

INTEGRATING THE WRITING PROCESS APPROACH INTO EFL WRITING INSTRUCTION IN SAUDI ARABIA

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ABSTRACT: *This study sought to integrate the writing process approach into EFL writing instruction at Hail University, Saudi Arabia. Based on the related literature review as the main source of data collection, it attempted to identify the paragraph writing skills which first year preparatory students lack, pinpoint the writing strategies suitable for those students and provide elements of a framework illustrating how to integrate the writing process approach accompanied with the writing strategies into writing instruction at Hail University. The study is a concept paper adopting the descriptive analytical method. Findings of the related literature review revealed that the paragraph writing skills fall into five main writing categories (content, organization, grammar, vocabulary and mechanics of writing) each with three writing skills. Findings also identified five types writing strategies (cognitive, meta-cognitive, compensation, social and affective) as suitable for students at Hail University. Moreover, the study showed how to integrate the process writing approach and the five writing strategies (cognitive, meta-cognitive, social, affective and compensation) into the three stages of writing: (1) The Pre-writing Stage ,(2) The Writing Stage (drafting, revising and editing) and The Post-writing Stage (publishing and reflection). Various recommendations and suggestions for further research were provided.*

KEYWORDS: writing process approach, writing skills, writing strategies.

INTRODUCTION

Over the last years, there has been an increasing interest in EFL writing instruction which has become a basic requirement for participation and interaction with the global community in which English is the dominant language. Writing proficiency is no longer looked upon as an option for EFL students. Accordingly, many EFL students worldwide seek to enhance their writing proficiency to ensure academic success and cope with their future jobs.

An increasing number of studies have focused on EFL writing instruction (Bae, 2011; Shukri, 2014; Al-khairy, 2013; Al-Seghayer, 2015; Ahmed, 2019). This growing interest may be attributed to the following reasons. First, writing is one of the four main English language skills (i.e., listening, speaking and reading) which are indispensable for better language acquisition. This substantiates the importance of enhancing students' writing proficiency. Second, writing addresses the learning style of many EFL students; while some EFL students can acquire language through listening and speaking, most of them acquire language better when they see it written down. Also, exposure to the visual / written language enhances students' understanding of language construction. Third, the mental activity exerted by EFL students to compose their writing pieces is an important part of their language learning experience. Lastly, writing provides ample opportunities for students to practice reflective thinking as it encourages them to think critically while revising and editing their drafts.

However, writing in the foreign language is a difficult and challenging task for EFL students especially when they are faced with a blank sheet to write their compositions. This may be attributed to the fact that writing is a productive skill that entails the use of various language aspects such as lexical, discursal, rhetorical and syntactic knowledge to perform the target writing tasks successfully. In addition, writing in a foreign language is looked upon as a complex and challenging process which necessitates the ability to use strategies (cognitive, meta-cognitive, compensation, social and affective) simultaneously (Xiao-xia, 2007). Thus, writing successfully in English is considered as the most difficult skill (Tangpermpoon, 2008).

effective EFL writing instruction is the most powerful means for enhancing students' writing proficiency and empowering them to perform their writing tasks independently. The writing process approach has proved to be effective in enhancing EFL students' writing proficiency (Alodwan & Ibnian, 2014; Getachew, 2014; Arici & Kaldirim (2015); Souhila (2015); Dokchandra, 2018). Therefore, integrating the writing process approach, accompanied with five writing strategies (cognitive, meta-cognitive, compensation, social and affective), is very important as it provides a scaffolding learning environment wherein students can interact with their teachers and peers and give and take constructive feedback. It also provides students with the writing strategies that enhance their self-confidence and motivation as they feel they are equipped with something to start with, instead of facing a blank sheet at the beginning of the writing process. Moreover, the writing process approach enables students to look upon EFL writing as a recursive process which entails flexible and purposeful movement through the three stages of writing (Hussein, 2015).

Background

In Saudi Arabia, English is the only foreign language taught in public schools and private schools. It is taught as a mandatory subject in public and private primary, intermediate and secondary grades. It is also used as a medium of instruction for many subjects at the tertiary level (i. e., Medicine, Engineering, Science and Computers). In addition, English competence is a prerequisite for acceptance into Faculties of Science, Medicine, Dentistry and Engineering (Al-Asmari & Khan, 2014; Hussein, 2015).

Tertiary level institutions in Saudi Arabia present foundation English courses as part of their curriculum. However, these courses are not sufficient to make students able to manage discipline-oriented courses at the university level (Liton, 2013). In addition, university students have low competency in EFL writing which affect their success in academic subjects. Various studies concluded that the main reason for Saudi students' low proficiency in writing is the heavy reliance on outdated teaching methods that depend on teacher-centered ideology (Rahman & Alhaisoni, 2013; Alrashidi & Phan, 2015; Mohammad and Hazarica, 2016; Al Zahrani & Ismaiel, 2017; Albahri, Yang, & Moustakim, 2018).

In addition, students tend to memorize writing answers and paragraphs to pass the examinations rather than learning a language which is a serious obstacle that affects their writing practices. This was supported by the conclusion of Buragohain and Wahdan (2018) that students, enrolled in the preparatory year program (Hail University), face various problems in paragraph writing in terms of content, organization, grammar, vocabulary and mechanics of writing. This study sought to integrate the writing process approach, accompanied with five writing strategies (cognitive, meta-cognitive, compensation, social and affective), into EFL writing instruction at Hail University, since it has proved to be effective in improving EFL students' writing proficiency (Alodwan and Ibnian (2014); Getachew

Objectives of the Study

The main aim of this study was to integrate the writing process approach into EFL writing instruction at Hail University, Saudi Arabia. To attain the study aim, the following objectives were addressed:

1. to identify the paragraph writing skills which first year preparatory students at Hail University lack.
2. to pinpoint the writing strategies suitable for those students.
3. to integrate the writing process approach accompanied with the writing strategies into the three stages of writing instruction at Hail University.

REVIEW OF LITERATURE

This section consists deals with importance of writing, major approaches to writing instruction, integration of the writing process approach into the three stages of writing. In addition, it sheds light on the types of writing strategies, and EFL writing skills.

Importance of Writing

Although writing is one of the most complex and challenging EFL skills, it is considered as an essential means for evaluating language competence since most exams require written answers (Souhila, 2015). Barrass (2005) summarized importance of writing for EFL students as follows:

- Writing enables students to prepare accurate descriptions of the things they observe, which helps them to focus their attention on the target object or event.
- Writing is used as a means to capture thoughts since writers may think in a word, scene, or a picture in their imagination and then use words to reflect their thoughts. Therefore, writing enhances students' creation and innovation.
- Writing is one of the most crucial means of communication. For example, in preparing letters, reports or any other written communication pieces, students are given enough time to think about

Major Approaches to Writing Instruction

There are various approaches to teaching writing. For the purpose of this study, two approaches were dealt with: the product approach and the process approach.

The Product approach

The product approach is the most common traditional approach to teaching writing where EFL teachers provide students with a model text to emulate at an early stage of writing. Students are asked to read model texts and study how ideas and language are used. Then, they produce their own texts by imitating the model text they have read. Thus, students rarely acquire the skills required to create and shape their writing, rather they are obliged to manipulate of fixed language patterns (Robertson 2008). The product approach involves four stages: familiarization, controlled writing, guided writing, and free writing.

The Writing Process approach

Back in 1970s and 1980s, there was a shift from the product approach to the process approach in EFL/ESL writing instruction (Yi, 2009; Alghizzi, 2017). The process approach focuses on the way students actually carry out their writing tasks from beginning to end. It looks upon writing as a recursive process wherein students perform various writing processes; they generate and organize ideas, plan, write, revise, and publish their compositions, moving back and forth among the writing

stages. (Qian, 2010; Algizzi, 2017). According to Getachew (2014) writing process approach can be effective in teaching EFL students in the sense that:

1. It enables students to write from their own experience and knowledge.
2. It develops positive relationship in writing classes.
3. It provides immediate feedback at the stages of the writing process.
4. It allows students to think about the message first then work on correcting mistakes in their writing.
5. It enables students to feel, see, and experience success with writing.
6. It teaches students the basic skills, structure, and language writing.

Stages of the Writing Process Approach

The writing process approach includes five stages: prewriting, composing/drafting, revising, editing, and publishing (Tribble, 1996; Hyland, 2003; Laksmi, 2006; Tangpermpoon, 2008; Faraj, 2015).

Prewriting

This stage aims to trigger students' creativity and enables them to think about what to write, why to write, for whom to write and how to process the target topic. It also helps students to generate, organize and visualize their ideas about topic. Thus, as stated by Richards and Renandya (2002) prewriting as an activity in the classroom that stimulates students to write and start thinking. Students should be exposed to various strategies before they start writing and encouraged to identify which strategies work best for their writing (Kroll, 2001). Accordingly, such pre-writing strategies alleviate students' writing apprehension and increase their self-confidence. Examples of the pre-writing strategies are discussion brainstorming, outlining, listing and free-writing (Brown, 2001).

DISCUSSION

According to Wardatul (2016), the teacher usually initiates prewriting discussions about the target topic using visual /aural contexts. The aim of these discussions is to activate the students' prior knowledge, encourage them to generate ideas about the writing topic and stimulate them to provide multiple points of view on the topic being considered.

Brainstorming

Brainstorming is a group activity wherein all students are asked to freely jot down any and all ideas which come to their minds about the topic at hand. It encourages students to generate ideas and then check them and omit the ones that they think are irrelevant Souhila (2015).

Outlining

Outlining is an overall plan for writing, which follows ideas generation. It helps students to list the major points they intend to address while writing (Wardatul, 2016). For example, an outline of a paragraph includes an introduction involving a topic sentence, a body including supporting ideas and a conclusion summarizing students' ideas and re-asserting the thesis statement (Faraj, 2015).

Listing

Listing is an individual activity that aims to help students to produce a long list of all words, phrases and ideas (main and supporting ideas) that came to their minds as they or think about the writing topic. It is the first step in processing the writing topic at hand (Oshima & Hogue, 2007).

Free writing

Free writing is known also as speed writing or quick writing as it allows learners to write quickly without stopping within for 5, 10, or 15 minutes. It aims to help students to write quickly without being constrained by concerns about aims, audience, structure and organization (Williams ,2014).

Drafting

Drafting is the stage where students move from planning to writing text. They focus on getting ideas on paper, organizing information logically and developing the topic with enough details and at the same time consider the audience and purpose of writing. Moreover, students do not pay much attention to punctuation, grammar, or spelling since the purpose of drafting is for the students to focus on ideas and get them on paper without fear of making mistakes in grammar, capitalization, or punctuation (Souhila, 2015).

Revising

At this stage, the students attempt to improve their writing drafts by looking at them from a different angle. Students reevaluate their compositions based on the feedback they received. They reread their drafts, consider what the teacher and peers say about their writing, add or delete parts, rearrange ideas, select better words or ideas, replace any unclear ideas, complete any ideas that are not finished (Richards & Renandya, 2002; Hedge 2005).

Editing

At this stage, students proofread their own or peer's compositions carefully to put them into their final forms. Students are encouraged to polish their compositions by correcting errors of grammar, punctuation and spelling. Teacher and peers feedback play a major role at this stage. In addition, students can use dictionaries and grammar books to get feedback at this stage.

Publishing

Publishing is the final stage of the writing process. To improve their writing authenticity, students publish their writing pieces simply by sharing them aloud with their classmates or posting them on a bulletin board or some other place where students and teachers can read them (Faraj, 2015; Wardatul, 2016). Hence, students have to read their classmates' writing to give and receiving feedback, which has positive effects on their writing.

Types of Writing Strategies

Review of literature about language writing strategies offers various types, which comprise cognitive, metacognitive, social, compensation and affective strategies (Cohen and Dornyei ,2002; Shapira and Lazarowitz ,2005 ; Alharthi ,2012; Hussein, 2015)

Cognitive Writing Strategies

Cognitive writing strategies refer to cognitive tactics that enable EFL students to generate, organize, analyze, summarize, process various types of knowledge and ultimately perform their writing successfully (Oxford, 2016). Specifically, they includes generating ideas (brainstorming, listing, clustering...etc.), note-taking (writing down the general ideas), drafting revising, clarification (self-questioning, defining terms, comparing ...etc.),reading aloud or silently the written composition, using others' writing as models and adjusting expression(s) to the readers(Alharthi , 2012).

Metacognitive Writing Strategies

This term refers to a set of writing techniques, which enhance EFL students awareness of their cognitive processes before writing, during writing and after writing. They are mental activities guiding students' writing performance such as planning for writing, self-monitoring, self-regulating, self-managing and reflecting on their writing performance (Hussein, 2015; Díaz et. al, 2017)

Social Writing Strategies

Social writing strategies refer to the actions that facilitate students' cooperation with their teacher and peers to give and get proper scaffolding. They include the actions students' interactions with their peers help them overcome writing difficulties. They also involve asking questions, cooperating with other students to complete a task and peer review promoting thinking, facilitating the writing process, and enhancing writing as a whole. (Cohen and Dornyei, 2002; Shapira and Lazarowitz (2005).

Compensation Writing Strategies

Hussein (2015) stated that compensation strategies help students to overcome writing difficulties, which are attributed to their limited writing abilities, by referring to a variety of resources such as dictionaries, online dictionaries, model texts, grammar books, and asking the teacher or peers for clarification. Thus, students can compensate for their limited lexical and syntactical abilities by referring to various resources. An example of compensation strategies is to ask for teacher or peers scaffolding that enables students to perform beyond the limits of their writing abilities.

Affective Writing Strategies

Affective strategies help students to self-monitor and self-regulate their feelings, and emotions while writing; they empower students to mitigate their writing anxiety by stopping and relaxing for a while. Moreover, they enhance their persistence by encouraging themselves to go on writing despite the writing difficulties they faced while writing. These strategies include deep breathing, laughing, self-rewarding, mediation, listening to music, self-encouragement, and self-reinforcement (Cohen & Dornyei, 2002; Shapira & Lazarowitz, 2005; Alharthi, 2012; Hussein, 2015).

EFL Writing Skills

Based on literature review and the purpose of this study, five writing categories were identified (content, organization, vocabulary, grammar and mechanics), each of which includes three writing skills (Oshima & Hogue, 2006; Souhila, 2015; Muluneh, 2018; Ahmed, 2019).

Content

Paragraph content is one of the important aspects of EFL paragraph writing. It comprises knowledge of the paragraph topic, statement of the main idea and development of supporting/ details. A good paragraph content should include one and only one main idea from the beginning to the end. Every supporting sentence must directly elaborate, support, or develop the main idea in the topic sentence.

Organization

Paragraph organization means that ideas are so logically organized that the reader can easily follow what is written (Souhila, 2015). It includes logical sequence of ideas, effective organization of the introduction, structure (body) and conclusion of the composition and using effective cohesive devices. Paragraph sentences should flow smoothly across the whole paragraph. In addition, ideas should be arranged in a clear and logical way to help readers understand the flows of paragraph ideas (Ahmed, 2019).

Vocabulary

Vocabulary indicates appropriate or correct word choice, spelling and precision. It plays a major role in conveying paragraph ideas. So, Starkey (2004) stated that the EFL writers choose words not just to refer to their literal meaning, but also to refer to the connotation the words imply such as suggestions, emotions and assumption since both meaning should be considered on choosing words. In addition, spelling is one of the basic skills students should master as misspelled words lead to misunderstanding of the intended message.

Grammar

Grammar includes processing grammatically correct sentence constructions, subject-verb agreement and word order/function, tense, articles, pronouns, and prepositions (Hussein, 2015). It is essential for EFL students to master grammar rules to be able to tackle the writing topic successfully (Rodby & Winterowd, 2005).

Mechanics of Writing

Mechanics of writing includes appropriate paragraphing, punctuation and capitalization. Paragraphing is part of the visual presentation of a paragraph or composition along with punctuation, capitalization, double spacing etc. It is concerned with the appearance of words and/or sentences, how they are capitalized, punctuated, or arranged in a paragraph. For example, a new paragraph is signaled by starting a new line and either indenting the first word slightly or leaving a blank line. In addition, a basic feature of good paragraphing is to allocate one idea to one paragraph. If a new idea is to be tackled, it should be dealt with in a new paragraph.

Punctuation marks help readers to understand the writers' intended meaning. So, as indicated by Belkhir and Benyelles (2017), when writing is punctuated incorrectly, readers face difficulties to follow what they are reading, forcing them to stop, reread and reinterpret what they read. According to Mohamed (2017), the punctuation marks that are commonly used in EFL writing are the period/ the full stop (.), question mark (?), exclamation mark/ point (!), comma(,), semicolon (;), colon(:), dash(--), hyphen (-), parentheses(()), brackets([]), braces({}), apostrophe('), quotation marks("), the slash (/) and ellipsis (. . .).

Capitalization refers to one of the features of EFL writing in which first the letters of specific words are written in uppercase/capital letters and the remaining letters in lowercase/small letters. The initial letters of first words of a paragraph and of the first words after a period are capitalized. In addition, first the letters of the following word categories are capitalized: names of people and other proper nouns, streets, rivers, lakes, creeks, oceans, seas, and streams, continents, countries, states, , cities and towns, schools, colleges and universities, names of buildings, , bridges and tunnels, mountains, hills and volcanoes (Sardegna, & Slutsky, 2009).

METHOD AND TOOLS OF THE STUDY

This section deals with the design and tools of the study.

Design

The design of the study is descriptive analytical in nature.

Tools

Review of literature was conducted as the main source of data collection.

FINDINGS OF THE STUDY

In this section, findings will be presented based on the study objectives and review and analysis of the literature related to the current study.

Objective No.1. To identify the paragraph writing skills which first year preparatory students at Hail University lack.

Review and analysis of the literature related to the Saudi writing context in general (Javid et. al, 2013; Rahman,2013; Ahmed (2016), Barzanji (2016); Mohammad & Hazarika ,2016;Al-Qadi (2017); AlTameemy & Daradkeh ,2019 ; Nuruzzaman et. Al., 2018; Othman,2019) and Hail University students in particular (Wahdan & Dipima ,2018) revealed that the paragraph writing skills those students lack fall into five main writing categories (content, organization, grammar, vocabulary and mechanics of writing) each of which includes three writing skills. Table (1) shows the writing categories, the writing skills as well as multi-level performance indicators for the writing skills.

Table (1): The Writing Categories, the Writing Skills and Multi-level Performance Indicators for the Writing Skills.

Writing Categories	Writing Skills	Multi-level Performance Indicators	
Content	knowledge of the paragraph topic, statement of the main idea and development of supporting / details.	- Exceptionally knowledgeable and thorough processing of the writing topic. - The main/topic sentence is clearly stated and correctly placed. - Supporting details are thoroughly tackled.	Level One
		- Knowledgeable and thorough processing of the writing topic. - The main/topic sentence is mostly clear and correctly placed. -Supporting detail are mostly tackled	Level Two
		-Good knowledge of the writing topic. - The main/topic sentence is adequately clear and correctly placed. -Supporting detail are adequately tackled.	Level Three
		- Fair knowledge of the writing topic. - The main/topic sentence is fairly clear and correctly placed. -Supporting detail are fairly tackled.	Level Four
		-Limited knowledge of the writing topic. - The main/topic sentence is somewhat confusing and incorrectly placed. -Supporting detail are poorly tackled.	Level Five
Organization	logical sequence of ideas, effective organization of the introduction, structure (body) and conclusion of the composition and using effective cohesive devices.	-Opening sentence is correctly placed and expresses precisely the topic. -Ideas are so well-organized that they ensure smooth transitions, logical sequencing and thorough cohesion. -The concluding sentence summarizes precisely what has been written.	Level one
		-Opening sentence is correctly placed and mostly expresses the topic. -Ideas are mostly well-organized in a way that ensures clear transitions, logical sequencing and cohesion. -The concluding sentence summarizes effectively what has been written.	Level Two
		- Opening sentence is adequately placed and expresses the topic. -Ideas are organized in a way that guarantees somewhat clear transitions, logical sequencing and cohesion. -The concluding sentence summarizes adequately what has been written.	Level Three
		Opening sentence is fairly placed and expresses the topic. -Ideas are organized in a way that ensures somewhat clear transitions, fairly difficult sequence and weak cohesion. -The concluding sentence summarizes fairly what has been written.	Level Four
		-There is no opening sentence. -Organization of ideas is completely neglected -The concluding sentence is not related to what has been written.	Level Five
Grammar	Grammar includes processing	- Exceptionally correct sentence constructions. -No errors of subject-verb agreement, tense, word order, articles, prepositions, pronouns.	Level one

	grammatically correct sentence constructions, subject-verb agreement and word order/function, tense, articles, pronouns, and prepositions	-Complete and correct sentence constructions. -Few errors of subject-verb agreement, tense, word order/functions, articles, prepositions, pronouns.	Level Two
		-Occasional errors in sentence constructions. - Occasional errors of subject-verb agreement, tense, word order, articles, prepositions, pronouns, but meaning is not vague.	Level Three
		-Frequent errors in sentence constructions. -Frequent errors subject-verb agreement, tense, word order, articles, prepositions, pronouns, but meaning is not vague.	Level Four
		- Limited control of constructions. - Limited control of subject-verb agreement, tense, word order/functions, articles, pronouns, prepositions but meaning is not obscured. Meaning is obscure or vague.	Level Five
		- Sentence construction is out of control. -No Control errors of subject-verb agreement, tense, word order/functions, article, pronouns, prepositions.	Level Six
Vocabulary	appropriate or correct word choice, spelling and precision	-Words are precisely and carefully selected. -Wide range of vocabulary items are effectively used. - Words are precisely used in terms of correct word form and connotation.	Level one
		-Few errors in word choice. -Mostly wide range of vocabulary items are effectively used. -Few errors in word use in terms of form and connotation.	Level Two
		- Fair errors of word/idiom choice and meaning is unclear. -Fair range of vocabulary items are effectively used. - Fair errors in word use in terms of form and connotation.	Level Three
		-Occasional errors of word/idiom choice but meaning is not obscured. -Good or adequate range of vocabulary items are effectively used. - Occasional errors in word use in terms of form and connotation.	Level Four
		- Frequent errors of word/idiom choice and meaning is confused. -Limited range of vocabulary items are effectively used. - Frequent errors in word use in terms of form and connotation.	Level Five
		-Little or no knowledge of word/idiom choice. -Very Limited or no range of vocabulary items are used effectively. - No words are correctly used in terms of form and connotation.	Level Six
		Mechanics of Writing	appropriate paragraphing, punctuation and capitalization
- Strong control of conventions. -Few errors of spelling, punctuation, capitalization, paragraphing. - Legible handwriting	Level Two		
-Adequate control of conventions. -Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning is not obscured. - Adequate Legibility.	Level Three		
-Fair control of conventions. - Frequent errors of spelling, punctuation, capitalization, paragraphing but meaning is not obscured. - Adequate Legibility.	Level Four		
-Limited control of conventions. -Numerous errors of spelling, punctuation, capitalization, paragraphing. Meaning is confused or obscured. - Limited Legibility.	Level Five		
-No mastery of conventions. -No control of errors of spelling, punctuation, capitalization, paragraphing. - Illegible handwriting.	Level Six		

Objective No.2. To pinpoint the writing strategies suitable for students at Hail University.

Review and analysis of the literature related to the Saudi writing context in general (Alnufaie and Grenfell ,2012 ; Al-Asmari ,2013; Hussein,2015) and Hail University students in particular (Wahdan & Dipima ,2018) revealed that five types writing strategies (cognitive, meta-cognitive, compensation, social and affective) are suitable for those students . Table (2) shows the writing strategies, their definitions and use.

Table (2): The Writing Strategies, their Definitions and Use.

Writing Strategies	Definitions	Use
Cognitive	Cognitive writing strategies refer to cognitive tactics that enable EFL students to generate, organize, analyze, summarize, process various types of knowledge and ultimately perform their writing successfully (Oxford, 2016).	Cognitive writing strategies are used for generating ideas, note-taking (writing down the general ideas), drafting revising, clarification (self-questioning, defining terms, comparing ...etc.),reading aloud or silently the written composition, using others' writing as models and adjusting expression(s) to the readers (Alharthi , 2012).
Meta-cognitive	Meta-cognitive strategies refer to the skills increasing students' self- awareness, self-regulation and self-management (& Dornyei ,2002, Shapira and Lazarowitz (2005), & Alharthi (2012)	They guide students' writing performance such as planning for writing, self-monitoring, self-regulating, self-managing and reflecting on their writing performance (Hussein, 2015; Díaz et. al, 2017).
Compensation	Compensation strategies help students to overcome writing difficulties, which are attributed to their limited writing abilities. books, and asking the teacher or peers for clarification (Hussein ,2015).	They help students compensate for their limited lexical and syntactical abilities by referring to various resources such as dictionaries, online dictionaries, model texts, grammar books, and asking the teacher or peers for clarification.
Social	Social writing strategies refer to the actions that facilitate students' cooperation with their teacher and peers to give and get proper scaffolding.	They enhance students' interaction to help them overcome writing difficulties by asking questions, cooperating with other peers, facilitating the writing process, and enhancing writing as a whole (Cohen & Dornyei ,2002; Shapira & Lazarowitz ,2005).
Affective	Affective strategies help students to self-monitor and self-regulate their feelings and emotions at the three stages of writing.	They empower students to mitigate their writing anxiety and enhance their persistence to go on writing. These strategies include deep breathing, laughing, self-rewarding, mediation, listening to music, self-encouragement, and self-reinforcement (Cohen & Dornyei,2002; Shapira & Lazarowitz, 2005; Alharthi, 2012; Hussein,2015).

Objective No.3. To integrate the writing process approach accompanied with the writing strategies into the three stages of writing instruction at Hail University.Review and analysis of the literature related to the Saudi writing context in general (Richards & Renandya, 2002; Hedge 2005; Al-Hazmi, 2006; Hasan & Akhand, 2010; Faraj, 2015; Hussein,2015 ;Wardatul, 2016) and Hail University

students in particular (Wahdan & Dipima, 2018), show that the process writing approach and the five writing strategies (cognitive, meta-cognitive, social, affective and compensation) can be integrated into the three stages of writing as follows:

The Prewriting Stage:

This stage aims to activate students' prior knowledge about the target writing topic so as to empower them to generate and organize appropriate ideas about it before they actually begin to write. Teacher and peer scaffolding play an important role at this stage. For instance, the teacher can create visual/aural contexts to start class discussions, which -in turn- activate students' prior knowledge about the topic. This scaffolding empowers students to start their writing task, equipped with appropriate writing strategies (cognitive, meta-cognitive, compensation, social and affective etc).

The Writing Stage:

This stage aims to enable students to use the generated ideas to write their first drafts, using the suitable writing strategies (cognitive, meta-cognitive, social, compensation and affective strategies), revise and edit their drafts. While writing, students select appropriate words, articles and structures...etc. Students also try to improve their drafts by looking at them from a different angle. They reevaluate their drafts based on the feedback they received from their teacher and peers. Students are encouraged to reread their drafts, consider what the teacher and peers say about their writing, add or delete parts, rearrange ideas, select better words or ideas, replace any unclear ideas, complete any ideas that are not finished (Richards & Renandya, 2002; Hedge 2005).

The Post-Writing Stage:

At this stage, students are asked to publish their compositions simply by sharing them aloud with their peers or posting them on a bulletin board or some other place where peers and teachers can read them (Faraj, 2015; Wardatul Akmam, 2016). Hence, students have to read their classmates' writing to give and receiving feedback, which has positive effects on their writing.

Recommendations

Based on the results of the study, the following recommendations are made:

- 1- EFL teachers should integrate the writing process approach into writing instruction as it provides students with a clear idea of why they write, what they write about and how they write.
- 2- Scaffolding should be an integral part of EFL writing instruction at Hail university.
- 3- EFL students should be trained to use various types of writing strategies.
- 4- EFL students should be encouraged to reflect on their writing performance.
- 5- EFL teachers should adopt various types of error correction (self- correction, peer- correction and teacher- correction).
- 6- EFL teachers should empower students by creating learner-centered writing environment in which they are actively and safely engaged in the writing process.

Suggestions for Further Research:

Based on the findings of the present study, the following suggestions for further research are made:

- Further research can investigate the effect of the writing process approach on EFL students' writing skills.
- More experimentation is needed to examine the effect of the writing process approach on EFL students' attitudes towards writing.
- It is possible to compare the effect of the writing process approach versus the traditional approach on EFL students' writing skills.

- Further research can investigate the effect of the writing process approach versus the traditional approach on EFL students' attitudes towards writing.
- Further research studies can direct due attention to the effect the writing process approach on EFL teachers' attitudes towards the teaching profession.
- Other studies may investigate the effect of writing strategies on students' writing skills.

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