CLASSIFICATION OF L2 WRITING PROCESS AND WRITING STRATEGIES

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ABSTRACT: English for second language writing has developed greatly, from product oriented approach to process oriented approach. This implies that the focus of L2 writing has shifted from the final product of writing to the process of writing. Because of its own rules and conventions, writing skill is considered difficult to learn in a short period of time. Although it is a difficult skill, writing is essential for second language learners' academic success. Second language researchers are still trying to find satisfactory answers to the how and why of the teaching of writing process to second language learners. More studies are needed to shed light on second language writing process area. This paper discusses briefly the writing process and the writing strategies employed by a few EFL proficient student writers in writing. It is found that the writing process stages employedin this study were prewriting, planning, drafting, pausing and reading, revising and editing which occurred non-linear and recursive. The writing strategies identified in the writing process stages were relating the topic to past knowledge and experience, taking the readers into consideration, talk-write, freewriting, outlining, listing, seeking help, using online materials, focusing on the mechanics of writing, and text organization. However, what works successfully for some students may not work well for others, and what functions well for one assignment may not be compatible for another.

KEYWORDS: Writing process,writing strategies, second language writing, academic writing, English as a Foreign Language.

1. INTRODUCTION

The development of English for second languagewriting is complex. It began from product-oriented approach to a process-oriented approach. The emphasis on product-oriented is on the final piece of the writing, which reflects whether the students are fluent and proficient user of the target language. However, the process-oriented approach emphasizes on variety of classroom activities in order to encourage the use of language proficiently.

Writing strategy refers to how second language (L2) learners go about composing, that is "any actions employed in the act of producing text" (Manchon, De Larios and Murphy, 2007, p. 231). In this study, the term writing strategy differs from the term writing process. Writing process is a private activity generally known consisting of "four main stages: planning, drafting, revising and editing" (Seow, 2002, p. 316). Thus, the term writing strategies that is used in this study refers to any actions employed in the act of producing an essay that occurred during the prewriting, planning, drafting, revising and editing stages.

Before exploring aspects that involve in the writing process, it is important to know some essential principles of L2 learning because learning to write in L2 is part of learning a second language. According to Williams (2005), second language learning consists of two important basic principles that are closely related to L2 writing. Firstly, both linguistic competence and writing skill are required in learning to write well as both mutually support each other and simultaneously help to improve L2 learner's writing skill. For instance, a native speaker who is competent in his/her language may not be as competent in his/her ability to write. Secondly, second language learning is a lengthy process, in fact for many L2 students it is an endless process. In many perspectives, acquiring a second language is not the same as acquiring one's first language. Children can learn fast in acquiring their first language because they are surrounded with a lot of language inputs and examples. In addition, the first language is used in the children's daily lives, which is not always the case for L2 learners. According to Williams (2005), in learning a new language the students do not always learnt what is taught. As the students learn, they need more time to learn and practice the new language. Because of its own rules and conventions, writing skill is considered difficult to learn in a short period of time. Although L2 writers know when to use certain words and structures of the target language, they still need to improve their vocabulary and grammar in order to be more fluent in the language.

Although writing is a difficult skill, it is essential for second language learners' academic success. When the second language learners have successfully used writing as a method to communicate with their teachers, peers, and the society, only then educators can declare that teaching writing to this group is successful. Researchers such as Bereiter and Scardamalia (1987), Flower and Hayes (1980, 1981), Graves (1984), Silva and Matsuda (2002), and other second language researchers are still trying to find satisfactory answers to the best way to teachthe writing process to second language learners. More studies are needed to shed light on the area of second language writing process. Therefore, there is a necessity to explore the writing process and writing strategies of the second language writers.

2. THE PROCESS APPROACH

Since the 1970s, the teaching of writing has shifted its focus from the written product to the writer and the process of writing (Reid, 2000; Silva, 1990). In the early 1982, Berlin introduced a developed model of writing that proposed to consider the process composing elements: paying more attention to writer, reader, authenticity and language in written text.This model served as a basis in understanding the progress in L2 writing theory. English as a second language (ESL) research on process writing follows the research conducted on process writing with native English speakers, whereby the researchers focus on how writers compose and understand writing as a process of discovery and self-expression (Zamel, 1982). For example, Flower and Hayes (1981) studied college students' writing and discovered that their composition process was recursive rather than linear as they write. This approach is based on theories such as expressionism and cognitivism (Kroll 1978) and social constructionism. The research focused on the process of composing, self-expression, thinking and writing process (Kroll, 1978) and collaborative learning.

According to Silva (1990), the process approach suggests a progressive, inspiring and mutual environment for students in completing their writing processes and that the approach in L2 writing should be systematical, persistent and contextual, which include building and spreading of knowledge. Thus, the focus in writing L2 instruction are the L2 writer, L1 audience, L2 text, L2 writing context, and interaction of these components in different ESL contexts. Silvaproposes teaching ESL writing based on a comprehensive concept of L2 writing contribution to the writer, reader, text, and context.

In the process approach, the instructional activities are intended to assist the students in expressing themselves fluently, as well as thinking and organizing their ideas before writing and revising drafts. In the process approach classroom, teachers encourage collaborative learning by using group work such as peer responses.The teaching premise in this type of classroom is learner-centered. The teachers lessen their authority and engage in a less controlling role by encouraging the students to choose their own topic, and

allowing them to work at their own pace. Thus, the students have more time to write, to explore their topic and to revise their works. Moreover, the sense of audience is also regarded as one of the significant features as the students are encouraged to have their voice in their writing while simultaneously learn to listen to the audience's voice in order to help them improve their writing. Regarding the process approach, some L2 researchers have developed some writing process models.

3. WRITING PROCESS MODELS

Williams (2003) phase model of writingwas adapted in the current study because of two reasons.First, according to Williams (2003), the process model suggests that a finished composition is "the result of the complex interaction of activities that include several stages of development" (p. 106).However, not every writing task moves across every stage which signifies how successful writing develops in general.Second, the stages of composing process are portrayed as gradual procedures that initiate the construction of a written text (Williams, 2003).This implies that students cannot start drafting before they do prewriting, and that they cannot start revising until they do drafting, and so on. From many of his classroom observations, Williams (2003) found that teachers were reluctant to move away from these gradual procedures. The stages became so rigid that many teachers were unwilling to accept any recommendation that the students had created a good paper without first going through the stages step-by-step.

Williams (2003) proposes that the stages of writing in the phase model (See Table 1) are more effective to conceptualize the various activities associated with effective writing rather than a stage model. He suggests that the writing process has influential states: planning, drafting, and revising. However, these states are repeatedly changed. This implies that, "students revise as they draft, they plan as they edit; and so forth" (Williams, 2003, p. 120). The advantage of a phase model is that it provides description of the concurrent and repeated nature of the writing process, such as planning, drafting, and editing, which may happen more or less concurrently and in a continuous manner. On the other hand, the stage model does not easily explain or describe either the co-occurrence or the recurrence.

The phase model consists of eight processes of writing: prewriting, planning, drafting, pausing, reading, revising, editing and publishing (See Table 1). Each process comprises various activities that are associatedwith effective writing and recursive nature of the writing process (Williams, 2003). For instance, prewriting stage has several different activities that may assist the writers in developing ideas, such as discussion, outlining, free writing, journals and so on. However, not all writers experience the same process or activities, what may work for one writer, might not work for another. Furthermore, Williams (2003) hypothesizes that all writers experience these processes to some extent.

Prewriting activities (See Table 1), also known as invention help the writers to develop ideas, strategies, information, and approaches in writing. These are processes that connect the mind with the imminent writing task. Williams (2003) states that prewriting is "the thinking and reflecting" (p. 108) of what good writers implement before they begin writing. These activities consist of discussion, outlining, free writing, journals, talk-write, and metaphor. *Discussion* will provide several opinions on a given topic. The teachers usually start the discussion by probing questions to the class on how to proceed. The outlines usually start with general points and shift to specific ones. Williams (2003) suggests that outlines seem to work successfully when the writers apply them to develop ideas on the decided topics. *Freewriting* is expected to compel writers to align concerns, such as audience, aims, organization and structure, while they think through on the potential ideas. The primary purpose is to determine what to write about a topic, instead of how to organize the paper. *Journals* are similar to diaries, where each note assists the students to reflect on their experiences. Keeping reading journals is one of the effective ways to help students in planning their writing. These journals are where the students record their feedbacks and reactions to all the reading they perform, by evaluating texts, reviewing their major points, and connecting ideas. *Talk-write* includes having students to create a conceptual

plan and produce a verbal composition to the class. The purpose is to create a complete plan with minimum dependence on writing.

The planning process (See Table 1) can be more compelling or a more complicated feature. Questions that are involved in practical planning which influence the texts are such as:
Who is the audience? What is the writer's position with respect to the audience, insider or outsider? What is the aim of the paper; that is, what is it supposed to do? What is the purpose of the paper; that is, why write it? What kind of organization is most appropriate? Which writing conventions will govern the text? Does the paper require research? If so, how much and what kind? (Williams, 2003, p. 114).

These are essential questions that are necessary for successful writing and writing instruction. However, according to Williams (2003), many teachers do not discuss planning with their students.Therefore, most students might not think over these questions on their own.

The next phase is to start composing a first draft. Discipline is one of the few influential factors to an effective drafting process (Williams, 2003). Thus, students need to organize and plan their time. Another important factor is flexibility (Williams, 2003). Many student writers think that their initial draft should be flawless, consequently they spend too much time on sentence structure and punctuation instead of focusing on relating their ideas on paper. Some student writers might find a good idea while writing a draft and might be concerned too much about how to convey the idea that it overstates or develops it less interesting. Students should realize that initial drafts are not necessarily well organized. The initial draft should basically outline the subject of the topic.

Williams (2003) suggests that pauses are connected to thinking during writing. His found that good writers pause to contemplate aspects such as audience and aim, while poor writers pause to think about punctuation and word choice. Moreover, good writers pause to examine what they have written. Reading supports the student writers to evaluate how well their work is going along with their plan, how effective it complements the audience, and so forth. On the other hand, poor writers perform little reading that is limited largely to word choice.According to Williams (2003), reading should proceed during the editing stage, not during writing.

Revising demands that writers reflect on their role and their readers regarding the topic. Effective revising relies on the knowledge of the reader's motivation to read the written paper. Thus, writers must be inclined to edit sentences or paragraphs that are confusing and to move parts from one place to another to improve the organization of the writing.

To some extent, editing is one of the challenging parts of writing. One reason is that many teachers mistakenly think that errors in form are not important in students' writing (Williams, 2003). Consequently, many students do not know how to edit. Another reason is that editing needs sensible effort. Many students make a mistake in considering writing to be similar to speaking, which is effortless, and needs little thinking to develop or express (Williams, 2003). One effective way to help the student writers in editing is by providing activities involving them to edit one another's paper in class in order to enhance the quality of their work.

Publishing refers to the accomplishment of making a final paper freely available (Williams, 2003). Creating a public paper may involve simply by reading it aloud to other students in the class, or displaying it on a notice board or other places where people can read it freely. Writing is not confidential, it is a social action, and thus, the written text is intended for others to read. Table 1 displays the stages of writing.

Table 1
Stages of Writing

Process	Definition	Description
Prewriting	Generating ideas, strategies, and information for a given writing task.	Prewriting activities take place before starting on the first draft of a paper. They include discussion, outlining, free writing, journals, talk-write, and metaphor.
Planning	Reflecting on the material produced during prewriting to develop a plan to achieve the aim of the paper.	Planning involves considering your rhetorical stance, rhetorical purpose, the principal aim of the text, how these factors are interrelated, and how they are connected to the information generated during prewriting. Planning also involves selecting support for your claim and blocking out at least a rough organizational structure.
Drafting	Producing words on a computer or on paper that match (more or less) the initial plan for the work.	Drafting occurs over time. Successful writers seldom try to produce an entire text in one sitting or even in one day.
Pausing	Moments when the students are not writing but instead are reflecting on what they have produced and how well it matches your plan. Usually includes reading.	Pausing occurs among successful and unsuccessful writers, but they use it in different ways. Successful writers consider how well the text matches the plan, how well it is meeting audience needs, and overall organization.
Reading	Moments during pausing when the students read what they have written and compare it to their plan.	Reading and writing are interrelated activities. Good readers are good writers and vice versa. The reading that takes place during writing is crucial to the reflection process during pausing.
Revising	Literally "re-seeing" the text with the goal of making large-scale changes so that text and plan match.	Revising occurs after the students have finished their first draft. It involves making changes that enhance the match between plan and text. Factors to considered during planning: rhetorical stance, rhetorical purpose, and so on. Revising almost always includes getting suggestions from friends or colleagues on how to improve the writing.
Editing	Focusing on sentence-level concerns, such as punctuation, sentence length, spelling, agreement of subjects and predicates, and style.	Editing occurs after revising. The goal is to give your paper a professional appearance.
Publishing	Sharing the finished text with its intended audience.	Publishing is not limited to getting a text printed in a journal. It includes turning a paper in to a teacher, a boss, or an agency.

Source: Williams (2003, p. 106-107)

However, it is important to emphasize that there is no best way to go about doing the writing process. What works successfully for some students may not work well for others, and what functions well for one assignment may not be compatible for another. Some writers combine various activities, while others use only one. Student writers should explore the writing strategies to identify what works best for them.

In conclusion, student writers develop ideas at the prewriting stage while at the planning stage it indicates how these ideas complement the purpose of the paper. Next, at the drafting stage, the student writers formulate their ideas into specific order. Then, during the revising stage, the student writers refine the organization and expression in their composition. Later, at the editing stage, the student writers will engage in sentence level concerns such as spelling, punctuation, and usage. Finally, during the publishing stage, the student writers will be involved in sharing their final composition with the public.

4. THE CLASSIFICATION OF L2 WRITING STRATEGIES

In the 1980s, research on writing strategies were entirely on cognitive in orientation and writing was regarded as a goal-oriented, recursive, cognitively demanding, and problem solving task (Manchon et al., 2007). Since the 1990s the social aspect of writing was emphasized on socially situated, cognitive, and communicative activity, which led to the post-process movement in writing such as on theory, research, and pedagogy (Kent, 1999). Adhere to this development in L1 writing research, the second language (L2) scholars also tried to probe into this action using terms such as writing behaviors and strategies, where the writers engage in writing while they generate, express, and refine their ideas in a non-native language (Manchon, et al., 2007). Corresponding to the development in L1 literature, research into L2 writing strategies have gradually moved from cognitive approach to socio-cognitive orientation.

In classifying the writing strategies, many studies have been conducted on the writing strategies of both L2 learners and L1 learners. L2 researchers are also interested in the learning strategies employed by good learners for general language learning as part of the L2 writing process research, as well as in strategy training for writing (Oxford, 1990; Rost, 1993; Wenden and Rubin, 1987). Writing strategy training has been focusing on the strategies used by experienced writers and then coaching the less experienced writers with the good strategy (Zamel, 1983) or helping students to understand what an assignment is asking them to do and generating ideas on how to get these ideas on paper and organizing them appropriately according to the task (Johns, 1990). According to Leki (1995), it is important to have some ideas of what the students already know how to do, consciously or not, in considering the possible role of writing strategy training in ESL writing course. This paper discusses some of the category of writing strategies explained briefly by Leki (1995), Sasaki (2000), and Mu (2005).

4.1 Category of Writing Strategies (Leki, 1995)

Leki (1995) conducted a study on five ESL university students, which examined the strategies they developed in response to the writing demands they encountered in their regular course. The data were collected through interviews, observations, and examination of documents including written materials such as class notes, examinations, assignments, teachers' comments and evaluations, and journals from the participants. The data were transcribed and analyzed, searching for salient or recurring themes. The results showed that there were ten categories of writing strategies that emerged from the recursive consideration of specific strategies that the participants mentioned (See Table 2). The ten categories of writing strategies are: (1) Clarifying strategies – e.g. talking to the teacher about the assignment; (2) Focusing strategies – e.g. rereading the assignment several times; (3) Relying on past writing experiences – e.g. referring to past experiences in writing; (4) Taking advantage of the first language/culture – e.g. accessing knowledge and experience of L1; (5) Using current experience or feedback to adjust strategies – e.g. feedback given; (6) Looking for models –

e.g. finding models in articles, and books; (7) Using current or past ESL writing training – e.g. using strategy taught in the writing class; (8) Accommodating the teachers' demands – e.g. meeting the teachers' requirements; (9) Resisting the teachers' demands – e.g. resisting the assignment by ignoring the criteria given by the teachers; (10) Managing competing demands – e.g. managing course loads, cognitive loads (Leki, 1995, p. 235).

The result of the study also showed that when the first attempt did not produce any desired results, the participants modified their strategies and adapted new ones. Some of these participants were more aware of their strategies than others and some took more time to move to alternative strategies when necessary.However, the participants were all flexible and full of ideas on what to do. Considering how well the strategies the participants developed, it would be important to construct strategy training from what the students had already known and not to try to teach them with something they already did (Leki, 1995). In doing so, it is reasonable to refer to the students on what strategies they are already consciously applying, and assist them to bring to their consciousness other strategies that they may use and not be aware of using, and perhaps suggest yet others that they have not thought of before. Moreover, Leki (1995) states that the strategies are adaptable in use and the participants can shift from one writing strategy to another if the first one does not succeed. Table 2 displays the category of writing strategies by Leki (1995).

Table 2
Leki's Category of Writing Strategies

Writing Strategies	Sub-strategies	Definition
Clarifying strategies	Talking to the teacher to understand the assignment better. Talking to other students about the assignment. Asking for specific feedback on the project before doing it. Trying to interpret the teacher's purpose in an assignment.	Undertaking to determine and imitate what it is that English teachers would do with the task assigned and how the assigned activity would fit into a professional life.
Focusing strategies	Rereading the assignment several times. Writing out the essay exam question at the top of the essay. Reading books and articles in the content area.	Concentrating the attention on the writing task in both narrow and broad ways.
Relying on past writing experiences	Looking back to the past experience to accomplish the writing task	Referring at one time or another to past writing experiences in the effort to accomplish the current task.
Taking advantage of L1/culture	Using the strategy that is known from previous knowledge used by others	Using the knowledge and experience that help to compensate for other linguistic and educational disadvantages

Using current experience or feedback to adjust strategies	Using the feedback from own word or other classmates receiving from the teacher	Using feedback or current experience form the previous assignment in the current or later assignment
Looking for models	Looking out for models for the assignment	Finding models in books, articles as source to imitate
Using current or past ESL writing training	Using strategy taught in the previous writing class	Using strategies taught in the previous writing class
Accommodating teachers' demands	Meeting the teacher's requirement	Meeting the teacher's requirement
Resisting teacher's demands	Resisting the assignment by ignoring the criteria that are given by the teacher	Resisting the assignment by ignoring the criteria that are given by the teacher
Managing competing demands	Managing course loads Managing work load Regulating the amount of investment made in specific assignment Regulating cognitive load Managing the demands of life	The need to juggle the various loads the students carried in order to complete their responsibility in the time allotted.

4.2 Category of Writing Strategies (Sasaki, 2000)

Sasaki (2000) investigated EFL learners' writing processes using a Japanese L1 research scheme. The study was conducted using multiple data sources such as written texts, videotaped pausing behavior while writing, stimulated recall protocols and analytic scores given to the written texts. The findings showed that (1) prior to begin their writing, the expert writers would spend longer time in planning a detailed overall organization, while the novice writers would spend shorter time, making a less global plan; (2) when the expert writers had finished with their global plan, they did not stop and think as frequently as the novices; (3) the difference in strategy use between the expert and novice writers can be seen in their ESL proficiency; and (4) the novice writers had started to apply some of the expert writers' strategies after 6 months of instruction. This scheme is interesting because it gives a comprehensive description of ESL writing strategies (See Table 3).

Sasaki's (2000) category of writing skills consists of eleven writing strategies namely: planning, retrieving, generating ideas, verbalizing, translating, rereading, evaluating and others. Each of the categories consists of one to four sub strategies. Table 3 displays the writing strategies, the sub-strategies and its definitions.

Table 3
Sasaki's Categories of Writing Strategies

Writing Strategies	Sub Strategies	Definition
Planning	Global planning Thematic planning Local planning	Detailed planning of overall organization Less detailed planning of overall organization Planning what to write next

	Organizing	Organizing the generated ideas
	Conclusion planning	Planning the conclusion
Retrieving	Plan retrieving	Retrieving the already constructed plan
	Information retrieving	Retrieving appropriate information from long-term memory
Generating ideas	Naturally generated	Generating an idea without any stimulus
	Description generated	Generating an idea related to the previous description
Verbalizing	Verbalizing a proposition	Verbalizing the content the writer intends to write
	Rhetorical refining	Refining the rhetorical aspects of an expression
	Mechanical refining	Refining the mechanical or (L1/L2) grammatical aspects of an expression
	Sense of readers	Adjusting expressions to the readers
Translating	Translating	Translating the generated idea into L2
Rereading	Rereading	Rereading the already produced sentence
Evaluating	L2 proficiency evaluation	Evaluating one's own L2 proficiency
	Local text evaluation	Evaluating part of generated text
	General text evaluation	Evaluating the generated text in general
Others	Resting	Resting
	Questioning	Asking the researcher a question
	Impossible to categorize	Impossible to categorize

Source: Sasaki (2000, pp. 289-291)

4.3 Taxonomy of Writing Strategies (Mu, 2005)

Another study conducted by Mu (2005) on ESL writing strategies, which were generated from theories related to ESL writing. The categories consist of 5 broader categories and 30 ESL writing strategies (See Table 4). The broader categories were developed from the theories of ESL writing which combined them to create a more specific classification. The broader categories are: (1) rhetorical strategies, which refer to the strategies that writers use to organize and to present their ideas in writing conventions acceptable to native speakers of that language; (2) metacognitive strategies which refer to the strategies that the writers use to control the writing process consciously; (3) cognitive strategies which refer to the strategies that writers use to implement the actual writing actions; (4) communicative strategies which refer to the strategies that the writers use to express ideas in a more effective way; (5) social/affective strategies which refer to the strategies that the writers use to interact with others to clarify some questions and to regulate emotions, motivation, and attitudes in their writing (Mu, 2005, p. 9; 2007, p. 2).

The classification is developed from the analysis and combination of previous classifications of ESL writing strategies, with different methods, participants and results. For instance, Arndt (1987) developed ESL writing strategies from think-aloud protocol analysis of six Chinese graduate students while Riazi (1997) compiled the strategies from interviews with four Iranian doctoral students. The strategies they discovered are somewhat different. For example, in Arndt's (1987) study, the strategy of repeating is not feasible in Riazi's (1997) study because during the interview, the participants did not inform that they were applying the repeating strategy, while from the students' think-aloud process that strategy was detected.

Mu (2005) observes that this classification has limitations. Firstly, consistent with Hsiao and Oxford (2002), Mu (2005) states that framing classification of ESL writing strategies is impractical because researchers have diverse criteria for the classification. Secondly, this classification may seem rather unusual with merging different categories together. Another limitation of the classification, as stated by Mu (2005), is its impracticality to incorporate all strategies in one classification because of their resilience and complication for each individual writer. Therefore, the classification as acknowledged by Mu (2005) is not comprehensive. However, this classification of writing strategies has significant value for the teaching and learning of ESL writing for its clarity and convenience. Table 4 shows the category of writing strategies.

Table 4
Mu's Category of Writing Strategies

Writing strategies	Sub-strategies	Speculation
Rhetorical strategies	Organization Use of L1 Formatting/Modeling Comparing	Beginning/development/ending Translate generated idea into ESL Genre consideration Different rhetorical conventions
Meta-cognitive strategies	Planning Monitoring Evaluating	Finding focus Checking and identifying problems Reconsidering written text, goals
Cognitive strategies	Generating ideas Revising Elaborating Clarification Retrieval Rehearsing Summarizing	Repeating, lead-in, inferencing, etc. Making changes in plan, written text Extending the contents of writing Disposing of confusions Getting information from memory Trying out ideas or language Synthesizing what has been read
Communicative strategies	Avoidance Reduction Sense of readers	Avoiding some problem Giving up some difficulties Anticipating readers' response
Social/affective strategies	Resourcing Getting feedback Assigning goals Rest/deferral	Referring to libraries, dictionaries Getting support from professors, peers Dissolving the load of the task Reducing anxiety

Source: Mu (2005, p. 9)

5. Category of Writing Process and Writing Strategies

As mentioned earlier, the researcher selected the writing process as suggested by Williams (2003). The model suggests that the writing process, which consists of some influential states, such as planning, drafting and revising, occurs consecutively in recursive manner. This means that the "students revise as they draft, they plan as they edit; and so forth" (Williams, 2003, p.120). In this study, the writing process stages identified from the data were prewriting, planning, drafting, pausing and reading, revising and editing.

From the data collected, the researcher analyzed the transcribed interview data, think-aloud protocol, observations and participants' writing samples, triangulated with video stimulated recall interviews. It was discovered that the writing strategies used by the participants in their writing process stages were relating the topic to past knowledge and experience, taking the readers into consideration, talk-write, freewriting, outlining, listing, seeking help, using online materials, focusing on the mechanics of writing, and text organization. Figure 1 displays the conceptual frameworkproposed as the result of analyzing and transcribing the data collected during the study.
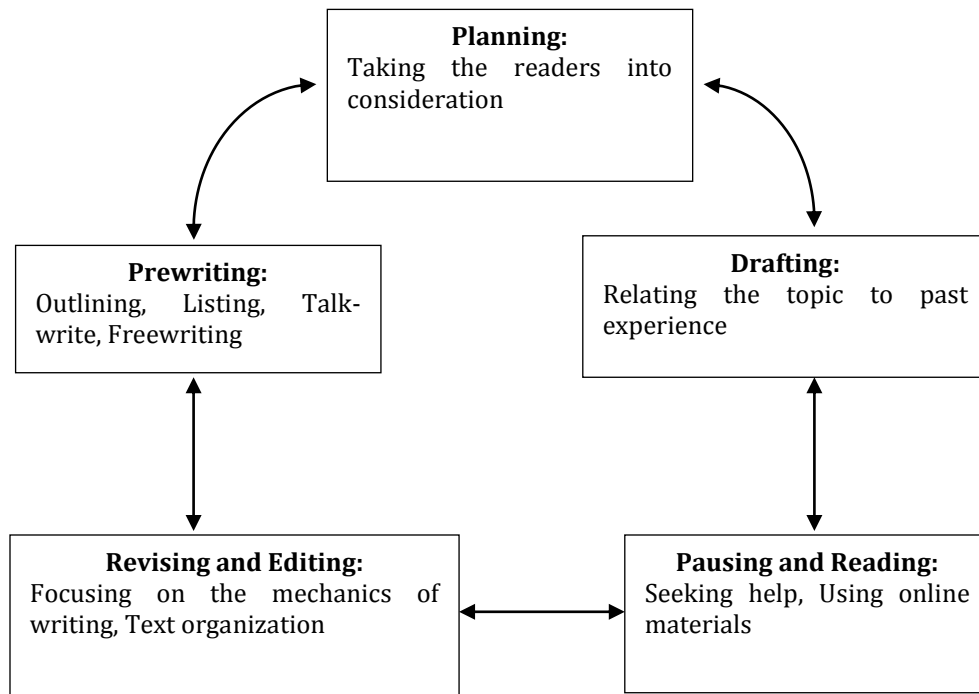

Figure 1. **Writing Process and Writing Strategies**

The proposed conceptual framework shows that the writing process stages occurred non-linear and recursive. When given a writing task, the participants started with the prewriting stage, utilizing various strategies such as outlining, listing, talk-write and freewriting. Then, the participants continued with the planning stage where strategies such as taking the reader into consideration, occurred in this stage. However, not all the participants went through this stage. During this stage, the participants referred to their prewriting notes to make sure they included all the ideas they had. Next, the drafting stage where the participants started to draft their content into paragraphs. At this stage, the participants paused, read what they had written, read the writing task and even read their plan and their prewriting notes. Strategies such as relating the topic to past experience occurred at this stage. When the participants run out of ideas, they paused and read. At this stage, strategies such as seeking help and using online materials occurred. Pausing and reading stages occurred simultaneously, characterized by moment of silence for the participants to read what they had written. Revising and editing, also occurred simultaneously, at the silent moment where the participants paused and read what they had written. At this stage, the participants referred to their prewriting notes to

make sure that they had included all the ideas. Strategies such as focusing on the mechanics of writing, and text organization by adding and deleting some ideas could be observed at this stage.

6. CONCLUSION

This paper explains the model of writing process and the classification of writing strategies. It is part of the researcher's dissertation that explores the writing process and the writing strategies used by EFL proficient student writers. The study adapted Williams' (2003) writing process model, Leki (1995), Sasaki (2000), and Mu's (2005) classification of writing process. The findings show that the writing process that was employed in this study are: prewriting, planning, drafting, pausing and reading, revising and editing. These stages were recursive in nature and occurred simultaneously with each other. For instance, the pausing stage occurred simultaneously with the reading stage, the editing stage also occurred simultaneously with the revising stage. It also showed that in each stage, the writers employed different writing strategies. However, not all the writers went through the same stages of writing process and not all writers employed the same strategies. What works best for one writer might not work well for another.

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