takes place in one of the PY programs in Saudi Arabia.

1.3 Purpose of the Study

The latest researches in ESL writing have enlarged the significance of implementing process writing in ESL writing classes(Silva and Matsuda, 2005). This study discovers how the implementation of the writing process with threes Saudi students in the PYP in a University in Saudi Arabia develops their writing skills. It is meant to find out the role of ESL teachers who use the writing process method in their classes, as well as the skills, techniques and strategies integrated when teaching writing using this method. This is a qualitative case study which is based on using observations, writing samples as instruments to collect the data (see table 1.1)which provides the researcher a deep understanding of the experience under study (Miller & Dingwall, 1997).

1.4 Research Questions

This study is aimed to examine the writing processes of ESL Saudi female students and the role of ESL teachers in developing their writing.

1. What stages, techniques and skills do ESL teachers integrate when implementing the writing process?

2. What stages, techniques and strategies do ESL Saudi PYP students use when writing in L2 while following the writing process approach?

3. In what way does the writing process approach enhance ESL Saudi students' writing?

Table 1.1 Research Overview

Research Questions	Data Collection Tool	Data Analysis Methods
1. What stages, techniques and skills do ESL teachers integrate when implementing the writing process?	- Teachers' observation	- Teacher observation guidelines - Observational field notes
2. What stages, techniques and strategies do ESL Saudi PYP students use when writing in L2 while following the writing process approach?	- Student classroom observation	- Student observation guidelines - Observational field notes
3. In what way does the writing process approach enhance ESL Saudi students' writing?	- Student Writing Samples	- A standardized rubric designed by the Assessment Unit in the University

1.5 Significance of the Study

Writing is an important skill for students' communication and development of their thinking skills in order to become a productive member in their society and succeed academically (Grabe& Kaplan, 1997). This study is meant to shed light on the efficiency of teaching ESL writing to three Saudi PY students using process writing. This study investigates ESL teachers 'role and the approaches and/or strategies they use to teach their students how to write. Whenever ESL teachers have trust in teaching L2 writing as a "process- oriented and student centered pedagogy" (Matsuda,2003, p.67),then teachers will build up effective curricula that helps ESL students develop their academic writing skills. Hopefully, this study could contribute to the field of ESL writing in general and ESL Saudi college students in particular.

CHAPTER TWO

2. Literature Review

First I will start by introducing the background of ESL philosophy and English writing. This chapter includes two main parts: the hypothetical perspectives and an overview of associated research with L2 learners. The first part would be mainly introducing the second language acquisition by Krashen (1982) then the universal grammar theory by Chomsky (1986). The second part of the chapter is about conducted research on L2 writing process, teachers' role implementing process writing, and research on the efficiency of process writing.

2.1 Theoretical Perspectives

The framework of this case study incorporated a number of learning theories. There was a great contribution over the previous three decades in the field of SLA as many researchers worked on psychology, sociology, linguistics and education. A number of researches were based on teaching writing.

2.1.1 Krashen's Theory in Second Language Acquisition (SLA)

Krashen is known with his contribution to SLA. Krashen (1982) states that acquiring the language, does not necessitate applying extensive grammatical rules. In 1980's, Krashen developed an SLA theory which consists of five main hypotheses. This theory has a great influence on SLA teaching and research. The hypothesis includes four main aspects as follows:

2.1.1.1 The Acquisition Learning Hypothesis

Ellis (1986) stated that the acquisition learning hypothesis is an important factor to Krashen's theory. Krashen differentiated between the word ' learning' and 'acquisition'. Krashen (1982) states that there are two systems of the performance L2 ' the acquired system' and the learned system'. The expression "acquisition" is known as the outcome of the unconscious practice which is similar to the children's process when they obtain their first language. This requires natural communication and meaningful contact. Children hear the language through the environment they live in and produce correct grammatical rules unconsciously. Children do not intentionally learn the language, instead, the language is produced naturally. In this hypothesis L2 learners do not concentrate on the utterances, but on communicating. Therefore, acquisition is an effortless

process that occurs in natural communicative situations. On the other hand, learning is a result of formal procedures and instructions implemented in traditional classrooms which involves an awareness process. Whereas the "learners attend to form, figure out rules, and are generally aware of their own process". (Brown, 2000, p.278). Learning as well involves efforts specially examining the target language such as learning the grammar rules. It could be said that the one masters a language when it is acquired. Learning in classrooms may provide us with the grammar rules, but that does not mean that we can use them properly. Krashen (1982) as well points out that students who get high scores in grammar tests make mistakes which they don't do in tests when they concentrate on content. In addition Krashen (1982) argues that L2 fluency depends on what the L2 learner has acquired of the language not what he/she learned. However, learning monitors the use of grammar when someone acquires the target language. As stated by Krashen (1982) "learning" is not as important as "acquisition". The difference that Krashen (1981) mentions between learning and acquisition in the condition of language is problematical as it is not defined and the difference cannot be supported by research data. The explanation of learning and acquisition made by Krashen in terms of conscious and unconscious processes requires more information about what is meant by conscious and unconscious. Another analysis about this theory is that some learners learn L2 in formal settings without interacting with others. Finally, Krashen did not give any evidence that acquisition and learning are two different schemes (Gass & Selinker, 2001).

2.1.1.2 The Monitor Hypothesis

Krashen's (1982) Monitor Hypothesis theory indicates that there is a monitor that works to help the L2 learner to sort out his/her language. As indicated by this hypothesis, the monitor functions when the person plans, corrects or edits what he/she already learned, for instance, which part of speech or verb tense to use. The monitor is an outcome of the known grammar rules. The Monitor Hypothesis asserts that the " learned system acts as a monitor, making minor changes and polishing what the acquired system has produced" (Lightbown and Spada, 1993, p.27). Krashen (1994) suggests that there are three factors which must be met in order to utilize a monitor , these factors are time, focus on form, and the learner's knowledge of the rules. The users of monitor have been classified as follows: "over-users" learners who use the monitor at all times, "under-users" learners who prefer not using their conscious knowledge or who do not know the way of using the monitor, and " optimal users" learners who properly use the monitor

without exaggeration (Krashen ,1994). This hypothesis is criticized as the monitor is only used in a learned system. McLaughlin (1987) explains that inaccessibility of the monitor hypothesis as it is hard to identify how it works ,or if it even works at all. It is completely difficult for any person to confirm whether the learning system or the acquired system is the reason for whatever the learner produced correctly. Therefore, L2 learners do not monitor themselves while they try to understand concepts, but they do so when they are producing the language. Although monitor is done by learners, it is "not necessarily exclusive to learned knowledge" Gass&Selinker,2001, p.204).

2.1.1.3 The Natural Order Hypothesis

This hypothesis is based on the findings of some research (Dulay &Burt, 1972; Fathman,1975; Makino, 1980). According this hypothesis, acquiring grammar rules follow a natural sequence which is expected (Krashen ,1988,1994). This element of the hypothesis suggests that "students acquire (not learn) grammatical structures in predictable order with certain items being learned before others" (p.52). This order depends on the learner's age, background of L1, and exposure to L2. As stated by Krashen (1994), The acquisition of L2 grammatical patterns is different from L1 acquisition , on the other hand there are other patterns for the development of L2. However, children's L2 acquisition patterns are similar to adults" L2 learning patterns. Krashen (1994) suggests " the existence of the natural order does not imply that we should teach second languages along this order, focusing on earlier acquired items first and acquired items later" (p.53). This hypothesis has been criticized in two ways. 1) It simplifies the learning cognitive process by making a difference between learning and acquisition. 2) This hypothesis is based on observing learners acquiring L2 in general environments such as immigrants.

2.1.1.4 The Input Hypothesis

Krashen (1982) explains in the input hypothesis how L2 acquisition is acquired by the learner. As a result, he claims that "the input hypothesis relates to acquisition, not learning" (Krashen,1982, p.21). according to the input hypothesis, the learner receives understandable, logical input in order to improve his/her L2. The elements for this hypothesis are as follows: 1) Learners acquire the language, not learn it, by receiving comprehensible input which has structures further than the learners' knowledge. 2) communication should start on its own. Mainly there is a silent period which proceeds communication and "speech will come when the acquirer feels ready. The readiness state arrives at different times for different people" (Krashen,

1994, p. 55). 3) The input should not include grammatical structures. Krashen (1994) argues that if there is enough comprehensible input the learner will automatically improve.

2.1.1.5 The Affective Filter Hypothesis

This hypothesis states that the emotions of L2 learners work alike filters which permit or blocks the input which is required for acquisition. These emotions include anxiety, self-confidence and motivation. Krashen (1994) suggests that learners with low level of anxiety, a good self-image, self-confidence, and high motivation are most likely to be successful in acquiring L2. On the other side, learners who have high anxiety level, low self-esteem, and low motivation are likely to have a higher affective-filter which does not support the learner with various "subconscious language acquisition" (Krashen,1994, p.58). As a result, Krashen (1994) believes that adolescences are less productive in SLA as the affective-filter rises out of self-conscious to reveal feelings of helplessness. The affective-filter hypothesis is supported by ESL/EFL instructors as it helps them to apply a suitable environment which encourages learners to acquire L2 and helps instructors to create a free anxiety, low stress, and relaxing atmosphere where L2 learners feel more comfortable to communicate and speak their L2. McLaughlin (1987) claims that there is nothing to prove that the affective-filter hypothesis work. He argues that there is no explanation of why motivated learners with low affective-filter still have problems learning a new language. Another problem for this hypothesis is that there is "no explanation as to how this filter works" (Gass & Selinker, 2001, p.202). Another question to be considered, does this filter exists in adults not children.

To sum up, Krashen's theory will be helpful in the understanding how the learned target language helps in the acquisition of writing, how monitoring helps students in editing and revising the writing drafts, how teachers' input affects the students' writing process, how teachers could follow a certain order to help their students develop their writing, and finally to recognize the effect of motivation, self-confidence and low level of anxiety on students' writing.

2.1.2 Chomsky's Universal Grammar Theory

This Theory is based on Chomsky's argument that there is a set of rules/principles in which the development of language is based on (Chomsky, 1965;1980;1986). These rules/principles are believed to be common in all languages; for this reason, these rules/principles are known as universal grammar. According to this theory, language is mainly a brain's product. Chomsky assumed that learning language is controlled by one part only of the brain, and the rest of the parts are not involved in the language learning process. Therefore, he believes that language is not learned, but it grows. In addition, Chomsky (1986) states that the brain contains an intrinsic capacity for language to be built in. Whenever people experience and practice the target language in a natural environment they learn how to acquire it ;then the grammatical rules for this language is learnt. Though, this theory claims that children are born with the ability to learn and acquire a language. As it has been suggested by Chomsky that children learn their L1 the same way they learn to walk. Blake (2008) argues that Chomsky, "postulates that all children are innately predisposed, if not prewired, to learn language; the individual child only requires a sustained exposure(i.e., input) to one particular natural language in order to trigger the formation of an internal grammar or mental representation of linguistic competence that, in turn, governs language production or performance" (p.15).

Chomsky (1986) claims that people have an innate tool that enables them to learn all languages. When children are placed in an environment of a foreign language, automatically the tool is set up to deal with this new language. Chomsky suggests that a critical period exists for the acquisition of L1. Therefore, adults and adolescents hardly have this tool to be able to acquire L2. However, others argue that by saying that this tool still exists ; as it works in a different way which helps in SLA without interfering from L1. Lightbown and Spada (1999) suggest that once the tool is set on , "the child is able to discover the structure of the language to be learned by matching the innate knowledge of basic grammatical relationships to the structures of the particular language in the environment" (p.16). Initially, the universal grammar theory was held for children's L1 linguistic competence. It explained the developmental sequence in L1 Hilles, 1986). Later on it was proved that even adults have access to universal grammar which is used in developing L2 (Bley-Vroman, Felix& Ioup, 1988). While Chomsky's Theory did not address L2 development, Learning, performance, or teaching , his theory and views became mainstream in teaching L2 writing and reading (Kinginger, 2001; Van Lier,2004). Furthermore, Principals of

universal grammar theory are adopted by L2 researchers and applied in the field of SLA (Cook & Newson 1996; White 1989; 1996; 2000).

2.1.3 Vygotsky's Sociocultural Theory

Vygotsky is the one who set the base of the interactional view of language acquisition. This theory explains the child's development depend on transformation and collaboration which involves, cultural tools, cultural influences, and other individuals (Vianna & Stetsenko, 2006). Vygotsky (1978) states that social interaction plays an important role in the acquisition of language as he focused on the way children interact with their siblings, parents , and peers (Cohen, 2002). He considers language as a cognitive and social phenomenon more willingly than a set of operational series that occur in the head. Vygotsky declared that learning a language is a lifelong process which depends on social interaction that leads to cognitive development. Furthermore, Vygotsky suggests that the learning process is a complicated procedure which the relationship among people, nature, and the social situations, rather than a natural practice that depends on each individual's attempt in nature (Moll, 1994).

Vygotsky (1978) introduces how the social environment affects peoples' thinking. This theory is known as zone of proximal development (ZPD). Vygotsky (1978) explains it as " the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adults guidance or in collaboration with more capable peers" (p.86). This zone of proximal development is also known in English as the "zone of potential development" (Vander Veer & Valsiner, 1993, pp.35-36). This means that the actual development level of any learner depends on the activities and tasks that the learner can complete on his/her own without the help of others. Vygotsky (1978) suggests that" What children can do with the assistance of others is even more indicative of their mental development than what they can do alone (p.85). The person in charge of scaffolding could be a teacher, parent, language instructor, care taker or anyone who already masters a certain function. The zone of proximal development connects the space between what students already know, prior knowledge, and what they are supposed to learn or know by the guidance of others. According to Vygotsky (1978) the learning process happens in this zone, for that reason he concentrated on association between people and interaction to share experience (Crawford, 1996). Vygotsky (1978) stated that people use communication skills such as writing and

speaking which develop from their culture to accommodate their social environment. He assumed that adopting these skills lead to better thinking skills. Vygotsky (1978) believed that children's thinking develop when they are engage in cultural and social settings (Efland, 2002). Lantolf and Appel (1994) believe that all learning happens in a social context as they explored that L2 learners learn from communication between "experts" and "novices" as leaner's need assistance and guidance from experts by "scaffolding" them , so they can develop their knowledge before acquiring the target language appropriately.

 The zone of proximal development (ZPD) theory created by Vygotsky (1978) establishes the basics of many educational practices. This theory is known as the learning that occurs when the learner collaborates with an expert.   This theory is related to cognition and linguistic development. However, Its relation to SLA as it is recently applied (Schinke-Liano, 1995). In relation to Vygotsky's theory (ZPD) to SLA , the most important aspect of this theory is changing from assessing the students' knowledge into assessing the amount of assistance the student needs. So instead of assessing students by giving exams, ESL teachers could employ a re-writing process which offers students with more help. Moreover, Vygotsky (1978) emphasized on non-linear nature of learning, while students learn through progression and regression (Schinke-Llano, 1995). Along with Schinke-Llano(1995) the hypothesis of zone of proximal development could be applied to SLA in large classrooms as the will not be the only facilitator or expert. Schinke-Llano(1995) stated that peer-teaching plays a main role in collaborative learning. Along with this , the teacher will not be the only source of assistance and knowledge, and learners' input is important.

Vygotsky's theory helps in understanding the effect of collaborative and cooperative learning while implementing the writing process, to what extent does social interaction play a role in producing writing, and how can the zone of proximal development (ZPD) be applied in writing classes.

2.2 Related Research

Many research has been conducted in the field L2 learning that includes : 1) research on L2 writing process; 2)The role of ESL teachers in implementing process writing; 3) models of teaching process writing; 4) researches on the effectiveness of process writing.

2.2.1 Research on L2 Writing Process

The subject of L2 writing has developed over the last two decades (Matsuda& Silvia, 2005). Today second language writing is " arguably one of the most viable fields of inquiry in both second language studies and composition studies." (Matsuda& Silvia, 2005, p. xi). The latest decades there was a significant development in L2 writing pedagogy. Practice and Theory of process writing went through many changes. Nowadays, the genre approach and process approach seem to be the most practiced L2 writing approaches. It was noted in a report about research in writing that " the past twenty years have brought about dramatic changes in writing research, in the questions asked, the approaches used to answer those questions, and the kinds of implication drawn for teaching and learning" (Freedman and Dyson, 1987,p.1) . Since teaching writing transferred from a product-oriented method in the 1970's to become a process-oriented method in the 1980's, most of the researchers started to concentrate on two main aspects : (1) How uses of writing vary on academic tasks and nonacademic tasks.(2) How language and writing change among different cultures (Ball, 2006).

Latest research of ESL writing have addressed two main conclusions as regards to the similarities and differences between L1 and L2 learners. First, the writing process in L1 is different from the writing process in L2 (Silva, 1993). Second , writers use the writing strategies they obtain in their first language in their second language as well (Berman, 1994). Along with this , It has been suggested by Matsumoto (1995) that writing strategies of L1 and L2 are similar. Furthermore, a research conducted by Beare (2000) suggested that proficient bilingual writers use similar strategies in their L1 and L2 writing. The studies mentioned above are supported by Cummins (1989). As it has been stated that language proficiency improves the writer, as he/she "becomes better able to perform in writing in his/her second language, producing more effective texts"(p.118). The capability to write well is usually learned by practicing in formal instructional settings. Writing skills are gained by practicing and learning through experience. Learning to write in a person's L1 needs explicit directions and modeling as well as extensive practice.

Moreover, writing in L2 is a demanding task as it requires mastery of oral communication, syntax, grammar and vocabulary as well as mastery of the logical system of L2 (Kaplan, 1966;1987) . As mentioned by Kaplan (1966), The logical structure of any language describes how people process the language and use metaphorical devices to communicate in written and oral formats. This logical system of language has been influenced by social and culture factors as it have passed from one generation to the other.

Raimes (1991) suggested four approaches which controls teaching writing most of the time. These approaches concentrated on four areas which are content, form, the writer, and the reader.

Diaz (1985) conducted the first study to identify the benefits of process writing for ESL college students. As she observed her students in the process writing classroom, Diaz(1985) noticed that " not only are process strategies and techniques strongly indicated and recommended for ESL students, but also when used in secure, student-centered context, the benefits to these students can go beyond their development as writers"(p.163). Alongside, other researchers investigated the challenges of the writing process of ESL college students in a process writing course (Adipattaranun, 1992; Villalobos,1996). Adipttaranun (1992) indicates that all his ESL college students' writing skills improved after experiencing process writing. An ethnographic study conducted by Villalboss (1996) explored how writing is defined, perceived and taught by a teacher and three ESL college students in one semester in a process writing based course. This study indicated that students changed their perceptions about writing after experiencing process writing. Ora'a (1995), and Tyson (1997, 1998, 1999, 2000) supported the findings of the previous research. A study by Ora'a (1995) where the effect of process writing was examined with ESL students at a university in Philippine. As twenty three participants were divided in three groups, two experimental groups were taught using the traditional way of writing and one controlled group was taught by process writing. The findings of the study showed that the controlled group which use process writing was more beneficial as students benefitted from peer response and peer discussion.

Another research by Jouhari (1996) examined the effect of process writing in developing ESL students in a Saudi college. The results indicated that students were more skillful in brainstorming ideas, drafting, revising, and processing feedback. He also mentioned that the students had a positive attitude toward writing. Tyson's (1997, 1998, 1999, 2000) research

studies were based on the effect of process writing . His study was conducted for four years with ESL Korean college students in writing. The finding of his study indicated that students produced better-developed and longer writing by using some techniques in the writing class. Moreover, the students' motivation and confidence toward writing increased.

2.2.2 The Role of ESL Teachers in Implementing the Writing Process

ESL teachers have different perspectives of language learning which influences their teaching practices in classrooms. Eventually, that affects their students and their learning development. Tillema (2000) states that nowadays there is an awareness that teachers' beliefs affect the teaching practices in classrooms as it is a cognitive activity. Borg (2003) also agrees that ESL education is considered as a complicated cognitive activity. It has been stated that " teachers are active, thinking decision makers who make instructional choices by drawing on complex practically- oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs" (Borg 2003,p.81). A massive amount of research has been conducted to increase the awareness of teaching L2 writing. The findings of these studies provided the foundations of choosing the suitable approaches of L2 teaching and learning. For instance, there are pedagogically- oriented approaches, sociolinguistically- oriented approaches, and psycholinguistically - oriented approaches. Defiantly, increasing ESL teachers' awareness of these approaches is essential. Brown (1994) suggests that language aspects are treaded better when varying psychological approaches. Flower (1989) and Silva (1993) added, it is well known in writing research that contextual and cognitive methods form the learning and teaching of writing. Zamel (1987,1985), Raimes (1987,1991), and Silva (1993,1997) have a great contribution to the field of L2 writing as they demonstrated to writing researchers and teachers the challenges that writers usually struggle with, and the strategies that they must apply and master in order to produce a successful text. Zamel (1987) explains, " It seems that writing teachers view themselves primarily as language teachers, that they attend to surface-level features of writing, and that they seem to read and re-act to the text as a series of separate pieces at the sentence level or even clause level, rather than as a whole unit of discourse" (p.700).

Many L2 learners mainly concern about vocabulary syntactic skills. The ability of English language learners differs from one to another as well as the level of challenges and difficulties the learners face while acquiring the language. Therefore, the teacher's role of understanding L2

learners and their opinion of writing is essential. As well as the writing process including drafting, editing, proofreading, audience, conference, purpose or genre (NCTE, 2006). The following are suggestions made by the National Council of Teachers of English (NCTE). These tips are addressed to English teachers to help them provide instruction support to English language learners in their writing:

- Providing an encouraging environment for writing
- set up collaborative, cooperative activities that encourages discussion
- Promoting contribution among students, and encouraging peer interaction to improve learning
- increasing time for writing practice in classrooms
- Giving students the opportunity to create their own texts
- scaffolding writing instructions and planning writing assignments for different audiences, purposes and genres
- students' well organized papers should be provided to other students as models. The teacher should provide comments to point out certain aspects which makes it well written
- providing positive feedback on the strengths of the writing
- Provide explicit comments orally and written ;teachers should start by giving global feedback on content, ideas, organization and thesis then move to mechanical errors
- vary suggestions for change by providing more than one suggestion
- Teachers should not assume that all learners know plagiarism or how to cite sources. They should talk about plagiarism and citation in class. Teachers should provide students with strategies to avoid plagiarism.
  http://www.ncte.org/about/over/position/category/div/124545.htm

2.2.3 Teaching Models of the Writing Process

The findings of earlier studies related to writing shed the light for researchers to generate effective models for process writing. Researchers and educators believe that teaching writing needs effective models. They believe that writing includes planning and reviewing the text. Murray (1980)   believes that "the writer is constantly learning from

the writing what it intends to say" (p.7). Murray observes process writing as connected steps instead of a sequence of steps. This view is based on that any piece of writing is written to convey a message that the writer will not discover until he/she writes multiple drafts. Murray views writing as a three part process; these three parts are rehearsing, drafting, and revising. Along with writing multiple drafts, he believes that the writer transfers from exploration, discovering the meaning of the text, to clarifying and explaining the ideas of the text, which is applied to the reader as well. Murray (1980) argues that during this stage of writing multiple drafts, the writer retrieves his prior knowledge and ideas then links it to recent ideas that he/she collects from reading and records it in writing. Flower and Hayes (1981) suggest that there are three basic cognitive writing processes which are planning, text generation, and revision. They divided the writer's process into three components: the writing processor, the writing environment, and the long term memory of the writer. Their model was critiqued by many researchers such as Cooper and Holzman (1989) who debated that the model did not explain the activities the writers are engaged in when they write. North (1987) as well criticized Flower and Hayes model as it is vague for sufficient understanding. Bereiter and Scardamalia (1987) suggested models that consider reasons for different writing abilities between skilled and unskilled writers.

According to Bereiter and Scardamalia , two versions were described of the writing process : 1) the Knowledge transforming model, and 2) the knowledge telling model. The knowledge-transforming model is known as a problem-solving technique of writing, were experienced writers develop a set of structured goals and produce ideas to complete these goals. The Knowledge-telling model is known as a "think-say" method in writing, where the less-skilled writer recalls ideas of writing from the memory and translates these ideas to the text. Bereiter and Scardamalia (1987) observed college students and found out those students "generated goals for their compositions and engaged in problem solving involving structure and gist as well as verbatim representations" (p. 354). The main difference between these two models is that knowledge-telling depends on recalling ideas from the memory and receiving assistance from the teacher for instructions, while the knowledge-transforming model includes a set of goals to accomplish them through writing.

CHAPTER THREE

3.1 Methodology

Research is defined as a systematic investigation (Burns,1997) or analysis, Where the data is collected, interpreted and analyzed in a certain way to be able to "understand, describe, predict or control an educational or psychological phenomenon or to empower individuals in such context" (Mertens, 2005, p.2).Chapter three is meant to describe the methodology used for this study. This research is a qualitative case study. Its purpose is to discover ESL teachers' role in developing the writing skills of three ESL Saudi PY students using the writing process in ESL classrooms. The research investigates the role of process writing on ESL students' writing development.

3.2 Research Design

This study is designed to discover ESL teachers' role when using writing process in teaching writing to ESL students. Regarding the research questions and to achieve these goals; I used a qualitative design methodology. Qualitative research is defined as a realistic ,explanatory approach in which the researcher could understand social phenomena that occurs in a natural setting in order to be able to produce "thick description" (Draper, 2004, p.643). Denzin and Lincoln (1994) stated that a qualitative is "a multi-method in focus, involving an interpretive, naturalistic approach to its subject matter" (p. 2). The qualitative approach is suitable to assist the researcher to discover social and human problems in order to form a complete picture, analyze situations and word, report information in depth and finally conduct the study in a naturalistic setting(Creswell, 1998).

Implementing a qualitative case study is beneficial in order to implement a detailed investigation where the researcher can collect data and from a natural setting and analyze it in depth(Feagin, Orum ,&Sjoberg, 1991). There is massive number of definitions of case studies; Yin (2002) defines a case study as a realistic investigation of a contemporary phenomenon in a real-life context. Bogdan and Biklen (2007) define a case study as a complete examination of a single subject, single setting, or a particular event. I intended to adopt a case study approach in order to provide a thorough description of the writing process for three ESL Saudi students, and how their writing abilities developed accordingly after using writing process in their writing classes. The study considered two sources for data collection, which are observations and Students'

writing samples. Observing ESL writing classes enriched the data with information of interaction between students and their teachers, and the development of students' writing skills. Furthermore, analyzing the writing samples at the beginning of the course and at the end ,based on a rubric. Qualitative methods were implemented to provide detailed explanation of how students write and daily practices teachers apply in writing classes.

3.3 Subjects and Research Site

In January 2015, I made nine visits to the PYP in a university in Riyadh, Saudi Arabia. The majority of the students enrolled in this university are ESL students who have been graduated from public or national schools, who usually study English as a second language. Students who graduate from public or national schools usually have a low level of English proficiency, so they mainly join level one (Beginners) or level 2(intermediate).Students who graduated from International school mainly are advanced in English and join level 3(Advanced). The subjects chosen for my study are three girls, one from each level, and all of them graduated from public schools. I excluded level 3 from this study as they already have a high proficiency level in English. All teachers in this university are ESL/EFL teachers who are well educated as majority of them have a Masters in TESOL or a DELTA certificate, as this is one of the university's criteria of recruiting teachers in the PYP program.

Before starting the procedure of data collection, an email has been sent to the dean of the university to seek permission for class visitations and collecting students' writing samples. I visited classes for three teachers one for level 1 and two classes for level 2. I attended 3 writing sessions for each teacher, so I could observe the whole writing process with each teacher. The first visit was conducted to T1 class on the 10th of February,2015.Writing classes were usually held on Tuesdays, Wednesdays, and Thursdays of every week and the other, which lasts for two hours each session. I was always seated in the corner of the room observing without any participation. Each section has two ESL teachers, one responsible for teaching Listening and speaking and another one for reading and writing. All writing teachers follow the writing process approach in teaching writing as they go through different stages of planning, prewriting, drafting, editing, revising, and publishing.

3.4 The Role of the Researcher

When it comes to language studies, researchers are mainly interested in social activities such as practices, performances, and activities organized by languages use which is in speech (Dyson & Genishi, 2005). Researchers who are working on qualitative studies are interested in using natural settings, so they can view literacy generally (Kucer, 2005). My interest in this study started while I was teaching writing to PY students in Saudi Arabia. I have noticed the struggle the students go through in their writing classes and the lack of interest toward this skill in particular although they do believe in the importance of writing as a skill. As an ESL Instructor I'm interested in different skills, strategies and techniques ESL teachers use whenever they teach writing to Arab students. These students generally develop their writing abilities by following the writing process approach. As a main goal, I wanted to vary the sources of data collection, so I depended on interviews with teachers and students, classroom observation, and collecting students' writing drafts. There was no interaction between me and the students in the classroom I did not have any instructional or personal interference with the students. I would sit at the corner of the class observing Teachers and their students while they were engaged in the process writing activities. At the same time I was taking field notes on the teacher observational guidelines(see appendix C). These guidelines were made to cover the strategies skills and techniques teachers used in their lesson. As for observing students, all notes were taken on the student observation guideline (see appendix D) that covers students' behavior, attitude, and their reaction toward all stages of process writing.

All students' writing samples were collected, for the whole quarter, which includes planning, prewriting, first, second, and final drafts. I attended three sessions for each teacher, nine sessions in total. The teachers provided me with students writing samples to copy them for the study.

3.5 Gaining Entry

To get access to the university, I sent an email to the Dean's secretary to make an appointment to get permission. After getting the permission for class observations. They recommended three teachers for class visitation. Their names were not used upon their request. Symbols were used (T1, T2, T3). I have had a chance to meet the three teachers and talk with them about my research; the teachers signed the Permission Letter for Participants. The reason of this letter is "to insure that people understand what it means to participate in a particular research study so

they can decide in a conscious, deliberate way whether to participate" (Guest & Mac Queen, 2008, p. 29). After that I was ready to carry out my study in a trustworthy environment.

3.6 Research Site Demographics

The setting of the study was in three classrooms of two different levels at the preparatory year program (PYP) at a university in Riyadh, Saudi Arabia. The majority of the students in classes were Saudis, while there were other nationalities such as Syrians, Jordanians, Egyptians, and other Arabian nationalities could be found in classes. All students in classes were females regarding segregation polices in Saudi Arabia. All teachers who work in the PYP program have foreign passports although some are originally Arabs, but they have previously lived in foreign countries and gained its nationality.

3.7 Data Collection

Data collection is a sequence of related activities to gather information in order to answer the research questions (Creswell, 1998). The study depended on two sources of inquiry: Students' writing samples, and classroom observation. The data collected helped in understanding ESL teachers' role in developing ESL students' writing skills while implementing the writing process approach. With the purpose of gaining an overview of the procedure of collecting and analyzing the data a table 1.1 has been created to align the three main questions of the study with the data analysis method and the data collection tools. The study lasted for ten weeks; two hours were spent in each session for three days every week and the other, as writing classes were given three sessions every two weeks. I intended to stay for the whole session , so I can collect full data for each teacher and student.

Types of data collection are covered in details the following sections:

3.7.1 Observations

The importance of classroom observations is that it can lead to change to the best writing instruction practices. Van Lier (1988) believes that observations are important for SLA research because ESL classroom is where L2 development happens.

 The reason behind carrying out observations was to record a realistic setting of events, behaviour, reactions that occurs in the classroom. Observation "entails the systematic noting and

recording of events, behaviour and artifacts (objects) in the social setting chosen for the study" (Marshall & Rossman, 2006, p.98). Moreover they mention that the reason of observations is to define the persistent patterns of relationships and behaviours among participants. Observations provided important data about the behaviour of students toward writing in English.

3.7.1.1 ESL Teacher Observations

I kept a record of observational field notes concentrating on two elements: 1) stages of process writing which were taught by teachers such as prewriting, planning, drafting, editing, proofreading, and publishing (Williams, 1998); 2) techniques and strategies that teachers applied using the writing process approach, and I considered the relationship between students' learning development and the classroom atmosphere. Marshall and Rossman (2006) state that field notes are not "scribbles". I used the teacher observational guidelines (appendix C). I also wrote field notes on a note pad of everything I heard, saw, and thought of during the observation. It was difficult to take field notes and fill out the teachers' and students' observational guides. Therefore, I had the two guideline forms and the note pad on the desk in front of me during the observation, so I could write all details on the note pad and the two forms simultaneously, in order not to miss any action or behaviour from the teacher.

There are two questions which guided me in forming the questions of the teacher observational guideline:

- Which stages of process writing were introduced by the teacher?
- What strategies, techniques and skills does the teacher apply in the writing session?

 To design the observational guidelines, I depended on the areas which were recommended by the National Council of Teachers of English (NCTE, 2006). These suggestions were my guidelines to observe ESL teachers.

3.7.1.2 Student Classroom Observation

I carried out nine non-participatory observations to study the effect of applying the writing process approach on ESL students' writing ability while writing in a second language. In addition, I investigated the students' attitude, behaviour, and reaction toward the writing process. The students were observed in three different classes. All classes were conducted at the same time on Tuesdays, Wednesdays, and Thursdays every two weeks from 11:00 am till 1:00 pm, so

there was no chance to attend more classes since they were all running at the same time. The semester started on the 25th of January at the end of the quarter where the study was conducted on the 19th March, 2015. I started the observations, after getting the permission for visitation, as I visited the writing class of T1 on the 10th, 11th, 12th February, 2015. After two weeks, I visited T2's class which was on 24th,25th,26thFebuary, 2015. The last visits were made to T3's class as it was on 10th,11th ,12th March, 2015. All students' writing samples were collected starting from the beginning of the semester till the end of the quarter ,with the purpose of be analyzed. Observational guideline forms were designed In order to have a detailed, comprehensive, and a thorough observational data about the effectiveness of using the writing process on students' writing, the writing process stages , skills, and strategies teachers applied in their writing classes. These observational guidelines were made to observe all participants in the study.

3.7.2 Students' Writing Samples

From January 25th, 2015 to the end of March 19th,2015, I collected three writing samples from each of three ESL students . Each writing sample contains the prewriting, first draft , and the final draft. The topics of the writing samples were different and they were based on theme of the unit they were studying. Every two weeks the students were introduced to a different genre according to their study. I collected nine papers from each student a total of nine samples of prewriting, first draft and final drafts. All samples were photo copied and kept in a folder. I analyzed all drafts.

3.8 Data Analysis

This qualitative study is aimed to analyze the data collected. The study focuses on instructional methods ESL teachers use when teaching writing to ESL students. It is also meant to find out the effect of using the writing process approach in ESL classes on Arab students' writing ability. The data started from the three data collection inquiry as they were arranged, organized, transcribed, searched for terms, patterns, and analysed to create a descriptive analysis. According to Bogdan and Biklen (1998), qualitative data analysis is defined as " working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others" (p.145). This section is aimed to cover the analysis:teachers' observational data analysis, students' observational data analysis and students' writing samples data analysis.

3.8.1 Teacher Observational Data Analysis

In all writing classes, I observed the following: stages of the writing process such as planning, prewriting, drafting, editing, revising and publishing (Williams, 1998), techniques and strategies used in each stage of the writing process, writing activities, techniques which motivates students to encourage them to write. I also wrote detailed records of teaching strategies, techniques, activities, events, behaviours of teachers. I used the observational guideline as an analytical tool to organize my data, as well as the field notes I wrote during observations . All the writing process stages were observed for each teacher and each stage was described and provided with examples of strategies and techniques used by teachers. In the last part of the case study of each teacher, I formed a table with teachers' leadership, communication, organizational, and interpersonal skills I observed throughout the study.

3.8.2 Students Observational Data Analysis

I observed the following areas for students, behaviours, feelings, attitudes, activities, students' reaction toward the process writing activities. I took detailed records on the field notes, and the students' observational guideline. I gathered the information from both forms and created a table for the writing process stages (Table 5.1) in order to check which genres the students wrote about ,and which stages did they apply for each genre. The observational guidelines assisted me to find out the techniques and strategies used by students in writing classes.

3.8.3 Writing Samples Data Analysis

I collected students' writing samples for a whole quarter starting from January 25th, 2015 till March 19th , 2015. Each student completed three different genres: descriptive, persuasive, a how two- paragraph, and a letter. I used the same rubric used by the three teachers which is created by the assessment team in the university to analyze the writing samples (see appendix N). I looked through all writing samples and made notes on a separated sheet to describe my observations (e.g. The student did not know how to use the prewriting form). I mainly focused on the writing process stages in student's writings. I also used the students' writing samples data analysis (Table 3.2) to assist me analyzing the writing process stages used by students.

Table 3.2 Students' Writing Samples Data Analysis

Topic	Pre-writing	Planning	Drafting	Editing	Proofreading	Publishing
Descriptive						
Persuasive						
How- to						

3.9 Ethical Consideration

Certain procedures were implemented in order to reserve the ethical trustworthiness of the study. Before I started the study. I requested an approval from the university and the participants. The Name of the University and the participants were not used as per their request; they were coded by numbers such as T1, and S1. Students' writing samples will not Include any of the students, teachers, or university identity. The teachers and students signed a consent form and received complete information about the study, and the university agreed on conducting class observations for teachers and students, and collecting students' writing samples. To ensure credibility of the data ESL teachers were involved and assessed the writing' samples evaluation according to the given rubric. Thick description is an element which adds more trustworthiness to the study, as it is found when the researcher gathers and "collects sufficiently detailed descriptions and data in context and reports them with sufficient detail and precision to allow judgments about transferability" (Erlandson et al., 1993, p.33). It is essential for the researcher when providing thick description to use all his/her senses, so the person who reads could visualize the context being studied (Erlandson et al., 1993). Therefore, I offered the reader a thick description of classroom observations, and students' writing samples. Using a variety of data collection allowed me to describe all aspects thoroughly and visualize the context in a truthful and accurate way.

CHAPTER FOUR

4. Results and Discussion

4.1 Teacher Case Studies

In this chapter, I described how the three teachers, who participated in my study, applied the writing process in their classrooms, and what strategies, techniques, and skills they used when teaching ESL students. I also discussed four main elements for every teacher; classroom climate, the writing process stages applied in writing classes, a comparison of writing strategies and techniques used by teachers, and teachers' skills when teaching ESL students.

4.1.1 Teacher 1

Teacher 1 is a Jordanian ESL teacher who holds a bachelor degree in English and a CELTA (Certificate in English Language teaching to Adults); she also holds a master degree in TESOL(Teaching English to Speakers of Other Languages). The teacher lived ten years in England during her childhood; she speaks English up to a native speaker standard. She has been working as an English teacher in Riyadh for about 13 years; this is her third year in the University. Teacher 1 teaches level 1 the second course of semester 1, which is elementary level. I observed S1 in her class.

4.1.1.1 Classroom Climate

In this study, classroom climate is defined as the kind of environment which is created by the teachers, students, and the school in general that adds to the effectiveness of   the writing process. Classroom atmosphere is a broad spacious field that includes a variable range from physical settings, teacher-student interaction, to formal setting of the class environment (Creemers & Reezigt, 1999; Freiberg, 1999). Borich (1996) acknowledges three types of classroom the teacher could create: individualistic, co-operative, and competitive. Teachers stress on individual student work in individualistic types of classrooms with minimum teacher intervention. This type of classroom helps in developing independent learning skills. The main focus in co-operative classroom is the interaction between students. In this setting the teacher guides the students toward the learning goals. A co-operative classroom is effective as it develops students' learning skills ability which will enhance their achievement eventually. In competitive classrooms, students are encouraged to compete with other students. In this type of classroom the teacher is the one in control which can enhance achievement. Competition usually motivates students. An effective teacher needs to balance classroom climate according to his/her goals.

I attended 3 sessions for T1 in order to observe all stages for the writing process. She is a very respectful and caring person. She was smiling at students, moving around the room searching

students who might need help. There were 19 students in her class, seated in groups of fours or threes. She had a huge bulletin board full of her students' writings. The students seemed to be motivated and comfortable in her classroom. The teacher was trying to relate writing to everything in their life to emphasize on the importance of writing. She was a very simple woman who corrects herself, admits that she made a mistake which makes students love her and trust her as well. T1 managed to create a co-operative, competitive and individualistic classroom.

4.1.1.2. The Writing Process Stages (T1)

There are six writing process stages which were observed to find out how they were applied by the teacher : pre-writing, planning, drafting, editing , revising and publishing (Williams, 1998).

Pre-writing: This stage includes generating ideas, and information about the given task. The teacher brought up an idea to the students as they were complaining that their classroom is so small no windows. To motivate the students, she said we are going to write a letter to the chair to complain about this room. She asked the students to discuss in groups how they can convince the chair of changing their classroom. The students brought up a lot of ideas regarding this request. Students were motivated as they felt that their writing is going to make a change. The teacher asked them to write all their main ideas.

Planning: This stage includes a reflection of ideas produced in the prewriting in order to develop planning which will achieve the aim of the paper. The teacher used the white board to draw a template to show students the parts of writing a letter (see appendix O). she gave them pieces of a letter and asked them to organize it according to the template on the board. She explained what they are supposed to write in the heading, greeting, body, closing and signature. Then they discussed how they are going to write the letter. All the above stages were done as group work.

Drafting: This stage includes writing the first draft on paper. The teacher asked the students to use the ideas they generated and the template to write their first draft individually. Each of the students wrote down her own letter. The teacher also emphasized on using the linking words which have been taught during the grammar lesson.

Revising: This stage includes rereading the draft with the intention of making changes to the content in order to enhance the writing and to match the text to the plan. In this stage the teacher asked the students to reread their texts and make any changes using a different colored pen. She asked them to swap their paper with their peers to get feedback.

Editing: This stage focuses on proofreading the paper for sentence-level concerns, such as spelling, punctuation, subject verb agreement. This stage occurs after revising; the aim of this stage is to provide the paper with professional appearance. For this stage, the teacher shows the student a long checklist for proofreading, where she went through it step by step. So if it is written fragment on the checklist she asks them to check "does each sentence have a subject and a verb and makes sense". For subject verb agreement, the teacher said "Does the verb and the subject match". Students were checking the drafts for themselves.

Publishing: This stage includes sharing the finished text with the rest of the students. This stage is not limited to rewriting the final draft, but turning the paper to peers, or teacher etc. Unlike the other teachers, T1 asked students in each group to write one letter to the Chair as a final draft after putting all their thoughts together.

4.1.2 Teacher2

Teacher 2 is an ESL teacher who holds a Masters of Education in TESOL. She has 6 years' experience in teaching English as a second language. T2 has been working in the university for four years. She is a shy person who respects her students. T2 is married to a Palestinian man, so she is familiar with the Arabic language ; she understands her students whenever they communicate together in Arabic. T2 teaches Level 2 students   second semester; I observed S2 and S3 in her class.

4.1.2.1 Classroom Climate (T2)

I attended 3 sessions for T2 in order to observe all stages for the writing process. The teacher's classroom was very organized. Because of her young age you can see a very close relationship between her and the students. The teacher always uses power point presentations and worksheets in her class which makes students appreciative of her efforts. The teacher divided the students into groups, as they were seated in semi circles. The teacher had a very pleasant personality which makes her students close to her. T2 focuses on writing in most of her activities as she always asks students to write a plan of any reading text ; she asks students to extract the main ideas, supporting details and conclusions from the reading texts in their books, which could be a great help for them when it comes to writing.

4.1.2.2. The Writing Process Stages (T2)

Prewriting: This stage took place the first session. T2 introduces the lesson, asks students to read the skill from the book silently, and discuss it with their group. T2 uses a text from the book as a model and asks students to exclude the topic sentence, main ideas, supporting details, and the conclusion from the text. To emphasize on using the vocabulary words of the unit, the teacher gave students a work sheet with all vocabulary words so the students could generate their own phases using the vocabulary words; this activity was done in pairs. Then, T2 presented a power point presentation to emphasis on writing topic sentence, main ideas, supporting details and conclusion. The teacher assigned a different interview to each group, such as job interview, visa interview, and mother-in-law interview. T2 asked students to write in groups; each group formed its own writing then presented it in front of the class .

 Planning: This stage took place the second session. The teacher asked students to do their planning in their booklets individually (see appendix L.2). Most of the students draw the burger chart to apply the topic sentences, main ideas, supporting details, and conclusion without instructions from the teacher. T2 stays in her place and asks students to come for feedback whenever they finish; then she provides oral comments or suggestions whenever needed.

Drafting: This stage also takes place in the second session. The teacher asks students to start writing their drafts using their planning in the booklets. students do this stage individually. Teacher insists that students show her their topic sentences whenever finished. Teacher gives feedback, suggestions, or a positive comment if it is done well. students complete their drafts within the session.

Revising& Editing : These two stages occurred together in the third session before students write their final draft. The students revise their first drafts automatically without waiting for the teachers' instructions as they know what are they searching for they add their own phrases or sentences. The teachers' role in this stage is to monitor the students from time to time, but the rest of the time the teacher is on her chair waiting for students to come and ask if they need to.

Publishing: after finishing the previous two stages the students immediately start writing their final drafts using the corrections they made by themselves. The students give their booklets to the teacher to be assessed

4.1.3 Teacher 3

Teacher 3 is an ESL teacher, who holds a master degree in applied linguistics from the U.S. She also has a CELTA (Certificate in English Language teaching to Adults).She has 17 years' experience in teaching English, ten of them in teaching ESL students. She has been working in this University, for five years. Teacher 3 teaches level 2 first course (semester 1). I observed S3 in her class.

4.1.3.1 Classroom Climate (T3)

 I attended 3 sessions for T3 in order to observe all stages for the writing process. Her classroom is full of fun as she was laughing with students moving around the room with a big smile which indicates that the teacher has a good rapport with her students . There were many colorful posters, students drawing, and writings posted on the wall. There were some novels on the shelf. There were 20 students in her classroom and all of them were seated in groups. During my observation, laughter always filled the room. She was always enthusiastic and cheerful where her students were influenced by the same attitude. Students in her class were self-confident. There is a clear relationship between the classroom climate and developing writing. The classroom climate affects students' self-confidence, self-esteem, achievements and academic success. Creating a positive rapport between the students and their teacher is an important element for an effective environment which was clearly shown with all teachers.

4.1.3.2. The Writing Process Stages (T3)

Prewriting : This stage took place the last session of the reading class, as the teacher asked them to gather information about a topic to be chosen by themselves and search for advantages and disadvantages for the selected topic. The students gathered the information as a part of their assignment then presented the next day in front of their class. This activity took place in the first writing session before the planning and writing the first draft. The activity included a lot of discussion about the topic as some students asked questions to their peers others made suggestion; This stage was considered as brainstorming.

Planning: The teacher drew a graphic organizer on the white board and explained how to write a topic sentence and organize the main ideas. students discussed ideas with their peers and their teacher before starting writing the first draft.

Drafting: The teacher encouraged the students to use the graphic organizer they formed in their planning to create the first draft. The teacher emphasized on using the vocabulary words they had studied in related unit in reading. Students write their first draft in class, this stage is done individually. The teacher does not provide any feedback unless she is asked. However, the teacher shows her satisfaction towards students' writing whenever she finds good work written while monitoring.

Revising: In this stage T3 showed the students the burger map and asked them to check if they wrote the same parts of the burger (topic sentence-the top layer of bread, the first main idea- first piece of meat, lettuce -supporting details, second piece of meat- second main idea, tomatoes-supporting details, third main idea- layer of meat, onions- supporting details, conclusion-Bottom layer of bread). The teacher in this stage used to give oral feedback to the students plus written feedback if needed. Peer feedback could be given in this stage when students ask each other.

Editing: In this stage students will proofread their texts for writing mechanics, such as capitalization, punctuation and spelling. T3 provided students with oral directions to help them find their mistakes, such as finding sentences that the subject and the verb do not match, or underline the words which you are not sure they are written correctly.

Publishing: T3 asks the students to write their final draft in the class after they respond to her oral and written feedback in the last two stages. Their paper are presented in different ways, such as students read it aloud in front of the rest of the class, or hang it on the bulletin board in the class.

4.1.2 Teachers' Strategies and Techniques

Teaching writing is a challenging task for both teachers and students. Developing the writing skills for students requires well- designed writing instructions and supportive strategies and techniques. ESL teachers should have an adequate knowledge about teaching writing in order to make it a lifetime process. ESL learners must be given generous opportunities to write for

different purposes and audiences. This section will discuss the strategies and techniques used by ESL teachers. Table 4.1 presents the strategies and techniques the three teachers employed while implementing the writing process approach.

Table 4.1 Teachers' Strategies and Techniques Chart

T1	T2	T3
• provides collaborative and cooperative activities • encourages contribution from all students and promotes peer interaction • provides oral and written feedback, comments, and suggestion • relates writing to personal experiences or requests • teaches linking words • helps students to spell words • encourages students to write	• provides collaborative and cooperative activities • encourages contribution from all students and promotes peer interaction • provides only oral feedback, comments, and suggestion • provides a model writing • Teaches collocations • relates writing to life experiences • encourages self-correction	• provides collaborative and cooperative activities • encourages contribution from all students and promotes peer interaction • provides oral and written feedback, comments, and suggestion • teaching linking words • Scaffolding in writing instructions • encourages students to write • teaches them how to write compound sentences

Throughout the observations I conducted for the three teachers, I found the above strategies employed in their classes. As shown in the table above that there are some similarities and differences between the three teachers the similarities are as follows:

- providing collaborative and cooperative activities.

   All students were seated in groups in the three classes, and most of the activities were designed to be either group work or in pairs. Machey and Gass (2006) stated that many studies indicate that interaction is a source which facilitates the development of L2. Moreover Gerlach (1994) stated that learning occurs in a natural social setting in which learners talk among themselves.

- encouraging contribution from all students and promoting peer interaction.

The teachers provided a free talk environment where students respected each other's views, perspectives and opinions, and students' contributions were respected.

- Providing feedback.

  Students need their teachers' responses and feedback in order to improve their writing. All three teachers provided sort of feedback either oral or written, explicitly, or implicitly. All teachers provided oral feedback whenever needed, but T1 and T3 provided implicit written feedback. T3 provided some explicit feedback when students could not comprehend their mistakes. It has been suggested that when students receive feedback on form which indicates the place of the mistake but not the type, the students improve their grammar eventually (Fathman and Walley, 1990). It also has been suggested that implicit feedback is more effective that explicit feedback (Frodesen, 2001). All teachers commented on the students papers orally and provided suggestions, which helped students to improve their content.

  All the above techniques were provided by all teachers which shows the significance of these techniques. The differences were as follows:

- Relates writing to life experiences

  T1 and T2 related the writing topics to personal or life experiences which motivated students and increased their interest.

- Scaffolding in writing instructions

  Scaffolding is a concept which goes back to Vygotsky's theoretical concept , which is the Zone of Proximal Development (ZPD), the ZPD is an "area between what children can do independently and what they can do with the assistance" (Clark & Graves, 2005, p.571). Scaffolding is a step by step process which allows the teacher to guide and direct students until they learn the target language. According to (Bliss & Askew,1996; Bodrova & Leong,1998; Palincsar, 1998) Scaffolding allows teachers to help their students to transfer from assisted tasks to independent performances.T1 and T3 used scaffolding as their students still needed guidance while T2's students were working already independently.

4.1.3 Teachers' Skills

ESL teachers play an important role in the learning process. They have their own influence on each aspect, starting from the classroom climate to students' development. ESL teachers need to have special skills in order to teach ESL students writing skills. I designed a four category skill chart below to display different skills demonstrated by the teacher during classroom observations.

Table 4.2 Teachers' Skill Chart

Teacher	Communication Skills	Leadership Skills	Interpersonal Skills	Organizational Skills
1	• Explains writing and concepts in depth • researching for different teaching strategies and techniques	• A teaching team member • Provides oral and written feedback for students	• Shows respect to students • Caring and loveable • provides assistant whenever needed	• Good time management • Has a good command of her class.
2	• Uses a variety of strategies in order to carry out information • Knows if the students understand her of not	• A teaching team member • encourages students to be independent	• friendly with all students • warm and kind • patient with her students	• Good time management • good organizational skills • uses learning materials creatively
3	• encourages students to share their experiences and knowledge • Knowledgeable in means of communicating with her students	• A teaching team member • Provides oral and written feedback for students	• Integrates humor in the lesson and the explanation in order to help students to learn • a good listener and talker • open-minded person	• Good time management • good organizational skills

Adapted from http://www.tefl.net/esl-jobs/transferable-skills-teachers.htm.

4.2 Student Case Study

One of the aims of the study is to identify how employing the writing process approach enhances ESL Saudi students' writing. Therefore, qualitative methods such as classroom observation and collecting students' writing samples were used. The three participants of this study were young Saudi ladies; I have given each of them a symbol to differentiate them, upon their request of not using their names, so they were mentioned as S1, S2, and S3. I analyzed the students' writing process to identify their strengths and challenges.

4.2.1 Student 1

Student 1 was a young Saudi lady in level one who is starting her second semester in the university. This young lady was one of the students of teacher one; her English language proficiency is elementary. She seemed to be a very sincere determined student, as she was keen getting information needed from all available sources.

4.2.1.1 The Writing Process Stages of S1

In this section I will describe how did S1 use each stage of the writing process to write in English. This student was taught by T1.

Prewriting: In this stage the student was participating in the class discussion trying to provide the teacher with many examples of how to convince the chair of changing the classroom. It seems that she is someone who is suffering from staying in a small class, as she mentioned problems such as "no windows" and "health problems". She answered most of the teacher's questions, and showed enthusiasm in answering all questions.

Planning: The student followed the teacher's instructions and drew the five parts of the letter wrote her address and the date on the heading, and started with the greeting before writing the body unlike other students did in the same class. The student did not use a graphic organizer for this stage, She asked the teacher some questions to gather information about the person she is writing to.

Drafting: When it came to writing the first draft, the student concentrated on gathering the ideas she mentioned before to write in her letter. She wrote the letter on her own after asking the teacher and her peers some questions.

Revising: The student at this stage swapped her paper with her partner and both had a short discussion. S1 started to hold the pencil, erase things, and change her writing.

Editing: The student in this stage paid attention to the teacher's instructions, as she went step by step through the checklist provided by the teacher, looked at her paper, and changed things.

Publishing: In this stage S1 rewrote her final draft after editing and revising it. then submitted her final paper to the teacher to be marked. then the student participated in the group activity as a group. They gathered all their ideas in one letter to be submitted to the chair. This letter composed by the group had several ideas provided by S1 as it was the same she mentioned the prewriting stage, as these ideas were written on her draft as well.

4.2.2 Student 2

Student 2 seems to be a very shy girl who is taught by T2. She is quiet and a little unsocial, as she rarely asks questions; she communicates with certain students only, and she is never the one who starts a conversation. S2 seems to be very organized and willing to learn S2's English proficiency level is intermediate as she is a level 2 student in the second semester.

4.2.2.1 The Writing Process Stages of S2

In this section I will describe how did S2 use each stage of the writing process , and what did she employ to write in English. This student was taught by T2.
Prewriting: In this stage S2 will participate by answering teachers' questions and paying attention to what the teacher is saying. S2 would rarely participate orally, but you will find her always taking notes and writing after the teacher or gathering ideas from her classmates and jotting it down on her paper. the only time she would interact with others when there was a group activity of writing about an interview, here you will find her giving some ideas to her peers.

Planning: This stage took place the second session, where S2 followed T2's instructions of doing the planning in her booklet. She immediately started drawing a burger and writing her topic sentences, main ideas, supporting details, and conclusion. S2 knew what she is doing as she didn't need to ask the teacher or her peers.

Drafting : In this stage S2 started writing her first draft without waiting for teachers' instructions. She felt confident and she used to refer to the planning while writing the draft. She didn't need to ask the teacher or her classmates any questions.

 Revising and Editing: These stages occurred in the third session, where students reread their drafts and thought of how to improve it. Some students went to ask the teacher some questions while S2 only showed the teacher her first draft , so the teacher could see if she is on the right track or not. The teacher didn't provide any feedback on form or content; she showed the student her interest toward her writing.

Publishing: The student started writing her final draft using the corrections she made by herself. All students will be assessed on their final drafts, so they are keen on doing the work properly.

4.2.3 Student 3

This student is a lively outgoing young lady who likes cheering , clapping and having fun. You never find her sitting still in a class she is always running from one seat to the other speaking with her classmates giving and sharing ideas. S3 is taught by T3 who already motivates students and gives them a chance to compete.

4.2.3.1 The Writing Process Stages of S3

In this section I will describe how did S3 use each stage of the writing process to write in English. This student was taught by T3.

Prewriting: In the first session of the writing class S3 was prepared with a power point presentation about the disadvantages of "Pepsi". S3 was very confident when presenting the topic. She listened to the rest of her classmate and wrote some notes in her copybook. S3 asked her classmates questions, and made some suggestions as well.

Planning: S3 used the information gathered for the presentation as her plan. She divided them into topic, main ideas and conclusion (see appendix J.2). The student as well underlined the vocabulary words used from the unit to make it easy for her to use them in the draft.

Drafting: The student used all the information in the prewriting to write her draft. She was writing with no stop, as thoughts are flowing which could be because of the thorough information gathered for the oral presentation. Gathering information then presenting them made the writing task easy as all thoughts are already organized. The student did not consult the teacher or her peers in this stage.

Revising: S3 in this stage was making sure that her draft includes a topic sentence, main ideas and supporting details, which wasn't an easy task as they were clear for her in the planning stage.

Editing: S3 reread the paper to check grammar mistakes or punctuation. While the teacher was giving the instructions such as find sentences that the subject and the verb do not match, or underline the words which you are not sure they are written correctly. , but the student did not make any changes.

Publishing: The student wrote her last draft and read it out aloud to her classmates and then the teacher posted it on the bulletin board.

4.2.4 Students' Strategies and Techniques

The three students used different strategies and techniques throughout the writing process . The table below presents the strategies and techniques the three students employed during their writing processes stages.

Table 4.3 Students' Strategies and Techniques Chart

Stage	S1	S2	S3
Prewriting	-participates in the class discussion	-takes notes after the teacher and classmates	Gathers information about the topic
Planning	-follows the teacher's instructions -asks the teacher questions	-draws a burger and writes her topic sentences, main ideas, and conclusion	-Writes topic sentence, main ideas and conclusion - writes a plan
Drafting	-asks the teacher and her peers some questions.	-refers to her plan to write the draft	-underlines the vocabulary
Revising	-Peer discussion and interaction	-rereads her draft	-rereads the draft check grammar mistakes
Editing	-pays attention to teacher's instructions	-modifies her paper	-Follows teacher's instructions
Publishing	participates in the group activity	Rewrites her final draft	Reads out her paper to her classmates and hanging it on the bulletin board.

4.2.5Students' Writing Samples Analysis

Two methods have been used to analyze the students' writing samples: 1) the writing rubric designed by the assessment unit in the university which teachers use to assess their students' final writing drafts. A description of the writing samples was written by the researcher, and three different markers corrected the final drafts for the three topics of each student. 2) The writing process guideline which was designed to help in the investigation of students' writing.

The writing topics the students wrote were designed by their teachers to suit the reading topics of the English course books. Each student is supposed to write six topics in a semester; the duration of this study was half a semester, so each of the students wrote 3 topics in total. Three different teachers marked their final draft according to the used rubric. I had to get a list of the grammar concepts students learned in each unit and a list of vocabulary words of each unit ,to be considered by the markers. Marker 1 was their own teacher who is given a symbol M1,Marker 2 is the researcher who is given a symbol M2, and an external marker who is given a symbol M3.
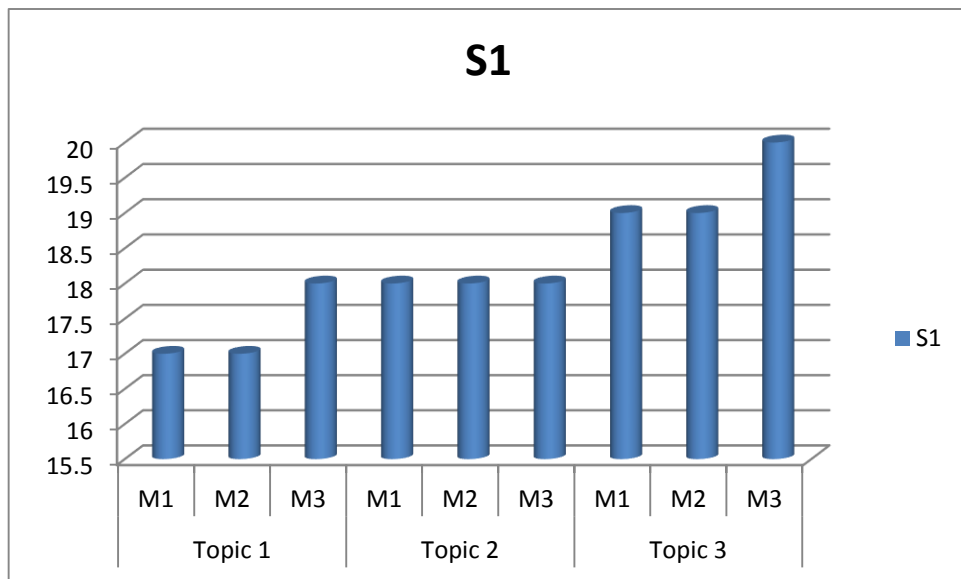
4.2.5.1 S1Writing Samples Analysis

Student 1 wrote three topics in total; she wrote three different genres persuasive, descriptive, and How-to-paragraph.

Table 4.4 S1 Writing Process Stages

Topic	Pre-writing	Planning	Drafting	Revising	Editing	Publishing
Persuasive Letter	X		X	X	X	X
Description	X		X	X	X	X
How-to	X	X	X	X	X	X

In the prewriting stage, S1 brainstormed good ideas as mentioned above , and was able to show these ideas in the second and the third topic. The Planning stage was used well in the third topic unlike the first two topics there was no plan. First drafts were an outcome of the previous stages where you find the first draft in the third topic was well organized with more flowing ideas and details unlike the first two drafts. I believe that this goes back to the use of the planning stage. It seems that revising and editing were combined as there are no significant changes between first draft and final draft.

Chart 4.1 S1Obtained Marks

The above chart shows the students' obtained marks from three different markers. The diagram shows a significant improvement in the students' writing as the higher marks obtained were in the third topic. Topic three was not the topic I observed, so from data collected I recognized that topic three is the only topic which contains a planning stage, which could be the reason for this improvement.

### 4.2.5.2 S2Writing Samples Analysis

Student 2 wrote three topics in total; she wrote two different genres as the first two topics were How-to-paragraph, and the third topic was a descriptive paragraph.

Table 4.5 S2 Writing Process Stages

Topic	Pre-writing	Planning	Drafting	Revising	Editing	Publishing
How-to	X		X	X	X	X
How-to	X	X	X	X	X	X
Description	X	X	X	X	X	X

It is inconvenient that the teacher teaches the same genre in two consecutive topics. Each topic was related to the theme of the unit, but the teacher could have made good use by applying the theme to a different genre so the student gets exposed to different writing styles. From the table above we can see that the planning stage is unused in the first topic which could affect the progress of the latest stages of the same topic.

Chart 4.2 S2 Obtained Marks
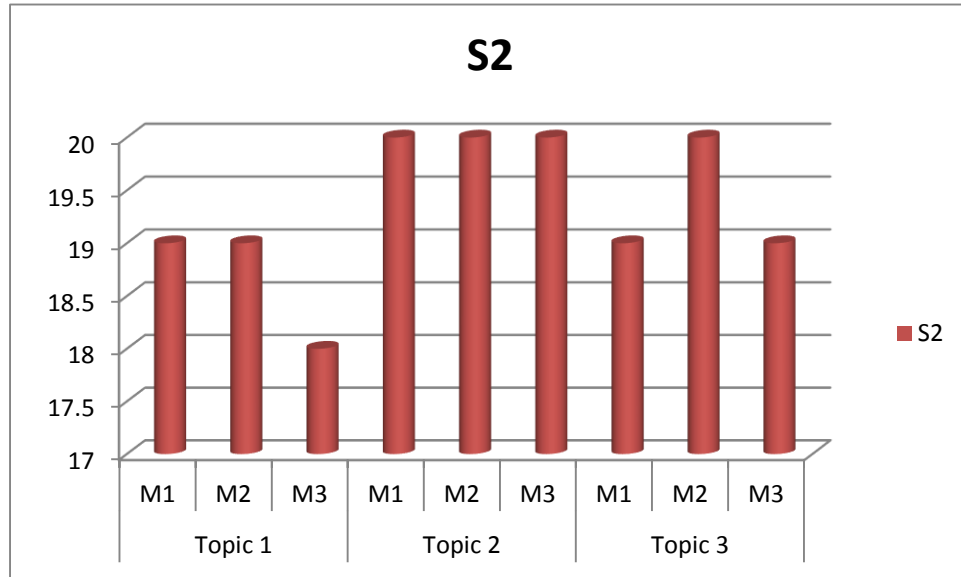
The chart above shows the students' obtained marks provided by three different markers. Unlike S1, S2 showed the best progress in topic 2 where she obtained full marks from the three markers. Topic 2 was the class I observed for S2 where the teacher provided different activities for generating phrases and organizing main ideas and supporting details which could be a reason of the progression in topic 2. However, the regression the S2 went through in topic 3 could refer to Vygosky's (1978) theory, as he emphasized on non-linear nature of learning, while students learn through progression and regression (Schinke-Llano, 1995). S2 seemed to be a shy and unsocial student therefore the hypothesis of zone of proximal development could be applied to S2. As Schinke-Llano (1995) stated that peer-teaching plays a main role in collaborative learning. Along with this , the teacher will not be the only source of assistance and knowledge, and learners' input is important.

4.2.5.3 S2Writing Samples Analysis

Student 3 wrote three topics in total with different genres as the first genre was writing a personal letter, second was How-to-paragraph, and the third topic was an opinion paragraph to write about either advantages or disadvantages.

Table 4.6 S3 Writing Process Stages

Topic	Pre-writing	Planning	Drafting	Revising	Editing	Publishing
Personal Letter			X	X	X	X
How-to			X	X	X	X
Advantages or disadvantages	X	X	X	X	X	X

 The above table shows that prewriting and planning were not applied the first two topics. However, there was no evidence of using prewriting and planning in the first two topics, as these two topics were not observed . Interestingly that S3 obtained a full mark from the three markers. During my observation to T3 written feedback was rarely given, but written feedback was provided from T3 on the topics which were not observed. For example, on the first draft of topic one the feedback is given explicitly (see appendix K.1) which could be a reason that the student obtained full mark. The marks were provided for the final draft which does not reflect the true level of S3 as the student just responded to the teachers' feedback. Also, the chart below shows that the student did not show any progress in the last topic.

Chart 4.3 S3 Obtained Marks
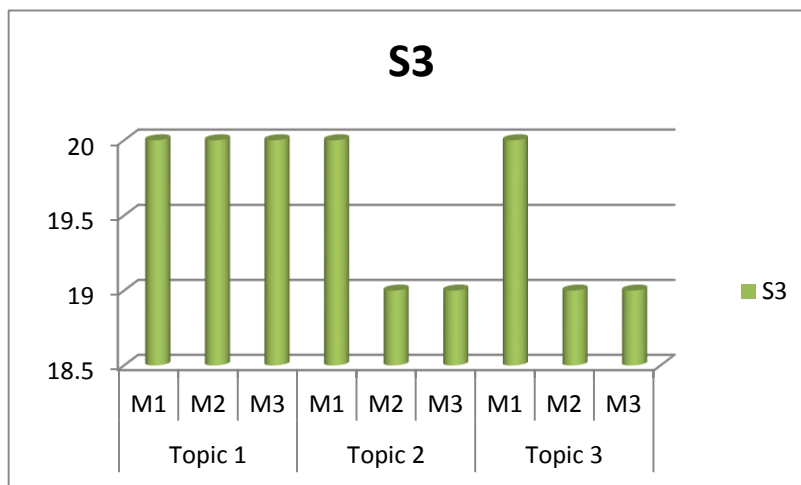
4.2.5.4 Comparison of Students' Progress

Chart 4.4 presents all students' obtained marks throughout the study by three different markers based on the rubric designed by the assessment team in the university. There is progression and regression for all students throughout the study, but if we only focus on the first topic and last one, we will find that there is progression among all students but the level of this progression

differs from one student to the other. This proves the effectiveness of using the writing process approach among all students regardless their proficiency level.

Chart 4.4 Students' Obtained Marks
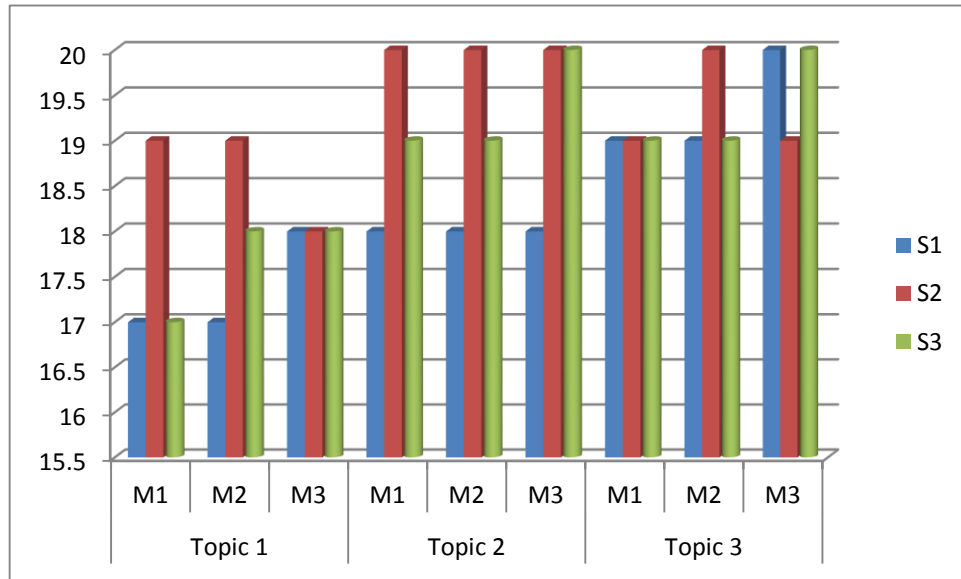
CHAPTER FIVE

5. Conclusion

In this chapter a summary of the findings is provided which were addressed in chapter 4 concerning the research questions. I will also discuss the implications of these findings, and finally I will conclude this chapter with some thoughts regarding the value of using the writing process approach.

5.1 Summary of the Main Findings

This study was designed to answer certain questions regarding using the writing process approach with ESL PY students in university. In this section I will provide each of the three research questions with its answer.

1. What stages, techniques and skills do ESL teachers integrate when implementing the writing process?

All three teachers aimed to help their students to write effectively and be independent writers through the use of the writing process approach. In this study, the teachers went through all the six stages of process writing.

prewriting: In this stage, the teachers helped the students to generate and connect their ideas by linking information from their reading texts to the writing topic, assigning them a topic to research then present it, or by drawing graphic organizers. By doing so, the teachers provided their students the opportunity to settle the base and be prepared for writing their first drafts. This stage was necessary to support the students in their writing by inspiring their thoughts to get started (Richards & Renandya, 2002).

Planning: This stage usually came after the prewriting and some teachers either neglected it or combined it with the prewriting stage as they didn't consider it a main stage. This stage made a huge difference when it was implemented by S2 and S1, as mention in chapter 4, it helped them to organize their ideas as it helped with the flow of writing the draft and organizing the main ideas with their supporting details. However, I believe that planning should be one of the main stages of the writing process as it is a technique students use to match the main ideas to the topic.

Drafting: This is considered an uncomplicated stage when it follows the first two stages, unlike writing the first draft without prewriting and planning it will appear as a difficult task for students to accomplish. Students were given enough time to complete their drafts; teachers were just motivators and scaffolds who assist their students by guiding them until they learn and master the process. Gradually, after students complete their tasks, teachers reduce the amount of assistance in order to help students to be capable of writing independently (Bodrova & Leong, 1998).

Revising: This stage took place in all the observed classes; to benefit from this stage peer and teacher's discussions were held. Teachers also encouraged self-revision by asking student to refer to a chart to make sure they covered all main ideas and supporting details, as well as the topic sentence and conclusion. Peer feedback is used in many educational concepts such as the writing process approach, the role of student-student interaction in SLA theory, and the teaching of the sociocultural theory of Vygotsky (Lin & Hansen, 2002). All teachers provided positive feedback without criticism. Lightbown and Spada (1993) stated that "Excessive error correction can have a strong negative effect on motivation" (p.115).

Editing: This stage was mainly spotting grammar, spelling, punctuation and paragraphing errors. There were three forms of editing : self, peer and teacher's editing. Sometimes the editing stage was combined with the revising stage; this overlap could refer to the short time allocated for writing. The most important aspect found in this stage is that teachers were guiding students to assess themselves. Instructors " need to guide students in the self-assessment and self-reflection process with pointed questions that spotlight areas of improvement in their individual writing process" (Block & Israel, 2005. p. 145).

Publishing: this is the final stage of the writing process which took several forms, such as rewriting the final drafts and giving them back to teacher , displaying them on bulletin boards, reading them aloud to students, or giving a presentation about the topic, which motivated the students to accomplish their work eagerly.

The collected data from observations indicated that teachers incorporate different strategies and techniques to meet the students' needs in order to develop their writing and facilitate learning. Some of these strategies were similar such as:

- provides collaborative and cooperative activities

- encourages contribution from all students and promotes peer interaction

- provides oral or written feedback, comments, and suggestion

  Other strategies were different which depends on student's abilities or her learning style.

- relates writing to personal experiences or requests

- relates writing to life experiences

- encourages self-correction Scaffolding in writing instructions

- encourages students to write

  Every teacher used her own writing activities and techniques to focus on the areas where the students struggle on order to improve students' writing. Through this engagement the students received clear input throughout the reading, writing, and structures given by teachers or

classmates. The relationship between the input that students receive and the acquisition of the language is stated in Krashen's (1982) input theory, as he argued that language acquisition takes place when the student receives clear input. Collaborative and cooperative activities were the most techniques used among teachers. The writing process suits cooperative learning, as students improve their writing abilities from peer feedback or teacher feedback . This agrees with Vygotsky's (1978) theory that learning language is a process which develops by social interaction that leads to cognitive development. There were other techniques used such as classroom discussion, sharing experiences, modeling the writing process, asking questions, and creating a relaxing and free-anxiety environment that helped students to acquire a second language. These techniques go along with the affective filter hypothesis of Krashen (1982), in which that students' emotions work as filters that hinder or permit input.

Finally, teachers acquired different skills to help improve students in their writing, such as.

- Provides oral and written feedback for students
- Uses a variety of strategies in order to carry out information
- Researches for different teaching strategies and technique
- Helps students to become independent
- Provides assistance whenever needed
- Is friendly, warm, kind, and patient with all students
- Encourages students to share their experiences and knowledge
- Is knowledgeable in means of communicating with their students
- Integrates humor in the lesson and the explanation in order to help students to learn

All the above strategies techniques and skills helped the students to develop their writing abilities according to the results fount on chart 4.4 in chapter 4.

2. What stages, techniques and strategies do ESL Saudi PYP students use when writing in L2 while following the writing process approach?

The students used the six stages of the writing process regardless their English proficiency level. Prewriting: This was always the first stage which consists generating ideas to help students focus on the given topic (Farrell, 2006). Brainstorming was the most important feature in this stage. Students would participate in discussion activities provided by the teacher to write down their ideas and thoughts, by using graphic organizers or presenting the topic to their peers and getting feedback by receiving comments and answering questions.

Planning: This stage was sometimes combined with the previous stage or neglected from some students. However , when this stage was applied separately from prewriting it showed great progress in students' writing abilities, such as S2 applied her first draft smoothly after planning .

Drafting: This stage was meant for students to write their first drafts using the generated ideas from both previous stages.

Revising: In this stage , students revised their work independently, with their peers, or with their teachers. It has been stated by Griffith (2006) , " Other people's reactions to your writing can help you improve" (p.247). students sometimes exchanged their papers with their peers to get feedback which was not considered criticism. Teachers encouraged students to revise their work independently by guiding them.

Publishing: This stage was conducted in different ways, such as rewriting and hanging them on bulletin boards, reading them out to the class, or sending it to the respective person such as writing the letter to the chair. Therefore, students were comfortable with their writing and got more confident, whether they got high or low scores. As the students realized the fact of " writing is not just a finished product but also a process of discovering their own thoughts" (Farrell, 2006, p. 72).

Each of the above stages supported the students in their writing skills by having them to focus on the cognitive of the writing process , not on producing texts with correct grammar and spelling.

3. In what way does the writing process approach enhance ESL Saudi students' writing?

From analyzing the collected data from observations and students' writing samples, I discovered that the writing process approach helped the students in improving their writing abilities regardless of their English proficiency level. Following this approach in teaching, writing gave the students the opportunity to develop. Students were confident to communicate through writing despite their knowledge of grammar structures. Students

managed to practice and understand all stages of process writing. The marling scale showed a significant improvement in all students' writing by comparing the final drafts of the first topic and the last topic, regardless S3 received a high score because of responding to teachers' explicit feedback which does not reflect the true level of the student. Students were writing independently without any difficulty as they were going from one stage to the other. All the activities and techniques used during the study had a crucial impact on the students' writing. The most significant impact on developing the students' writing while using the writing process is the support of social interactions, which was in consistence with Krashen's (1982) input theory, Vygotsky's (1978) sociocultural theory, and Chomsky's (1965;1980;1986)theory which supports that learning language skills require a mixture of social interaction and pre-social mental structure to facilitate acquiring the language.

5.2 Limitation of the Study

This study is conducted with only three ESL female teachers and students in the PYP in one of the universities in Saudi Arabia. The results would have been more reliable if there was a possibility to observe more sessions for each teacher and to conduct the study with more students from both genders. Therefore, the findings of this study could not be generalized.

5.3 Implications for Further Research

Collecting the data then analyzing it led to a number of findings which has enlightened constructive guidelines for future research. For further research, expanding the study to other universities and with different nationalities, since universities in Saudi Arabia include a lot of different nationalities. Also enlarging the sample of students and the number of observations will add more depth to the findings of the study. Implementing the writing process approach in secondary and intermediate schools in Saudi Arabia might help students develop their writing skills before entering college. A comparative study between female students and male students and between Saudi students and students from other nationalities by looking at the differences and similarities will benefit the implementation of the writing process approach. An ethnographic study could be conducted to study teachers and students' attitudes toward the writing process approach. Also implementing the process writing approach within teaching Arabic language could help in improving the writing skills of Arabic writers as writing in general is a difficult task.

To conclude, this study helps to discover the stages, strategies, techniques and skills ESL teachers apply when using the writing process approach with PYP students in Saudi Arabia to develop their writing abilities, and what stages, techniques and strategies do ESL students use when writing in L2 while following the writing process approach. ESL students employ different strategies and techniques while using the writing process approach, such as collaborative writing activities, and social interaction. The students' writing samples scores revealed an improvement in students' writing abilities.

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APPENDICES

STUDENT DISSERTATION RECEIPT

Programme		Submission Date	

Student ID | | Supervisor |

Submission purpose: Marking ☐ Final ☐

No. of copies ☐ Soft copy format

DECLARATION

I confirm that I have read and understood the University Policy on Academic Honesty and that the work contained in the attached dissertation is my own work. Any assistance, of any type, has been acknowledged in my bibliography.

I also understand that the university may use plagiarism detection software on any submitted work, whether plagiarism is suspected or not.

I **hereby consent/do not consent (delete as applicable)**that my work is submitted into the plagiarism detection software to check the originality of my work.

_____   _____

Signature   Date

Collected by: _____ Date: _____

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STUDENT DISSERTATION RECEIPT

Student ID: Date of submission:

Received by: Signature:

Official stamp:

Appendix B

<div style="text-align: center;">**Consent Form**</div>

Consent Form

Title of the Research

<div style="text-align: center;">**EMPLOYING THE WRITING PROCESS APPROACH IN THE PYP IN SAUDI ARABIA; A CASE STUDY APPROACH**</div>

Please tick box

1. I confirm that I have been informed about the nature of the study. ☐

2. I understand that I am a voluntary participant . ☐

3. I agree on participating in this study. ☐

Researcher's Vow:

I promise that all the collected data of the participants will be only used in this study , and personal information will remain anonymous.

_____   _____   _____

Participant Name   Signature   Date

_____   _____

Researcher Name   Signature   Date

<div style="text-align: center;">**Appendix C**</div>

Teacher Observational Guidelines

Date of Observation:_____ Teacher's Name:_____

Students' Level:_____ no. of Students:_____

Subject Observed:_____ Class Starts:_____ Ends:_____

Tick the writing process' stages introduced in this session:

Pre-Writing	Planning	Drafting	Revising	Editing	Publishing

Strategies and Skills		Notes
The ESL teacher introduce collaborative, cooperative writing activities.		
The ESL teacher encourages contribution from all students and promotes peer interaction in order to support learning		
The ESL teacher designs writing assignments for different purposes. audiences and genres		
The ESL teacher is scaffolding the writing instructions		
The ESL teacher comments on the student's writing in order to indicate students' strengths and weaknesses		
The ESL teacher provides explicit and clear comments		
The ESL teachers provides different suggestions for change, so the student can still maintain control on her writing		
The ESL teacher assumes that students understand citation and plagiarism		
ESL teacher's communication skills		
ESL teacher's leadership skills		
ESL teacher's interpersonal skills		
ESL teacher's organizational skills		

Appendix D

Student Observational Guidelines

Date of Observation:_____   Student's Name:_____

Students' Level:_____   Class Starts: _____

Subject Observed:_____   Ends:_____

Tick the writing process' stages employed in this session:

Pre-Writing	Planning	Drafting	Revising	Editing	Publishing

Strategies and Skills		Notes
What strategies are employed by the student?		
Does the student interact with her peers? how?		
Is the student engaged in writing activities? how?		
Does the student interact with the teacher ? how?		
Does the student ask for help? who does she ask?		
Does the student finish her writing on time, or asks for extension?		
Is the student familiar with all stages of the writing process?		
Does the student need scaffolding?		

Appendix E

Appendix E. 1 Topic 1 First Draft

des   135 olgha st.,

                                                 Riyadh, Sauli, Arabia

                                                 10ᵗʰ Feb., 2015

Dear miss asma

I'm interested in studying at the
university. I am writing to
ask for change our class. At the
moment we are Presenting in a small
class without window and condition.
This situation will be effect a our
chests and bodies. Thank you

I look forwar to hearing frome you

Appendix E.2

135 Olyah street.
Riyadh, Saudi Arabia
12nd Feb, 2015

Dear Ms Asma :

I am interested in studying English language department in py . I would ask you to change our class for many resons. Frist, there are not any windowes. second, the class is very crowded, so we can not breath and we can not comfotable in our class, so we can not understand our teacher.

I look forward to hearing from you.

Yours sincerely,

Appendix F

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Appendix F. 1 Topic 2Prewriting
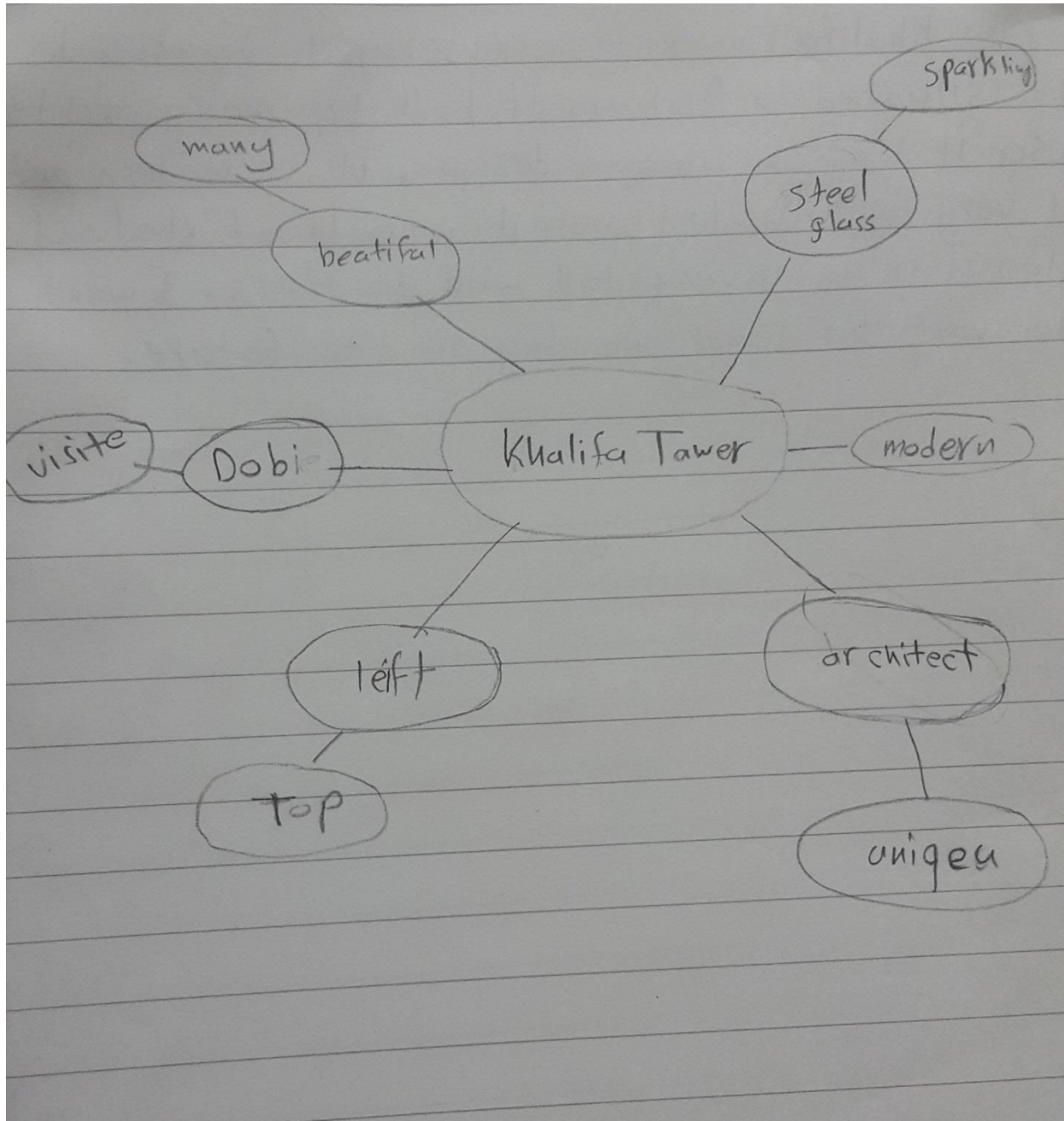
Appendix F. 2 Topic 2 First Draft

Khalifa Tower

The KhalifaTower is a skyscraper Tower. It is situated in Dabai. It built by many architects, so it has a unique design. It is modern and it very light inside because it is made of steel and glass. It is a very tall with 80 Floors. I want to visit this tower one day in the future.

visitor

Khalifa Tower

The khalifa Tower is a beatiful tower. It is sitaated in Dubai. It is built by many architects, so it has a anique design. It is a modern skyscraper and it very tall with 90 floors. It is very light inside because it is made of glass and steel. At the top, it has a beatiful view of the whole city. It is one of the famous buildings in the word. Finally, I want to visit this tower as soon as possible.

e-Writing

Brain St

oven

Cake

tasty

eggs oil
flour
ingredients

mix
put
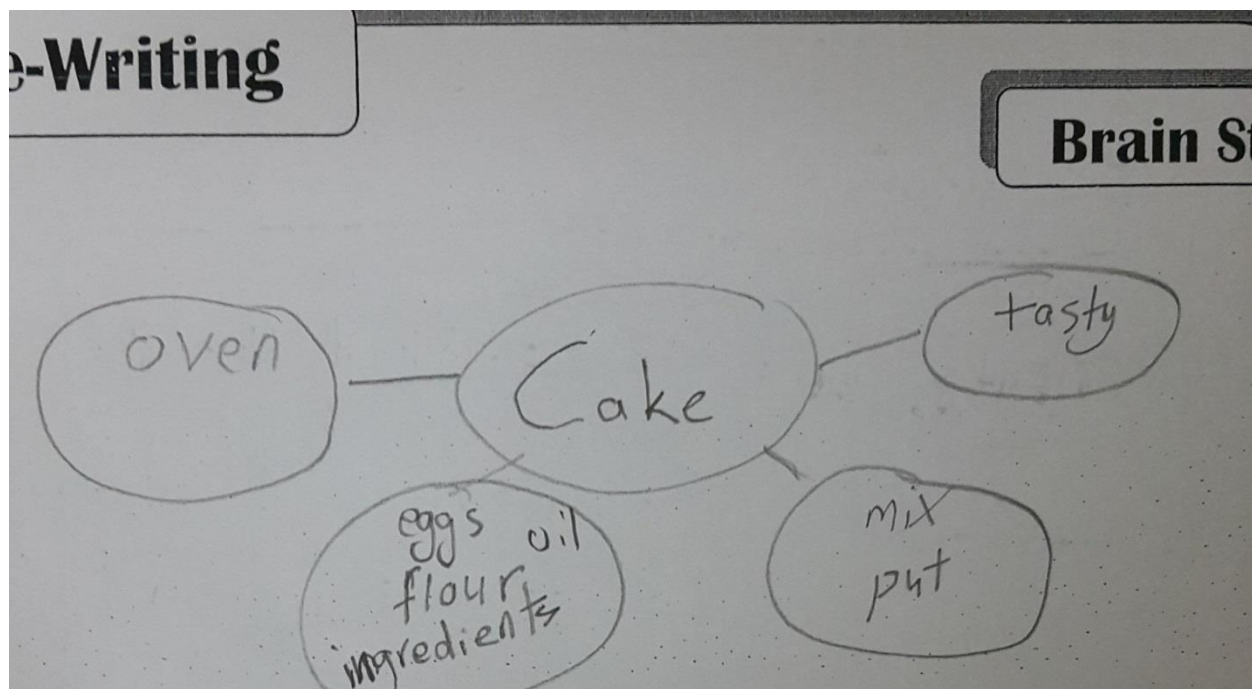
how to make a cake

Topic sentence
It very essy to make a cake

ingredients : 2eggs - 2 cups flour
oil - milke

Fist
put all ingreedients in a plat

Second:
Mix all ingreedients

Third
put them in a pot
then in the oven

conclusion
Finally you will eat a tasty
cake

S1 Topic 3 First Draft

Write & Revise: 1ˢᵗ Draft

How to make a cake

It very essy to make a cake.
You bring the ingreedents : 2 eggs -
oil - milke - 2 cups of floar. First you
mix them together then put them in a
plate. then mix them togther and put them in
the oven. Finally you will eat a tasty
cake.

Final Draft

How to Make a Cake

It is very easy and fun to bake a cake. to make a cake you need to bring the following ingredients 2 eggs, 2 cups of flour, milk, and oil. First put all the ingredients together and mix them.

You need to heat the oven then put the dough in the pot, then put it in the oven.

Finally you can enjoy your tasty cake with your friends.
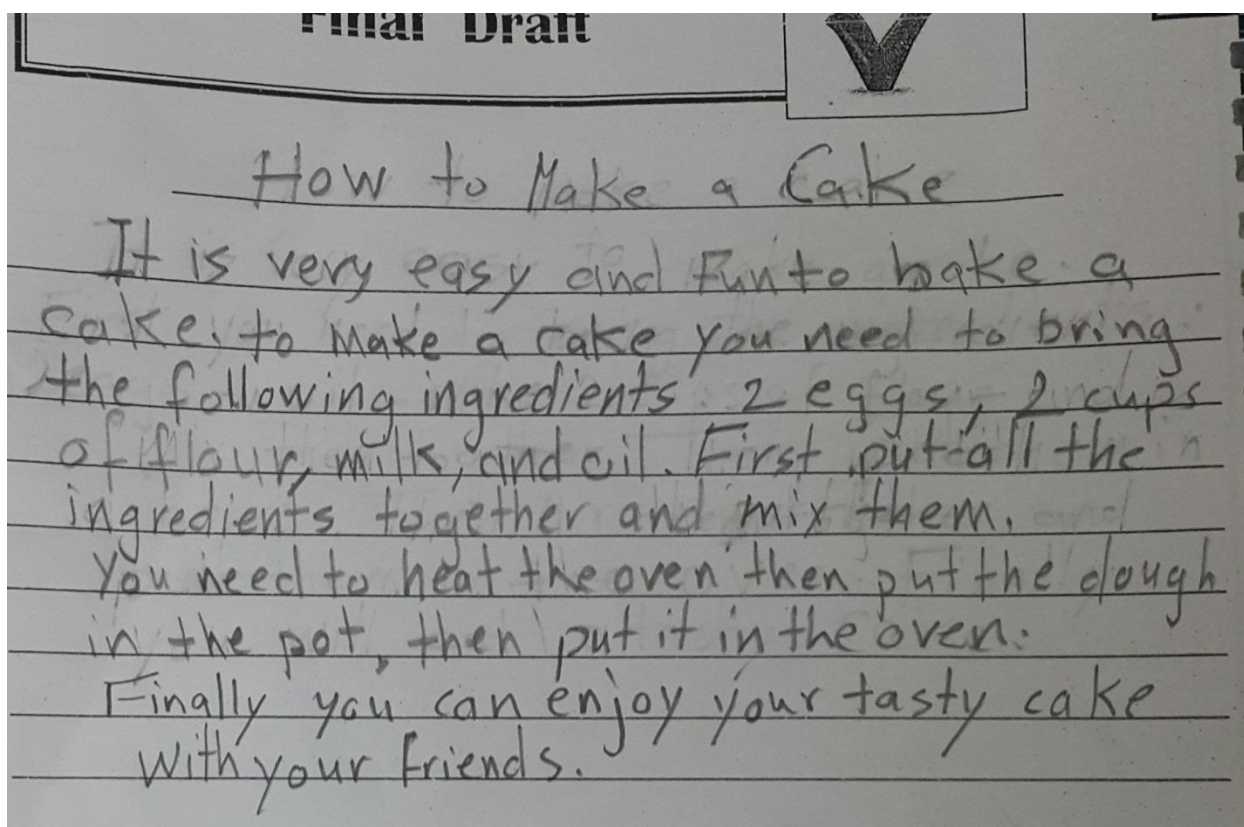
Appendix H

Student 2 Writing Samples (Topic 1)

Appendix H. 1 Topic 1 Prewriting

How to make a ……

How to make a……..

Cheese Cake.

Making a cheese cake is ~~very e~~ easier than you think. First, you must grind the biscuits. ~~Then~~ After you melt ~~the~~ butter on the biscuits, ~~you~~ put it in the refrigerator. Then start the next step. Mix ~~the~~ 24 pieces of cheese, cream and the condensed milk in the blender. While you are mixing them, estimate a cup of hot water with lemon jelly powder and put ~~it~~ in the fraser. When it gets warm, ~~you~~ ~~will~~ mix it with the components. Next, ~~put~~ pour it over the buscuits and leave it in the refrigerator, till it become hard enough Finally, ~~put~~ prepare strawberry jelly to pour it ~~above~~ over the cake and put it again into the refrigerator. I wish that you will taste a delicious dish, and I think if you followed these steps there won't be any errors.

Use estimate in a different way.

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How to make a……..

Final Draft

- Cheese Cake..

Making a cheese cake is easier than you think. This way won't will make you stressed. First, you must grind the biscuits. After you melt butter on the biscuits, put it in the refrigerator. Then start the next step. Mix 24 pieces of cheese, cream and the condensed milk in the blender While you're mixing them, estimate 350 ml of hot water with lemon jelly powder and put it in the refrigerator. When it gets warm, mix it with the components. Next, pour it over the biscuits and leave it in the refrigerator till it becomes hard enoug Finally, prepare strawberry jelly to pour it over the cake and put it into the refrigerator again. I wish that you will taste a unique dish, and I think if you followed these steps there won't be any errors.
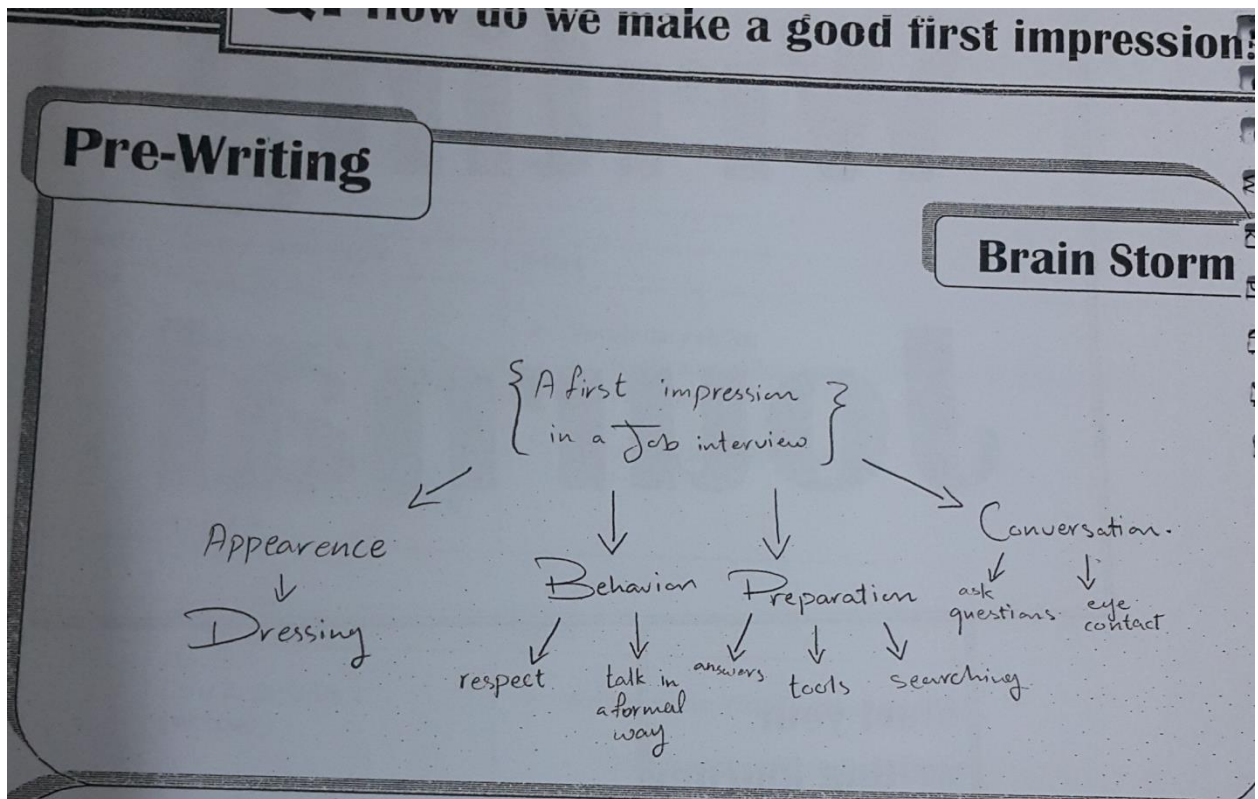
First Impression in a Job Interview

PLAN ☺

Making a good impression in a job intervie dictated by your first moment   topic sentence

Preparation   meat

tools / searching / answers   salad

Behavior   meat

Respect / talk - formaly   salad

Appearence   meat

Dressing - formal   salad

Conversation   meat

ask ques. / eye contact   salad

you should make a good impression from the first time.   conclution.

Appendix I.3 Student 2 Topic 2 First Draft

A First Impression in a Job Interview

Write & Revise: 1st Draft

A First Impression in a Job Interview

Making a good impression in a job interview is deactated by what you'll do in the first moment. Firstly, you can make a good impression in a job interview by preparing yourself before it. However by your tools if you need some notes to know what you're going to talk about or by searching about the job's ~~needs~~ importants or what does this job need. You can also prepare answers about what the interviewer may ask you. One of the most important things you must consider is your behavior in this interview. Respecting the interviewer and talking in a formal way will make him take a good impression about you. Beside your behavior, you must be careful about your appearence. You must dress well and in a formal way too. Dressing appropriately makes others think that you're respecting this job. The conversation in this interview will be as important as the others. Asking questions and making eye contact while talking can make you confident. To sum up, to get the job you want, you should make a good impression from the first time to let others know that you can respect this job as you respect them.

A First Impression in a Job Interview

Final Draft

.. A First Impression in a Job Interview ..

Making a good impression in a job interview is dectated by what you'll do in the first moment. Firstly, you can make a good impression in a job interview by preparing yourself before it. However by your tools if you need some notes to know what you're going to talk about or by searching about the company and doing a research about the job's importantts and what does it needs. Practicing how to not show your weakness points in so important too, it makes you confident enough. One of the most important things you must consider is your behavior in this interview. Respecting the interviewer and talking in a formal way will make him take a good impression about you. Besides your behavior, you must be careful about your appearence. You must dress well and in a formal way too. Dressing appropriately makes others think that you're a responsible person and you're respecting this job. The conversation in this interview will be as important as the others. Asking questions by selecting the right words and making eye contact while talking can make you confident. To sum up, to get the job you want, you should make a good impression from the first time to let others know that you can respect this job as you respect them.

Great! well done! ☺! ♡!

Appendix J

Student 2 Writing Samples (Topic 3)

Appendix J.1 S2 Topic 3 Prewriting

Describe a Dish

what makes food taste good?

Pre-Writing

Brain Storm

basic street food?

Egyptian soldiers

Egyptian

People who eat Kushary in Egypt

World War II ← history ← **Kushary** → ingredients →

tomato sauce   cooked rice

pasta

lentils

crispy brown sliced onions.

origin

Indian

Ibn Battuta

People dont know.

last interesting fact?

Focus!

* hearty looking
* warm or hot
* basic street food.
* was for poor classes → nowadays for all the society.
* Egyptian soldiers.
* National dish of Egypt.
* comfort food.

balanced
typically
region
identify.
consume
sensitive

Kushary

Topic sentence

origin and history

Kitchavi — Indian/Egyptian/WWII

ingrediants & serving

order / ingrediants / serving metal dish.

Why kushari is created in Egypt?

Egyptian soldiers / pasta for italian / basic street food

Ibn Battuta

first written mention 14th / found in his diaries

conclussion
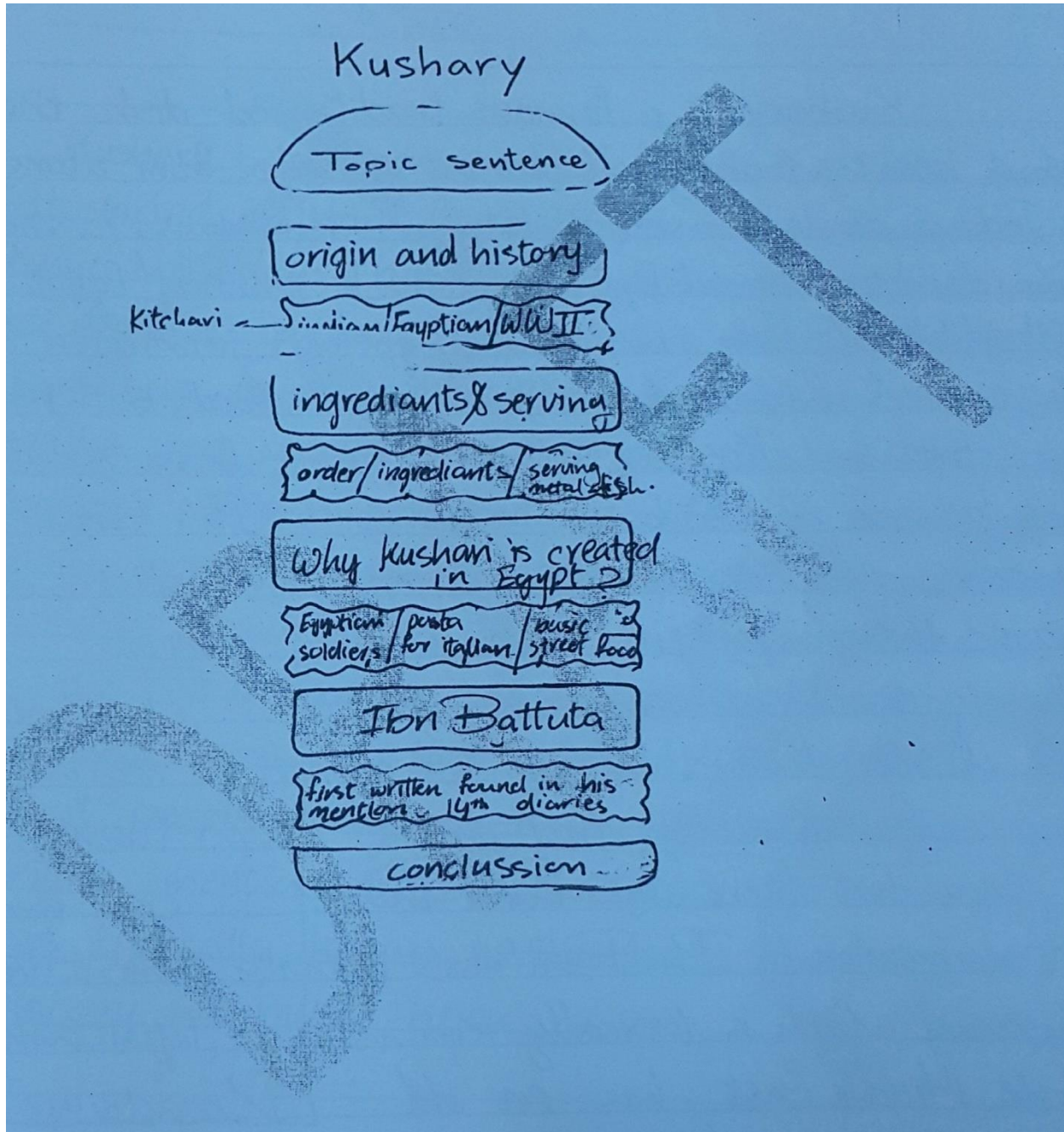
Appendix J.3 Student 2 Topic 3 First Draft

Describe a Dish

Write & Revise: 1st Draft

∴ Kushary ∴

Kushary is a famous traditional dish that has a hearty looking. It started in India from a long-time. The Indian people named it Kitchari. Nowadays, Kushary is known as a traditional Egyptian dish. It reached Egypt before the World War II. From a long time, Egyptians identified Kushary as the soldier's food and the poor people's food, but now it's a basic street food. Kushary attracts people from different regions because of it's basic ingredients. It's made up of pasta, cooked rice, lentils, crispy brown sliced onions and above these ingredients there is the spicy tomato sauce. For people who are sensitive of spicy food, they use the original tomato sauce. An information that people may not know that there was found the first written mention in IBn Battuta's diaries. Finally, Kushary which is typically known in the hole Middle East, has an old history we must know.

Vocab
balanced
✓ region
✓ identify.
consume
✓ sensitive
✓ typically
✓ made up? of

80

Appendix J.4 Student 2 Topic 3 Final Draft

Describe a Dish

Final Draft

.. Kushary ..

Kushary is a famous traditional dish that has a hearty looking. It started in India from along time ago. The Indian people named it Kitchari. Nowadays, Kushary is known as a traditional Egyptian dish. It reached Egypt before the World War II. From along time, Egyptians identified Kushary as the soldier's food and the poor people's food, but now it's a basic street food. Kushary attracts people from different regions because of its basic ingredients. It is made up of pasta, cooked rice, lentils, crispy brown sliced onions, and above these ingredients there is the spicy tomato sauce. For people who are sensitive of spicy food, they use the original tomato sauce. (An) information that people may not know that there was found the first written mention in Ibn Battuta's diaries. Finally, Kushary, which is typically known in the hole Middle East, has an old history we must know. ✓ (nice details)

∘ Good ... :)

∘ use better transitions.

∘ you could have developed your details more.

Appendix K

81

Appendix K.2 Student 3 Topic 1 Final Draft

Personal Letter

Final Draft ✓

Personal letter

246 AlOlaya St

Riyadh, SA 84622

November 3, 2014

Deer Nourhan,

      How are you? How is your college? I hope that you and your sister are good. Well, I have good news, and I really want to share it with you. We are going to start a new family business here. I think it will be a big challenge. Our business will be a library. My father will be the manager. My mother will be the accountant, and she will design the building also. Me and my older brother will organize the books. My sister and my youngest brother will be the cashiers. This family business is so interesting, and it makes me feel that I have responsibility. I hope that one day it will expand. I hope to see you in this vocation. Take care of your self and your sister.

Good luck,

Write & Revise: 1ˢᵗ Draft

Half Moon Toast

"Half Moon Toast" this is the name that I gave to this dish, but it's to easy to make it and it's components are easy and simple, Toast and Fahita. First, bring two of the toast, and put them over each other. Then bring the roller and expant the Tost. Then cut the toast as a circular shape. After that, mix the toast with bread crumbs. Then fry the toast in the oil. After that, cut the toast from the middle, so we will get a half-moon shape. Finally, you can Fill it with the Fahita. Follow these steps and you will get a delicious and special dish.

Make sure you underline all vocabulary words

How to make……….

Final Draft

Half Moon Toast

"Half Moon Toast" this is the name that I gave to this dish, it's to easy to make it, and it's components are easy and simple. The components are Toast and Fahita. First, bring two of the toast, and put them over each other. Then bring the roller and expand the toast. Then cut the toast as a circular shape. After that, mix the toast with bread crumbs. Make shour [SP] that you are not makking [SP] any errors. Then fry the toast in the oil. After that, cut the toast from the middle, so we will get a half-moon shape. Finally, you can fill it with the Fahita. Follow these steps and you will get a delicious and unique dish, also this dish won't make you stressed if you estimate your components correctly.

Pre-Writing

Brain Storm

Topic → I strongly believe that drinking Pepsi extremely harmful, and a very significant topic to discuss.

main ideas → * Pepsi has a lot of damages. First of all, it contains carbon dioxide.

* Secondly, it contains caffeine.

* Finally, it contains phosphorous acids.

explanation → * Which hinders the process of digestion, and unfortunately a lot of people are drinking Pepsi as a habit.

cus!

* Which leads to increased heart rate and high blood pressure and diabetes, and if you continue to drink Pepsi, e consequence will be very bad.

* Which leads to osteoporosis.

→ To sum up, Pepsi cause a lot of dangerous diseases, so you have to watch out and take care of yourself.

Appendix M.2 Student 3 Topic 3 First draft

Disadvantages of Pepsi

"Damages of Pepsi"

I strongly believe that drinking Pepsi extremely harmful, and is very significant topic to discuss. Pepsi has a lot of damages. First of all, it contains carbon dioxide. Which hinders the process of digestion, and unfortunately a lot of people are drinking Pepsi as a habit. Secondly, it contains caffeine. Which leads to increased heart rate and high blood pressure and diabetes, and if you continue to drink Pepsi, the consequence will be very bad. Last but not least, it contains phosphorous acids. Which leads to osteoporosis. To sum up, Pepsi cause a lot of dangerous diseases, so you have to watch out and take care of yourself.

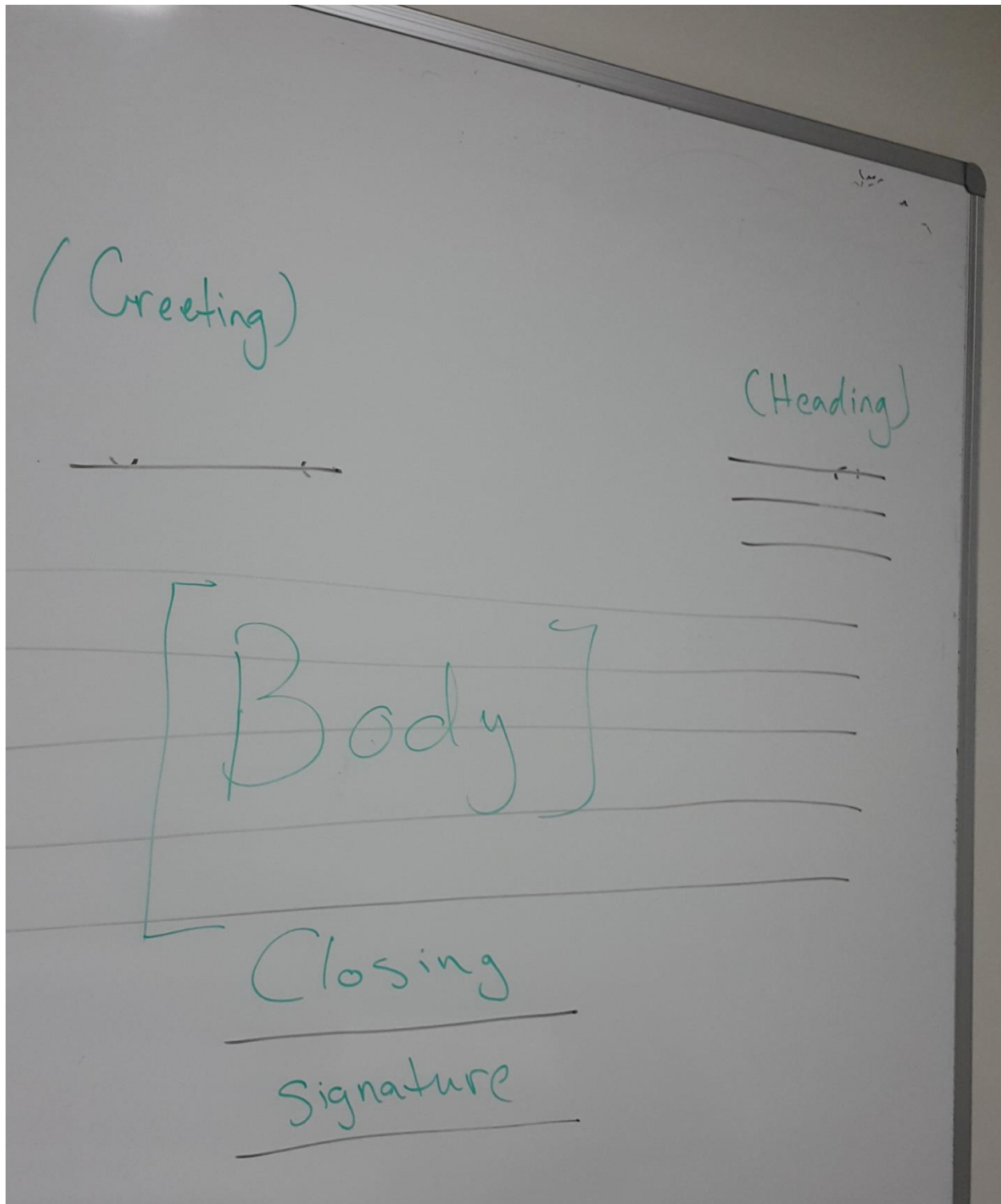**Disadvantages of Pepsi**

Final Draft ✓

"Damages of Pepsi"

I strongly believe that drinking Pepsi is extremely harmful, and a very significant topic to discuss. Pepsi has a lot of damages. First of all, it contains carbon dioxide which hinders the process of digestion, and unfortunately, a lot of people drinking Pepsi as a habit. Secondly, it contains caffeine. Which leads to increased heart rate and high blood pressure and diabetes, and if you continue to drink Pepsi the consequence will be very bad. Last but not least, it contains phosphorous acids, which leads to osteoporosis. To sum up, Pepsi causes a lot of dangerous diseases, so you have to watch out and take care of yourself.

Rubric Used for Assessment

		Close	On track	Great work
Topic sentence	There is a topic but missing or irrelevant controlling idea. **Please see teacher for advice.**	There is a topic, however the controlling idea is unclear or under developed **Review pages from the unit.**	There is a topic sentence with a controlling idea that gives a satisfactory answer to the unit question.	There is a topic with a clear controlling idea that answers the unit question. Excellent for **non-native.**
Supporting sentences and conclusion	Supporting sentences are very unclear or irrelevant. No use of transitions. Has no concluding sentence. **Please see teacher for advice.**	At least one supporting sentence but not well developed. May or may not have transitions, or a concluding sentence. **Please see teacher for advice.**	At least two supporting sentences that are relevant and developed. Some transitions used where necessary. Has a concluding sentence.	Two or more supporting sentences. Each supporting sentence is relevant and well developed. Good use of transitions where necessary. Has a clear concluding sentence.
Vocabulary	Unit and/or academic vocabulary is not used **Please see teacher for advice.**	Some academic and/or unit vocabulary is present.	Good use of academic and/or unit vocabulary.	Excellent use of academic and/ or unit vocabulary.
Spelling & Mechanics	Needs a lot of work. Many capitalization, spelling and punctuation errors. **Please see teacher for advice.**	Needs improvement. Noticeable capitalisation, punctuation and/or spelling errors. **Please see teacher for advice.**	Very few errors in capitalization, punctuation and some errors in spelling.	Great job! Sentences have correct capitalization and punctuation. Very few spelling errors.
Grammar	Very little understanding of grammar concepts learned in the units so far. **Please see teacher for advice.**	Some errors in current or previous unit/ appropriate grammar. **Review pages from the unit, revise notes/worksheets from grammar class.**	Very few mistakes in current and previous unit/ appropriate grammar.	Excellent use of current and previous unit/ appropriate grammar.
				TOTAL

T 2 Generating phrases