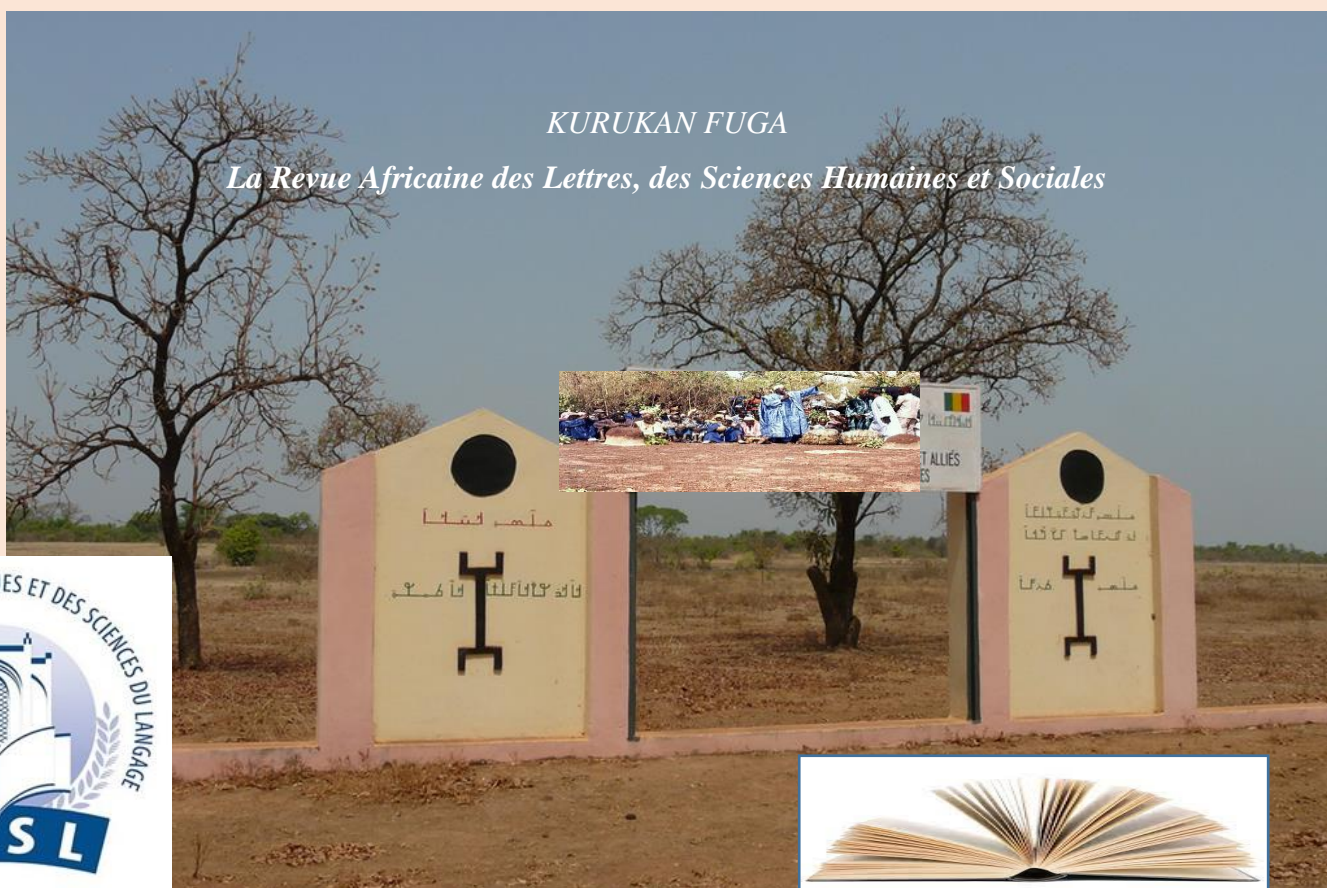


NEUVIEME  
NUMERO DE LA  
REVUE AFRICAINE  
DES LETTRES, DES  
SCIENCES



KURUKAN FUGA  
VOL : 3-N°9 MARS  
2024



ISSN : 1987-1465

Website : <http://revue-kurukanfuga.net>

E-mail : [revuekurukanfuga2021@gmail.com](mailto:revuekurukanfuga2021@gmail.com)

VOL : 3-N°9 DECEMBRE 2024



Bamako, Mars 2024

# KURUKAN FUGA

La Revue Africaine des Lettres, des Sciences Humaines et Sociales

ISSN : 1987-1465

E-mail : [revuekurukanfuga2021@gmail.com](mailto:revuekurukanfuga2021@gmail.com)

Website : <http://revue-kurukanfuga.net>

## Links of indexation of African Journal Kurukan Fuga

Copernicus	Mir@bel	CrossRef
		
<a href="https://journals.indexcopernicus.com/search/details?id=129385&amp;lang=ru">https://journals.indexcopernicus.com/search/details?id=129385&amp;lang=ru</a>	<a href="https://reseau-mirabel.info/revue/19507/Kurukan-Fuga">https://reseau-mirabel.info/revue/19507/Kurukan-Fuga</a>	<a href="https://doi.org/10.62197/udls">https://doi.org/10.62197/udls</a>

### **Directeur de Publication**

*Prof. MINKAILOU Mohamed (Université des Lettres et des Sciences Humaines de Bamako, Mali)*

### **Rédacteur en Chef**

*Prof. COULIBALY Aboubacar Sidiki (Université des Lettres et des Sciences Humaines de Bamako, Mali) -*

### **Rédacteur en Chef Adjoint**

*SANGHO Ousmane, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)*

### **Comité de Rédaction et de Lecture**

*SILUE Lèfara, Maitre de Conférences, (Félix Houphouët-Boigny Université, Côte d'Ivoire)*

*KEITA Fatoumata, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako)*

*KONE N'Bégué, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako)*

*DIA Mamadou, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako)*

*DICKO Bréma Ely, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako)*

*TANDJIGORA Fodié, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)*

*TOURE Boureima, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)*

*CAMARA Ichaka, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)*

*OUOLOGUEM Belco, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako)*

*MAIGA Abida Aboubacrine, Maitre-Assistant (Université des Lettres et des Sciences Humaines de Bamako, Mali)*

*DIALLO Issa, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)*

*KONE André, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)*

*DIARRA Modibo, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)*

*MAIGA Aboubacar, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)*

*DEMBELE Afou, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)*

*Prof. BARAZI Ismaila Zangou (Université des Lettres et des Sciences Humaines de Bamako, Mali)*

*Prof. N'GUESSAN Kouadio Germain (Université Félix Houphouët Boigny)*

*Prof. GUEYE Mamadou (Université des Lettres et des Sciences Humaines de Bamako)*

*Prof. TRAORE Samba (Université Gaston Berger de Saint Louis)*

*Prof. DEMBELE Mamadou Lamine (Université des Sciences politiques et juridiques de Bamako, Mali)*

*Prof. CAMARA Bakary, (Université des Sciences politiques et juridiques de Bamako, Mali)*

*SAMAKE Ahmed, Maitre-Assistant (Université des Sciences politiques et juridiques de Bamako, Mali)*

*BALLO Abdou, Maitre de Conférences (Université des Sciences Sociales et de Gestion de Bamako, Mali)*

*Prof. FANE Siaka (Université des Sciences Sociales et de Gestion de Bamako, Mali)*

*DIAWARA Hamidou, Maitre de Conférences (Université des Sciences Sociales et de Gestion de Bamako, Mali)*

*TRAORE Hamadoun, Maitre-de Conférences (Université des Sciences Sociales et de Gestion de Bamako, Mali)*

*BORE El Hadji Ousmane Maitre de Conférences (Université des Sciences Sociales et de Gestion de Bamako, Mali)*

*KEITA Issa Makan, Maitre-de Conférences (Université des Sciences politiques et juridiques de Bamako, Mali)*

*KODIO Aldiouma, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako)*

Dr SAMAKE Adama (*Université des Lettres et des Sciences Humaines de Bamako, Mali*)

Dr ANATE Germaine Kouméalo, CEROCÉ, Lomé, Togo

Dr Fernand NOUWLIBETO, Université d'Abomey-Calavi, Bénin

Dr GBAGUIDI Célestin, Université d'Abomey-Calavi, Bénin

Dr NONOA Koku Gnatola, Université du Luxembourg

Dr SORO, Ngolo Aboudou, Université Alassane Ouattara, Bouaké

Dr Yacine Badian Kouyaté, Stanford University, USA

Dr TAMARI Tal, IMAF Instituts des Mondes Africains.

### **Comité Scientifique**

*Prof. AZASU Kwakuvi (University of Education Winneba, Ghana)*

*Prof. ADEDUN Emmanuel (University of Lagos, Nigeria)*

Prof. SAMAKE Macki, (*Université des Lettres et des Sciences Humaines de Bamako, Mali*)

*Prof. DIALLO Samba (Université des Sciences Sociales et de Gestion de Bamako, Mali)*

*Prof. TRAORE Idrissa Soïba, (Université des Lettres et des Sciences Humaines de Bamako, Mali)*

*Prof. J.Y. Sekyi Baidoo (University of Education Winneba, Ghana)*

*Prof. Mawutor Avoke (University of Education Winneba, Ghana)*

*Prof. COULIBALY Adama (Université Félix Houphouët Boigny, RCI)*

*Prof. COULIBALY Daouda (Université Alassane Ouattara, RCI)*

Prof. LOUMMOU Khadija (Université Sidi Mohamed Ben Abdallah de Fès, Maroc.

Prof. LOUMMOU Naima (Université Sidi Mohamed Ben Abdallah de Fès, Maroc.

Prof. SISSOKO Moussa (Ecole Normale supérieure de Bamako, Mali)

Prof. CAMARA Brahim (Université des Lettres et des Sciences Humaines de Bamako)

*Prof. KAMARA Oumar (Université des Lettres et des Sciences Humaines de Bamako)*

Prof. DIENG Gorgui (Université Cheikh Anta Diop de Dakar, Sénégal)

Prof. AROUBOUNA Abdoukadi Idrissa (Institut Cheick Zayed de Bamako)

Prof. John F. Wiredu, University of Ghana, Legon-Accra (Ghana)

Prof. Akwasi Asabere-Ameyaw, Methodist University College Ghana, Accra

Prof. Cosmas W.K. Mereku, University of Education, Winneba

Prof. MEITE Méké, Université Félix Houphouët Boigny

Prof. KOLAWOLE Raheem, University of Education, Winneba

Prof. KONE Issiaka, Université Jean Lorougnon Guédé de Daloa

Prof. ESSIZEWA Essowè Komlan, Université de Lomé, Togo

Prof. OKRI Pascal Tossou, Université d'Abomey-Calavi, Bénin

Prof. LEBDAI Benaouda, Le Mans Université, France

Prof. Mahamadou SIDIBE, Université des Lettres et des Sciences Humaines de Bamako

Prof.KAMATE André Banhouman, Université Félix Houphouet Boigny, Abidjan

Prof.TRAORE Amadou, Université de Segou-Mali

Prof.BALLO Siaka, (*Université des Sciences Sociales et de Gestion de Bamako, Mali*)





## TABLE OF CONTENTS

Ismaila MOUNKORO,  
ÉVOLUTION DE LA SOCIOLOGIE DE LA TECHNOLOGIE : FONDEMENTS,  
DETERMINISME, ET PERSPECTIVES DE L'EUROPE A L'AMERIQUE LATINE  
ET L'AFRIQUE .....pp. 01 – 11

Mamadou LOMPO, Suzanne KOALA, Fabienne KAFANDO,  
DYNAMIQUE DU REGIME PLUVIOMETRIQUE DANS LA COMMUNE DE BAGASSI  
(BURKINA FASO).....pp. 12 – 28

Issiaka DIARRA, Mahamadou SIMPARA,  
LES STRATEGIES DE VALORISATION DE LA LANGUE MATERNELLE ET LES  
TRANSGRESSIONS DANS *SOUS FER* DE FATOUMATA KEÏTA .....pp. 29 – 39

Bassamanan TOURE,  
NEO-SLAVERY IN WORKPLACE: A PSYCHOANALYTIC READING OF ERNEST  
GAINES'S *OF LOVE AND DUST* .....pp. 40 – 53

Issa DIALLO \*, Lamine SANDY, Lamine DIAKITE,  
ADHESION DES ENSEIGNANTS-CHERCHEURS DE L'ULSHB A L'ASSURANCE  
MALADIE OBLIGATOIRE : ENTRE DOUTE ET SOUPÇON.....pp. 54 – 67

Abdoul Karim Abdoul Bassit TOURE,  
LA SIGNIFICATION DES DEUX CONDITIONNELS 'SI 'ET 'QUAND 'DANS LE SAINT  
CORAN ETUDE SEMANTIQUE SCIENTIFIQUE..... pp. 68 – 81

Ibrahima Sory KABA,  
UN APERÇU DE LA VIE DE L'ECRIVAIN EGYPTIEN (TAHA HUSSEIN) ET DE SES  
ŒUVRES LITTERAIRES LES PLUS IMPORTANTES (2) .....pp. 82 – 105

Mohomodou Attahir Maiga,  
ETUDE CONTRASTIVE ENTRE LES SYSTEME PHONATOIRES DE L'ARABE ET DU  
BAMBARA AU MALI..... pp. 106 – 119

Hamadoun Moussa KOITA,  
PORTRAITURE OF WOMEN AND THEIR ROLES IN SEMBENE OUSMANE'S *LES  
BOUITS DE BOIS DE DIEU* ..... pp. 120 – 133

Moussa SOUGOULE,  
THE ROLE OF THE MORE KNOWLEDGEABLE OTHERS IN LANGUAGE  
TEACHING AND LEARNING: A CONTEMPORARY EXPLORATION .... pp. 134 – 143

Moussa dit M'Baré THIAM, Ibrahima ABDOULAYE,  
INVESTIGATING THE IMPACT OF PROCESS WRITING STEPS ON THE ESSAY  
WRITING SKILLS OF EFL UNDERGRADUATE STUDENTS IN MALI..... pp. 144 – 153

André KONE,  
LITERARY PRODUCTIONS IN MOTHER TONGUES IN MALI: WHICH READERSHIP?  
..... pp. 154 – 166

Vol. 3, N°9, pp. 144 – 153, Mars 2024  
Copy©right 2024 / licensed under CC BY-NC 4.0  
Author(s) retain the copyright of this article  
ISSN : 1987-1465  
DOI : <https://doi.org/10.62197/ULSR6557>  
Indexation : Copernicus, CrossRef, Mir@bel  
Email : [RevueKurukanFuga2021@gmail.com](mailto:RevueKurukanFuga2021@gmail.com)  
Site : <https://revue-kurukanfuga.net>

*La Revue Africaine des  
Lettres, des Sciences  
Humaines et Sociales  
KURUKAN FUGA*

## INVESTIGATING THE IMPACT OF PROCESS WRITING STEPS ON THE ESSAY WRITING SKILLS OF EFL UNDERGRADUATE STUDENTS IN MALI

<sup>1</sup>Moussa dit M'Baré THIAM, <sup>2</sup>Dr. Ibrahima ABDOULAYE

<sup>1</sup>English Department / FLSL / ULSHB E-mail : : [moussaditmbare@yahoo.fr](mailto:moussaditmbare@yahoo.fr)

<sup>2</sup>English Department / FLSL / ULSHB E-mail : : [ibrabsangho@yahoo.fr](mailto:ibrabsangho@yahoo.fr)

### Résumé

Cette étude examine les effets des étapes du processus de rédaction d'essais par les étudiants du premier cycle EFL. L'étude a utilisé une approche de recherche qualitative pour collecter et analyser les données. Trois outils de collecte de données ont été utilisés dans cette étude : l'observation en classe, les entretiens semi-structurés et les scripts de dissertation des étudiants. L'observation en classe a été utilisée pour identifier les étapes du processus impliquées dans l'enseignement de la composition aux étudiants EFL maliens. Les chercheurs ont observé les méthodes d'enseignement utilisées par les professeurs dans leurs cours de composition afin de découvrir les étapes auxquelles les étudiants EFL sont plus enthousiastes à l'idée d'apprendre et de pratiquer la rédaction d'essais. Les chercheurs ont utilisé des entretiens semi-structurés et des scripts de rédaction d'étudiants pour collecter des informations sur l'impact des étapes utiles aux compétences rédactionnelles en EFL des étudiants de premier cycle. Les données ont révélé que des étapes pratiques telles que la pré-écriture (réflexion et grandes lignes), la rédaction, la révision et l'édition étaient utilisées dans l'enseignement de la rédaction d'essais. Il était également évident que ces étapes du processus avaient un impact significatif et positif sur la rédaction des dissertations des étudiants EFL. La plupart des étapes impliquées dans l'enseignement de la composition ont été utiles pour améliorer les compétences rédactionnelles des élèves. En conséquence, les brouillons édités par les étudiants d'EFL présentaient plus de précision en termes de grammaire, d'utilisation du vocabulaire, d'orthographe et d'organisation des idées. Sur la base des résultats de la recherche, les chercheurs ont formulé quelques recommandations relatives à l'utilisation de l'approche processus d'écriture comme méthode dominante d'enseignement de la composition aux étudiants d'EFL au Mali. Ils ont également recommandé de mettre davantage l'accent sur les étapes utiles qui ont eu un impact positif sur les compétences rédactionnelles des étudiants maliens.

**Mots clés : : Anglais, l'approche par processus, étapes, impact, Rédaction EFL**

\*\*\*\*\*

### Abstract:

This study investigates the effects of process writing steps on EFL undergraduate students' essay writing. The study used a qualitative research approach to collect and analyze the data. Three tools of data collection were used in this study: classroom observation, semi structured interview, and the students' essay scripts. Classroom observation was used to identify the process steps involved in teaching Composition to EFL Malian students. The researchers observed the methods of teaching used by lecturers in their Composition classes in order to discover the steps at which EFL students are more enthusiastic to learn and practice essay writing. The researchers used semi-structured interview and students' essay scripts to collect information about the impact of the steps that are helpful to undergraduate students' EFL writing skill. Data revealed that such practical steps

---

like Pre-writing (brainstorming and outlining), drafting, revision, editing were used in teaching Essay writing. It was also obvious that these process steps had a significant and positive impact on EFL students' essay writing. Most of the steps involved in teaching Composition were helpful to improve students' writing skill. As a result, EFL students' edited drafts presented more correctness in terms of Grammar, Vocabulary use, Spelling and Organization of ideas. Based on the research results, the researchers made some recommendations relative to the use of the Process Approach to writing as a dominant method of teaching Composition to EFL students in Mali. They also recommended putting more emphasis on those helpful steps that positively impacted the essay writing skill of Malian students.

**Keywords:** English, EFL writing, Impact, Process Approach, Steps

---

**Cite This Article As :** Thiam, M.M., Abdoulaye, I. (2024). INVESTIGATING THE IMPACT OF PROCESS WRITING STEPS ON THE ESSAY WRITING SKILLS OF EFL UNDERGRADUATE STUDENTS IN MALI. *Kurukan Fuga*, 3(9), 131–140. <https://doi.org/10.62197/Ulsr6557>

## Introduction

Writing remains a critical area of the school curriculum and an important part of students' lives after school. It is “the most conscious and deliberate of all communication skills, and academic writing becomes a unique means for learners’ consciously mastering the creative, productive, and expressive approach towards communicative performance in the target language” (Tarnopolsky and Kozhushko, 2005, p. 2). In academic community, writing is seen as a process of discovering and making meaning; a process of solving students’ writing problems (Zamel, 1983). According to Onozawa (2010), “ the process approach teaches students not only the pedagogical aspects, like how to start, how to organize ideas logically, and how to revise, but also provides them with opportunities to think about themselves, and to express their own thoughts” (p.160).

Recently, the process writing approach has received much attention in regard to teaching Composition to EFL students. Seow (2002) defined the process writing approach as a technique which requires student writers to plan, evaluate, reflect, self-assess as well as peer-assess, revise, rearrange, modify, and multi-draft a text prior to producing the finished document.

Research indicates that with the process approach, writing instruction has moved from focusing on spelling, grammar, and other writing conventions, to “a holistic view emphasizing writing as a recursive process”. Process writing assists students in developing metacognitive knowledge regarding their own abilities, task requirements, and cognitive strategies, and finally, enhances their self-regulated learning to monitor and evaluate the entire composing process (Graham and Harris 2000; Teng, 2020) as cited in Ma & Teng (2021, p.118). Ho (2006) pointed out that process writing seemed to be a feasible solution to heightening the writing abilities and confidence of students, especially those who have higher English proficiency.

As far as the statement of the problem is concerned, we have noticed that many EAP (English for Academic Purpose) writing courses used a process approach in which the focus was no longer on the product alone (Raimes, 1983; White and Arndt, 1991; Pennington and Cheung, 1995; Asaoka and Usui, 2003). The process approach is based on the principle that writing is a process that involves a number of steps and skills that are applied in a recursive way to produce a clear, understandable, meaningful piece of writing. Oshima and Hogue (1999) stated that an effective writing involves using more strategies and mastering them. With the process writing, students are most likely to experience writing in a completely different way



from what they were used to. Asaoka and Usui (2003) claimed that “it is vital for teachers to provide the means by which learners can solve the problem as they go along- such as writing strategies (cognitive and metacognitive) appropriate for each stage of the process” (p.144).

In Mali, the vast majority of EFL instructors at the University complain about the fact that most of the EFL students are weak in writing courses. Malian EFL students are usually at a loss as to what to write and how to write it because many of them have little experience learning writing besides sentence composition. In fact, the lack of writing proficiency can be partly ascribed to the use of a ‘teacher-centered’, ‘product-based’, and ‘exam-oriented’ approach. Therefore, the process writing approach, which is considered to be an effective approach to help EFL students improve their writing performance, could make it easier for them. According to Nunan (1991), when various group activities were used in writing classes, the learners exchanged comments or responses, or worked together to write a paragraph or an essay. Therefore, the process approach encouraged collaborative group work between learners as a way of enhancing motivation and developing positive attitudes towards writing. That is the reason for which the overall objective of study is to investigate the impact of the process writing steps on EFL students’ writing skills in Mali. To attain foregoing general objective, the study specifically seeks to:

- discover the process steps involved in teaching Composition to EFL students in Mali;
- identify how the process steps help students write better essays through process writing.

To ensure an effective implementation of the study, the following research questions formulated on the basis of the two specific objectives of the study:

- What process writing steps are involved in teaching Composition to EFL students in Mali?
- To what extent do process writing steps impact EFL students’ essay writing skill in Mali?

Furthermore, it is axiomatic to emphasize that the present study is significant because it would enrich to the existing body of knowledge about using the process writing approach to help students and guide educational leaders and curriculum developers. Its results may be also used to help the EFL lecturers especially those teaching Composition to guide their students to write good quality essays. In fine, it would help develop the writing skills of EFL Undergraduate students in Mali.

Structurally, the paper is divided into two sections. The first presents the methodology of the study. the second presents, analyses and discusses the findings of the study.

## **1. Methodology**

The present research study used the qualitative research approach. According to Creswell (2012), in qualitative research, there are different major characteristics at each stage of the research process:

- Exploring a problem and developing a detailed understanding of a central phenomenon
- Stating the purpose and research questions in a general and broad way so as to the participants' experiences
- Collecting data based on words from a small number of individuals so that the participants' views are obtained
- Analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings (p.16).

The population is all the 12 groups of EFL second year students of the English department of the University. Among those groups, two (2) classrooms of about forty (40) students each were selected and observed because their Composition teachers were using the process writing approach to teach essay writing to their EFL students. The researchers, in the present study, also conducted an interview and used documents to collect the research data.

In this study, the researchers used the Purposive Sampling to select three (3) EFL teachers, with five-year experience, who took part in the research as interviewees. The researchers also conducted semi-structured interview with open-ended questions in a face-to-face interaction in order to identify the practical process steps they used in the Composition classes and to discover how the use of these steps impacted their students' writing skills. After having transcribed and coded the interview, the researcher derived thematic categories that emerged from the interview data. According to Patton (1990), "data preparation and organization result in categories and themes that are aligned with the research questions" (p. 173).

During the observation, the researchers familiarized themselves with the site, met the participants and explained his objectives. They also examined the writing curriculum that operates in the classroom. Teachers and students were observed to see whether they were making use of the process writing approach and its different stages in Composition classes. Besides, some students' essay scripts were collected to diagnose the writing problems and to determine the effectiveness of the use of the Process Writing steps in improving students' writing skills. The results of the analysis of the data from interviews and participants' observation as well as the results of the analysis of students' essay scripts helped answer the different research questions.

## **2. Results and Discussion**

In this section, the findings are discussed. The discussion uses the research questions as subheadings, beginning with the first research question of this study. The research findings are presented by way of a narrative. This includes direct quotes from participants' interviews and a comparison of results from the study, literature review, and theories on this topic (Creswell, 2003). Thus, in order to answer the research questions, the researchers conducted an interview, observed the participants; in addition, they analyzed the students' essay scripts. Related literature, including books and journal articles, was finally reviewed as secondary data. All the

above mentioned data collection techniques enabled the researchers to gather enough data and analyze them to come up with the research findings.

*Research Question one: What process writing steps are involved in teaching Composition to EFL students in Mali?*

The researchers used the classroom observations as well as teachers' interviews and documents to answer this research question. Secondary data was also consulted.

Thus, the first finding of the present research relates to the use of the process Approach in the observed writing classes. In this approach, writing is seen as a process. The writer should go through different steps or activities such generating ideas writing several drafts *revising* and *editing* before the end product. It was also observed that the process writing is not linear but rather occurs in a recursive way. In this study, it was apparent that the observed lecturers adopted different activities in their writing classes. These activities included various steps of the process approach such as: *pre-writing activities (brainstorming and outlining), drafting, revising, editing, and publishing.*

In the following paragraphs some of these activities are discussed.

#### *Brainstorming:*

In relation to the pre-writing stage, *brainstorming* is where students were asked to discuss the topic to develop ideas about the topic for the essay. During this activity, the lecturer discussed the topic with the students in order generate as many ideas as possible about the topic before they started writing their paragraphs or essay. According to Oshima and Hogue (1991) "brainstorming for ideas gets the teachers started more quickly and saves his time during the later stages of the writing process" (p.4). In a similar vein, Onozawa (2010) contented that *brainstorming* was an important skill, particularly for the pre-writing step, because it could be exercised again and again at different stages if the learner needed new ideas later in the process. Thus, *brainstorming* is not a linear or a consecutive process. Moreover, a group discussion was held here to show students what to do with the ideas generated in the pre-writing stage of *brainstorming* before introducing the ideas of drafting, and thesis statement.

#### *Outlining:*

As far as *outlining* is concerned, it was an activity involved in teaching Composition. As observed, *Outlining* makes it easier for students to organize the ideas to be developed when writing different paragraphs and later the essay. Moreover, having a good thesis statement in the *outline* also made it easier for EFL students to write their essays. With the outline in front of them, it became easier for EFL students to develop their essays effectively.

#### *Drafting:*

Here, the students were told that the essay should be built paragraph by paragraph and that in the process writing, it is not enough to write the essay only once. the same essay needs to be written at least three times (first draft, second draft after revision, then final product after proof-

reading or editing) before a final product can be reached (Purdue online writing site). Then, when writing each paragraph of the essay, the EFL students were required to put down their ideas without taking into account grammar. At this step, the focus was on content rather than grammar, mechanics, or vocabulary because the main goal here is to write down as much information as possible. As Oshima and Hogue (1991) argued:

Writing is a continuous process of discovery. As you are writing, you will think of new ideas that may not be in your outline. You can add new ideas or delete original ones at any time in the writing process. The only thing to do is to make sure that any new ideas are relevant (p.11).

#### *Revising:*

*Revising* was another activity performed during the observation of writing classes. After students had written the rough draft, they were asked to revise its content and organization. Here the students were given revision checklists, and they were told to always have a questioning attitude and keep asking themselves the following questions: “How can I make this writing clear, stronger and more precise?” Students were also shown how to revise for unity, coherence, and more effective sentences through teachers’ feedback.

#### *Editing or Proofreading*

*Editing* constituted another activity performed by the lecturers during their writing classes. *Editing* was done by the student writers themselves, by their peer, or by the teacher. At the peer *editing* stage, the students were asked to exchange copies or drafts with their fellow students with whom they felt more comfortable for the simple reason that some students might be frustrated when their drafts fell in the hands of those who could mock at them afterwards. Here some grammar points were also reviewed to enable students to better edit. During this activity, as observed, students were asked to proofread for correct sentence structure, correct usage and correct spelling, punctuation and capitalization. Onozawa (2010) pointed out that “while students learn how to produce various academic prose-writing, they also have a chance to obtain grammatical accuracy during the revising stage or while doing peer evaluations, and cooperative learning” (p. 160).

More significantly, the results of the present study showed that submitting the *final copy* is also a step that was involved in teaching writing to EFL students using the process approach. In the process writing, it is also called *publishing*; that is, sharing the writing with an audience. In this study, students submitted their completed piece of writing to a peer classmate or to the teacher. They may also send their writing to a school newspaper or a magazine.

*Research Question two: 2. To What extent do process steps impact EFL students’ essay writing skill in Mali?*

In order to answer this research question, the researchers conducted an interview with some EFL Composition teachers. Then, they observed some of the lecturers who made use of the process writing in order to identify the effects of process stages or steps they used while

teaching Composition to their EFL students. Students' essay scripts were collected and analyzed and some related literature was also reviewed.

The results of the present study revealed the use of the process writing steps had a significantly positive impact on EFL students' writing skills in general and on their essay-writing in particular. As it has been observed on the stage of *brainstorming*, EFL students took an active part in the debate generating new and creative ideas during strategies like *listing* and *clustering*. These techniques helped create a good and dynamic atmosphere in the classroom.

At the stages of *revising* and *editing*, data also revealed that with the teachers' feedback for thirty (30) percent of the class, the other students may take profit and edit their own mistakes. In fact, the first students to get feedback from the teacher may help edit for the rest of the group. During this observation, the researchers helped edit some of the students' drafts. Sometimes, groups were constituted around those students who had understood better, then other students looked at what they had already written and edited their own drafts. This collaboration is very important in writing courses because the so-called weak students can get help, it makes them learn from their peers, and it raises their confidence in themselves. This is in line with Nunan (1991) who asserted that the process approach encouraged collaborative group work between learners as a way of enhancing motivation and developing positive attitudes towards writing. Onozawa (2010) pointed out:

The process approach is beneficial to students because the approach focuses more on the various classroom activities. This is believed to promote the development of skilled language use, and a number of interesting classroom techniques, including conferencing, have emerged from the process approach to writing (p. 157).

Moreover, the different process steps helped EFL students improve their essay-writing in terms of Grammar, Vocabulary use, Spelling and Punctuation, and Organization of ideas after *multi-draft* writing and *editing*. In fact, the students were able to write more unified and coherent paragraphs and essays. The difficulties that students encountered concerning grammar, vocabulary, mechanics (capitalization, punctuation, and spelling), and organization of ideas seemed to have disappeared in their edited essays. As far as grammar is concerned, writing *multi-draft* and *editing* allowed many of the students to improve their Grammar in essays by using more meaningful and correct sentences and by building negative sentences correctly. In fact, the students' use of writing conventions also improved with a relatively correct use of capitalization, punctuation, and spelling.

In vocabulary use, most of the students made good progress during *revising* and *editing*: they used varied words especially the transition signals within paragraphs as well as between paragraphs of the body of the essay. As far as the organization of ideas is concerned, the EFL students in Mali made significant progress in the *final version* of their essays. After being exposed to process writing steps and in comparing and analyzing the students' essay scripts, the great majority of EFL students were able to build unified and coherent paragraphs because *outlining* made it easier for them to write effectively. Their essays comprised an introduction with general and thesis statements, some body paragraphs and a concluding paragraph. Many



of the students seemed to have understood the notions of organization, unity and coherence in paragraph as well as in essay writing.

Furthermore, the findings revealed a significant improvement in terms of attitude and motivation toward process writing steps; thus, EFL students in Mali made some kinds of improvement inasmuch as they were eager to learn the new writing curriculum that was unknown to them, and they were motivated to learn and take part in the new writing program and the strategies it involved. Besides, the EFL students had a good attitude toward writing strategies such as *brainstorming* for new ideas, and *peer revision or feedback*. In fact, these steps have also been mentioned by some teacher participants during the interview to be very helpful to students. In fact, EFL students were more receptive and very enthusiastic about these writing stages of the process approach.

## **Conclusion**

In conclusion, the exposure to the process writing steps made Malian EFL students enhance their overall essay-writing skill and essay performance as they were able to write well organized essays in the end. The literature also informs us about the importance of distinguishing each writing steps, it is said that teachers and students can better understand the writing task. This can make essay writing much more effective and easier for EFL learners (Baker, 2007).

Based on the results of this study, it was recommended:

1. To implement the process writing approach as a dominant method of teaching writing to EFL students in Mali by putting more emphasis on the practical steps that positively impacted the essay writing skill of students in Mali.
2. To train teachers in the use of the process writing approach and its different stages or strategies to teach Composition Malian EFL students
3. To organize in-service trainings for Malian EFL teachers in the use of different pedagogical approaches to instruct their students.

## **References**

- Asaoka, C. & Usui, Y. (2003). Students' Perceived Problems in an EAP Writing Course  
Chitose. Retrieved from: [www.jalt-  
publications.org/ archive/ j j/](http://www.jalt-publications.org/archive/jj/)
- Baker, Scott K. (2007). Effective Literacy and English Language Instruction for English  
learners  
In the Elementary Grades. (NCEE2007-4011). Washington, D C: National Center for  
Education Evaluation and Regional Assistance. Retrieved from <http://ies.ed.gov/ncee>.
- Cotton, Kathleen. (1988). *Teaching Composition: Research on Effective Practices*. Retrieved  
from: [www. hawaii.edu/mauienglish/.../pages/Teaching\\_ composition.pdf](http://www.hawaii.edu/mauienglish/.../pages/Teaching_composition.pdf)
- Creswell, John W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods*

- Approaches* (2nd ed.). Thousand Oaks, CA: Sage. Retrieved from [www.sagepub.com/upm-pdf](http://www.sagepub.com/upm-pdf)
- Creswell, John W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research 4th ed.* Boston: Pearson Education.
- Graham, Steve & Karen Harris. (2000). The role of self-regulation and transcription skills in writing and writing development. *Educational Psychologist* 35. 3–12. Ha
- Ho, Belinda. (2006). Effectiveness of Using the Process Approach to Teach Writing in Six Hong Kong Primary Classrooms. *Perspectives: Working Papers in English and Communication*, 17(1) Retrieved from [www.cityu.edu.hk](http://www.cityu.edu.hk)
- Ma, M. & Teng, Mark Feng (2021). Metacognitive knowledge development of low proficiency Hong Kong English as a Foreign Language university students in a process-oriented Writing course: An action research study. In B. Reynolds & Mark Feng Teng (Ed.), *Innovative Approaches in Teaching English Writing to Chinese Speakers* (pp. 117-144). Berlin, Boston: De Gruyter Mouton.
- Nunan, David (1991). *Language teaching methodology: A textbook for teachers.* Edinburgh, Harlow, England: Longman
- Onozawa, Chieko. (2010). *A Study of the Process Writing Approach: A Suggestion for an Eclectic Writing Approach* - Retrieved from: [www.kyokai.ac.jp/](http://www.kyokai.ac.jp/).pdf
- Oshima, Alice, & Hogue, Ann. (1991). *Writing Academic English.* New York: Longman.
- Patton, Michael Quinn. (1990). *Qualitative research and evaluation methods.* Beverly Hills, CA: Sage. Retrieved from: [http://www.sagepub.com/upm-data/41165\\_10.pdf](http://www.sagepub.com/upm-data/41165_10.pdf)
- Pennington, Martha C. and Cheung, Marie. (1995). Factors shaping the introduction of process writing in Hong Kong secondary schools. *Language, Culture and Curriculum*, 8(1), 1-20.
- Punch, Keith F. (2005). *Introduction to Social Research: Quantitative and Qualitative Approaches* London: Sage Publications Ltd.
- Raimes, Ann. (1983). *Techniques in teaching writing.* NY: Oxford University Press.
- Seow, Anthony. (2002). The Writing Process and Process Writing. In J. C. Richards, & W. A. Renandya (Eds.), *Methodology in Language Teaching* (315-327). USA: Cambridge University Press.
- Tarnopolsky, Oleg, and Kozhushko, Svitlana P. (2005). Teaching academic writing in English to tertiary students in Ukraine. Retrieved from: [www.scribd.com/doc/](http://www.scribd.com/doc/)
- Teng, Mark Feng (2020). Young learners' reading and writing performance: Exploring collaborative modeling of text structure as an additional component of self-regulated strategy development. *Studies in Educational Evaluation*. Doi: 10.1016/j.
- White, Ron & Arndt, Valerie. (1991). *Process writing.* Harlow, Essex: Longman.
- Zamel, Vivian. (1982). Writing: The Process of Discovering Meaning. *TESOL Quarterly*, 16

(2), 95-209. Retrieved from [www.alec2.tamu.edu/grad\\_courses/681/fall2007/pdf](http://www.alec2.tamu.edu/grad_courses/681/fall2007/pdf)

