

Effectiveness of Process-Based Approach in Developing Writing Skill to High School Students – A Case Study done in Public Schools at Sultanate of Oman

Pooja Chhabra and Sameer Babu M

Lincoln University College, Malaysia

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Abstract

Writing skill is considered to be the most challenging as well as important one for the school students who are going to complete their secondary education soon to enter the University courses delivered through the medium of English. Students from different cultural, linguistic and educational backgrounds are generally seen struggling with producing an effective piece of writing at this level and the Omani Arab students are no exceptions. This paper addresses the effectiveness of Process based method for teaching writing skill keeping into consideration the many other methods. The case study is conducted in the public schools situated in Muscat Region at Sultanate of Oman, it critically examines the scope of successful usage of process method in writing skill. The study also includes the details of how this method has been used in classrooms and how each step using the process method supported in the development of the writing lessons. The paper argues that efficient use of process method focusing on grammar can transform students' perspective toward writing skill. This study suggests the reasons for why educators should adopt this idea to sustain learners' interests and accomplishments of the set learning objectives. It makes students reach a level where they begin to take charge of their writing, resulting in strong understanding of language acquisition. The paper also includes some reflections to solve the prevailing issues in order to improve the future design of Secondary education curricula.

Key Words: Writing Skill, ELT, Process Method, Teaching methods, Arabic School Students, Oman

1. Introduction

English has become a global language of communication (Crystal, 2003). As reported by the World Population Review in 2019, approximately 1.121 billion people speak English, whether as native or non-native speakers. English's status as a global language is well established (Jung & Norton; McKay, 2002), serving as a crucial tool in various domains such as business, education, and communication, and often functioning as an official language for documentation. In the realm of higher education, proficiency in English is critical for academic success and achievement (Stoynoff, 1997; Songy, 2007). Learning a second language is distinct from acquiring a first language, and numerous theories and hypotheses have been developed and tested to aid educators in teaching a second language effectively. Listening, speaking, reading and writing are the primary skills to be taught in ESL classrooms.

Among the various English language skills, writing is often regarded as the most crucial (Reigstad, 2008) and simultaneously the most challenging to teach and learn in ESL classrooms (Jusun & Md Yunus, 2017, p. 470). This difficulty arises because learners must have a certain level of existing knowledge about the language, including vocabulary, correct usage of words and phrases, and rhetorical techniques to effectively communicate with readers (Tangpermpoon, 2008). Writing is an essential skill for all students in ESL settings due to its broad applications beyond the classroom. Myles (2002) contends that writing is a complex skill acquired through structured instruction, requiring formal learning and practice. To effectively write, learners must understand how to organize and present ideas in a way that can be comprehended by readers who may not be familiar with them (Byrne, 1988, p. 5). Writing techniques pose significant challenges for EFL students as part of their broader

language learning journey. Richards and Nunan (1990) highlight these challenges, while Richards and Renandya (2002) point out two main issues: 1) the creation and organization of ideas with accurate word usage, and 2) the ability to translate these ideas into coherent and intelligible text.

Writing is a crucial skill for all language learners, as it not only helps in reinforcing grammatical structures, idioms, and vocabulary but also facilitates communication through a different medium that demands proper linguistic skills (Emig, 1978). Crafting a coherent and fluid piece of extended text is one of the most challenging aspects of language learning, and it remains a skill that even many native speakers struggle to fully master (Nunan, 1999). For second language learners, writing effectively in English can be particularly daunting because it involves adapting from their native language and managing the complexities of using two languages (Hammadi & Sidek, 2014).

Nunan (2003) observed that crafting a coherent piece of writing is challenging for all English learners, including native speakers. White and Arndt (1991) also noted that proficiency in a language does not automatically resolve writing difficulties. They explained that even individuals writing in their native language, despite their greater familiarity with linguistic techniques, encounter challenges similar to those faced by writers in a second or third language. If native speakers struggle to write clearly and effectively, it is understandable that L2 learners, who are less experienced with English's nuances and conventions, will find writing an even more daunting task, requiring significant time and effort.

For students in higher education who are learning English as a Second Language (ESL), writing academic texts effectively is a crucial skill. In an English as a Foreign Language (EFL) context, where English is taught as a foreign language in schools and universities, the challenge of achieving proficiency in written English becomes even more pronounced. Numerous studies have explored various aspects of teaching and learning English in both ESL and EFL contexts, revealing that learners often encounter a range of difficulties in acquiring English language skills (Zughoul & Taminian, 1984; Abbad, 1988; Rabab'ah, 2005).

Writing is a cognitive process that involves organizing and articulating ideas, requiring both imagination and creativity to translate thoughts into words. Consequently, teaching writing skills in primary and secondary schools is essential, given its significance in communication within our globalized world (Hyland, 2015). Recognizing its importance, many countries in Asia and the Middle East, including India, Malaysia, and Oman, have integrated English as a second language into their school curricula. In the Sultanate of Oman, for instance, English is taught at all educational levels, from kindergarten through secondary school. Students learning English as a second language are classified as ESL learners. Educators employ various methods and strategies tailored to help these ESL learners develop their writing skills effectively.

1.1 Writing issues among ESL writers

Writing skill involves stimulating thought, requiring students to focus and organize their ideas while developing their abilities to summarize, analyze, and critique (Madhsoudi & Haririan, 2013, p. 60). A significant challenge faced by students in public schools in Oman is their insufficient English language proficiency, which hinders their ability to complete writing assignments effectively. To produce coherent writing, students need a solid grasp of vocabulary, grammar, and sentence structure. High school students in Oman often feel overwhelmed and struggle with writing in English because it demands various cognitive and linguistic skills with which they may not be familiar. Generating and organizing ideas presents a major difficulty for those with limited English proficiency. Additionally, students face problems in crafting well-organized and cohesive texts due to a lack of knowledge in these areas. Common issues also include inadequate skills in grammar, punctuation, conventions, and spelling (Ghabool et al., 2012, p. 130; Ramaswamy & Abdulaziz, 2018, p. 2266). Normazidah, Lie, and Hazita (2012, p. 41) note that ESL students often encounter complex problems, which may be cultural or linguistic in nature. Furthermore, some studies suggest that teachers' lack of pedagogical knowledge in writing and their inability to implement effective techniques contribute to producing less competent writers (Md Yunus & Chan, 2016).

2. Statement of the Problem

This research focuses on evaluating different approaches and methods for teaching writing skills to high school students. In Oman's public schools, students come from a variety of regions, countries, and backgrounds, often with limited English language proficiency. Therefore, it is crucial to assess various teaching methods to enhance writing instruction. This study specifically examines the effectiveness of the Process-based method for teaching writing skills in public high schools in Oman. The primary aim of this study is to:

- Assess the effectiveness of the Process-based method in teaching writing skills to high school students and to explore how it influences students' attitudes towards learning writing.

The study will also propose practical pedagogical strategies to improve writing skills among students in these

schools. In line with this objective, the research seeks to address the following questions.

3. Research Questions

1. How effective can be the Process Based method in developing writing of high school students in Oman?
2. What role can the usage of process based method play to enhance students' focus on grammar and vocabulary?
3. How can the use of process based method lead to autonomous writing?

The primary hypothesis of this paper is that the Process-based approach, with its emphasis on specific teaching strategies, is an effective method for enhancing students' creativity in learning to write.

4. Significance of the Study

This paper explores various teaching methods, with a particular emphasis on the Process-based approach. This approach involves several steps that educators must thoroughly understand before implementing it in English Language Teaching (ELT) classrooms. When applied effectively, the Process-based approach can empower students to write with greater independence.

In Omani high schools, students traditionally rely on translation methods or modeled writing techniques from an early age. Transitioning from basic to secondary education, the Process-based approach can help foster a sense of responsibility in students regarding their writing. This approach encourages multiple rounds of drafting and redrafting, which can boost students' confidence and improve their writing skills.

In the Sultanate of Oman, English is taught as a second language in both public and private schools, with students having limited opportunities to use English outside the classroom. The Process-based approach offers these students a valuable opportunity for self-correction and brainstorming when writing essays.

Applying this approach can enhance group work dynamics in the classroom, as students will be motivated to produce independent writing after receiving feedback from peers or instructors. The iterative process of drafting and redrafting will help improve students' vocabulary, grammar, and sentence structure, leading to a better understanding of writing tasks and their contexts. Improved writing skills through this method are likely to positively affect other areas of students' learning as well.

This paper aims to serve as a guide for teachers in public schools in Oman and other GCC countries where English is taught as a foreign or second language. It is also intended to provide valuable insights for curriculum designers and stakeholders, highlighting the importance of incorporating pre-writing tasks, drafting, and revising to achieve desired learning outcomes.

5. Literature Review

Writing is occasionally likened to motor-mechanical skills, such as swimming, dancing, and cycling, as described by Lado (1964). However, Harmer (2008) argued that learning to write differs significantly from acquiring physical skills. Writing, as a productive skill, is a complex process that must be broken down into its fundamental components to be effectively understood, taught, and learned. The diagram below illustrates the key elements that writers must consider when creating a piece of writing.

WRITING as a **productive** skill



Figure 1 – Elements of writing (Dragomir, Niculescu, 2020)

Numerous studies have examined the evolution of language teaching curricula over time, revealing that teaching approaches and methods are often shaped by contemporary linguistic and psychological theories. Prior to the 1960s, language teaching was largely influenced by behavioristic psychology and structural linguistics. However, since then, cognitive psychology and functional linguistics have become dominant, significantly impacting modern pedagogy and linguistics (Brown, 1994). Writing, as a key aspect of linguistic education, has inevitably been affected by these psychological and linguistic shifts, evolving beyond traditional methods. Rajkumar (2013) has proposed various approaches to teaching writing skills, though not all are equally effective or relevant. Over time, additional methods have also emerged.

The process-based approach to teaching writing focuses on the stages of writing development—planning, drafting, revising, and editing—differentiating it from product-based approaches that emphasize the final written output. While the process-based approach has been extensively studied for its impact on improving writing skills, there is limited research specific to public schools in the Sultanate of Oman. This literature review will explore the prevalent approaches to teaching writing skills, evaluate the general effectiveness of the process-based approach, and assess its potential applicability within the Omani educational context.

5.1 Controlled-to-Free Approach – This method is based on the principle that learners should progress from simple to more complex writing tasks. Initially, teachers provide students with key sentences in specific structures. At the beginning, students copy these examples and gradually advance to composing full paragraphs. As students gain proficiency, they are encouraged to write more freely. Greater control typically results in fewer mistakes, and with increased skill, students can engage in more independent writing (Rajkumar, 2013).

5.2 Free Writing Approach – This approach focuses on the ability to produce spontaneous compositions without prioritizing grammatical accuracy or other writing conventions. Emphasizing fluency over precision, it is sometimes referred to as a speed-up approach. However, its limited attention to grammar and technical aspects has led to less popularity among school teachers (Rajkumar, 2013).

5.3 Paragraph Pattern Approach – This method centers on organizing sentences correctly rather than on grammatical precision or content fluency. Teachers ask students to arrange given sentences into a coherent paragraph and sometimes to add a title to their writing. This approach is particularly useful for beginners who are learning sentence formation and understanding the context of the text (Rajkumar, 2013).

5.4 Communicative Approach – This approach emphasizes communication within the writing classroom. Since writing reflects spoken language and serves various communicative purposes, students engage in activities such as role plays, dialogues, and jigsaw writing in pairs or groups. While the ultimate goal is to produce written work, the teacher's role is to maintain student engagement in communication activities (Rajkumar, 2013).

5.5 Product-Based Approach – This traditional educational method involves having learners replicate a sample text, often provided early in their language learning process (Gabrielatos, 2002). In a typical product-based classroom, students are given an example of writing that they must follow and adapt to produce their own piece of text.

The product-based approach is one of the most common and longstanding methods used by EFL teachers. Robertson (2008) notes that excessive reliance on this approach can lead to issues, especially if educators base their curriculum on basic example texts. Brown (2002) adds that successful learning with product-focused methods depends on the organization and grammatical accuracy of the text. However, Robertson (2008) highlights a limitation: students often do not acquire the skills needed to create and shape their writing because of the focus on fixed language forms. This approach tends to emphasize repetitive patterns and reproduction rather than fostering creativity and flexible language use.

Pincas (1982) describes product-based approaches as concentrating on accumulating linguistic knowledge and applying vocabulary and syntax correctly. Nunan (1999) agrees that this method aligns with a bottom-up approach to language learning, focusing on sentence structure and systematic cognition.

Benefits of this approach include helping learners practice specific components of English through structured writing systems, such as descriptive, narrative, or opinion writing. It also aids students in expanding their vocabulary and structuring sentences according to different writing types, with a strong focus on grammar and syntax. However, there are drawbacks as well. Murray (1980) argues that this approach's reliance on modeling can hinder spontaneous reasoning and creativity. Escholz further critiques that the product-based approach encourages students to adhere to a single template across various contexts, applying the same guidelines regardless of content diversity. This method is popular in formal education due to its efficiency, ease of implementation, and reduced teacher effort (Saeidi&Sahebkhair, 2011, p. 3).

5.6 Process-Based Approach – This approach emphasizes the internal procedures of writing, contrasting with the product-based approach. It has been adopted by educators to enhance English writing instruction (Sun & Fang, 2009). In this method, cognitive skills are prioritized over affective and kinesthetic skills (Rajkumar, 2013). O'Brien (2004) describes the process-based approach as one where teachers encourage students to view writing as a means of exploring meaning and discovering ideas, rather than just focusing on grammatical exercises. Tribble (1990) notes that process writing emphasizes creativity and personal expression over mere imitation of models. Silva and Matsuda (2001) support this view, arguing that process-based teaching helps students find their own voice.

Hadfield and Hadfield (2011, p. 120) outline the process of writing in several stages:

- Brainstorming ideas for writing.
- Selecting and grouping these ideas under appropriate headings.
- Organizing the ideas and planning the structure, including introduction, arguments for and against, and conclusion.
- Making notes to expand on each idea.

- Drafting an initial version of the text.
- Receiving feedback from peers.
- Revising through further reading, rewriting, and corrections.

Tribble (1990, as cited in Harmer, 2008, p. 323) also describes the writing process as involving drafting, reviewing, redrafting, rewriting, and publishing. These stages are typically approached in a recursive manner, with movement between steps as needed.

Tickoo (2007, p. 64) breaks the writing process into three stages:

- **Stage 1: Pre-Writing** – This preparatory phase involves selecting a topic, brainstorming related ideas, gathering information, and creating a mental framework. Activities in this stage include reading relevant materials, discussing the topic with peers, brainstorming individually or in groups, collecting additional information from various sources, and seeking guidance from the teacher.
- **Stage 2: Drafting** – In this stage, writers produce several drafts, gradually refining their ideas and information from the pre-writing phase. This stage can be challenging due to potential confusion about the content and its organization. Often, initial drafts are rough and need substantial refinement (Tickoo, 2007, p. 64).
- **Stage 3: Revising and Editing** – As drafts are revised, writers add, remove, and restructure content. This stage involves intensive editing and proofreading, often aided by technological tools like word processors and editing applications.

The process-based approach focuses on the strategies and stages of writing adopted by both teachers and students. Although terminology may vary, the core stages are generally consistent, often categorized as pre-writing, drafting, and post-writing. When implemented effectively, these stages can significantly enhance pedagogical practices.

5.7 Genre-Based Approach – This approach has recently gained traction in English writing instruction. Originating in Australia, it has since spread to English language classrooms in countries such as New Zealand and beyond (Ahlsen & Lundh, 2008). Byram (2004) defines the genre-based approach as a framework for language teaching, while Swales (1990) characterizes a genre as “a class of communicative events, the members of which share some set of communicative purposes.” This approach is primarily functionalistic, emphasizing the social nature of language (Knapp & Watkins, 2005).

Within the genre-based approach, texts are viewed as social processes, and writing is seen as a collaborative act influenced by various interconnected social factors (Knapp & Watkins, 2005). According to Hyland (2004), proponents of this approach argue that writing serves specific goals or purposes beyond merely practicing grammar or learning structures. Instead, it focuses on context and audience. Hyland emphasizes that understanding genres helps educators look beyond the content of writing to consider the process and the ways in which different text forms facilitate interaction with readers.

While English teachers are encouraged to explore various methods and approaches for teaching writing, this paper specifically highlights the use of the process-based approach for teaching writing

6. Theoretical Framework

The process-based approach is grounded in cognitive and constructivist theories of learning. Cognitive theory suggests that writing is a complex cognitive process involving multiple stages (Flower & Hayes, 1981). Constructivist theories propose that learning is most effective when students actively engage in constructing knowledge through problem-solving and iterative practices (Vygotsky, 1978).

7. Research Methodology

This section outlines the research design and methodology used in the study, including the research design, population, sample and sampling techniques, research instruments, and data collection procedures.

7.1 Research Design

The study employed a mixed-methods research design, integrating both quantitative and qualitative approaches. This combination enabled a thorough evaluation of the process-based approach's effectiveness by offering both numerical data and detailed qualitative insights.

- **Quantitative Component:** A quasi-experimental design was utilized to assess the impact of the process-based approach on writing skills. This approach involved comparing the writing performance of students instructed using the process-based method with those taught through traditional methods.
- **Qualitative Component:** To gather deeper insights into the implementation and reception of the process-based approach, qualitative data were collected through informal discussions with teachers and students, as well as through observations.

7.2 Population

The study focused on Grade 11 and 12 students from public senior secondary schools in the Bausher region of Muscat, specifically Dohat Al Adab School for Girls and AL Muhanna Post Basic Secondary High School. Both schools are located in Muscat, the capital of Oman. At the time of the research, there were three secondary high schools in the region, and two of these were selected for the study. Both schools follow the same curriculum and assessment methods as guided by the Ministry of Education.

7.3 Sample and Sampling Techniques

The sample consisted of 190 Grade 11 and 12 students, divided into experimental and control groups, over a period of four weeks. A purposive sampling technique was used to select the two schools based on their comparable standards. Dohat Al Adab School was an all-girls institution, while AL Muhanna Post Basic Secondary High School was an all-boys institution. Both schools were equipped with library facilities and staffed by trained English language teachers, all of whom were university graduates. The students in these schools were learning English as a second language and came from diverse socioeconomic backgrounds, including Oman, Egypt, Jordan, Syria, and other GCC countries.

Four teachers from each school were selected for observations and informal discussions using purposive sampling. These teachers were chosen based on their experience with either traditional or process-based teaching methods and their willingness to participate in the study.

7.4 Method of Data Analysis

7.4.1 Quantitative Analysis:

The pre and post writing tasks were analyzed using the standard rubric to determine if there were significant differences in writing skills before and after the intervention.

7.4.2 Qualitative Analysis:

A thematic case study was employed to analyze the qualitative data. As outlined by Braun and Clarke (2006), the goal of this thematic analysis was to identify patterns and connections among themes extracted from the qualitative data. Discussions during the informal interviews and observation notes were analyzed using thematic analysis to identify recurring themes and patterns related to the implementation and impact of the process-based approach. In addition to the interviews, the study also initiated a discussion with teachers on curriculum, assessments and guidelines from Ministry of Education.

7.4.3 Triangulation:

To ensure the validity of findings, data from different sources (writing samples, surveys, interviews, observations) were triangulated to corroborate results and provide a more comprehensive understanding of the subject.

7.5 Ethical Considerations:

- **Permission:** Approval to visit and observe Secondary High schools was obtained from the Ministry of Education before conducting the fieldwork. The Ministry informed the high school teachers about the visit and

instructed them to assist the researcher as requested. (Attached is the permission letter from the Ministry of Education) Appendix 1

- Confidentiality: To protect participants' privacy, all data was anonymized and research materials were securely stored.
- Bias and Integrity: Measures were taken to minimize researcher bias by utilizing a standardized rubric provided by the Ministry of Education. Additionally, English language teachers were involved to strengthen the credibility of the qualitative data collected.

7.6 Research Instrument

The primary instrument used for evaluating data in this study was the Essay Writing Rubric. This standardized rubric is nationally recognized and currently employed across all public schools in Oman. It is utilized by English teachers for grading writing assignments and is integral to the continuous assessment process for School Certificate Examinations.(Appendix 2)

7.7 Validity of the Instruments

To ensure the validity and reliability of the instrument, the Essay Writing Rubric was reviewed for face validity and content accuracy by the Head of the English Department and language experts at the schools. As the rubric is a national standard tool, its credibility and validity are well-established and maintained.

7.8 Data Collection Methods

The researcher conducted visits to both schools over a one-month period. The boys' school was visited during the end of the first semester (November-December), and the girls' school was visited at the beginning of the second semester (February). During the initial week at each school, the researcher observed classes without providing any instructional input to the language teachers.

7.8.1 Surveys and Interviews:

Informal discussions were held with teaching staff at both schools on topics including curriculum design, assessment tools and methods, guidance from the ministry, and technical support in classrooms. The survey aimed to collect data on teachers' perceptions of the process-based approach and its effects on writing skills. It included open-ended questions and informal interviews. Semi-structured interviews with English teachers explored their experiences with the process-based approach, including implementation challenges and perceived effectiveness. Additionally, a sample of students was interviewed to gather their perspectives on the new teaching method.

7.8.2 Classroom Observations:

Observations were conducted in classrooms where the process-based approach was being applied. The focus was on teaching practices, student engagement, and the stages of the writing process emphasized during lessons.

.8.3 Implementation and Evaluation:

The researcher requested that the teachers implement the process-based method with the experimental groups for a duration of three weeks. Essays written by students before and after the introduction of the process-based method were assessed using the standard rubric, which evaluates aspects such as coherence, grammar, and creativity. The results from these assessments were analyzed statistically and incorporated into the qualitative data.

7.8.4 The Hypotheses:

The samples were analyzed based on the rubric and the hypotheses was generated that process based approach of writing showed a significant difference in the performance of students.

8. Discussion

The research findings indicate that the process-based approach substantially enhanced the writing proficiency of public school students. Graham and Perin's (2007) meta-analysis demonstrated that strategies focusing on the writing process, such as peer review and iterative revisions, result in superior writing outcomes compared to traditional methods. Similarly, Hattie (2009) found that process-oriented writing instruction has a moderate to high effect size on student writing achievement.

In the study, observations were conducted at a boys' school at the end of the semester and a girls' school at the start of the semester. Initial observations showed no significant differences in the transition from traditional methods to the process-based approach based on time or gender. However, female students exhibited greater enthusiasm and quickly adapted to the new techniques from the beginning. Conversely, male students took some time to adjust, as the observation period coincided with the conclusion of their semester.

Students demonstrated significant improvement in their writing by the final stages of the study. This suggests that the process-based method facilitated the development of writing and related sub-skills, as it integrates steps such as speaking, discussion, and communication. Gocsik (2005) noted that traditional methods often involve simply assigning topics, grading, and returning papers without engaging in the writing process itself.

Both groups benefited greatly from the process-based approach, which, according to Murray (1972), Sommers (1980), Taylor (1981), White (1981), Obemeata (1995), and Okedara et al. (2002), is characterized by its non-linear, exploratory, and generative nature. This approach allows students to discover and refine their ideas as they work to find meaning in their writing.

The emphasis on editing and redrafting in this method is crucial, as it facilitates continuous intervention and improvement at any stage of the writing process. Students who dedicate more time to writing a particular topic engage in deeper critical thinking and gain greater insights. Additionally, practice is essential for mastering expression.

Teachers also reported greater satisfaction with students' final written work, as the process-based method transformed traditional, passive classrooms into interactive learning environments. This approach fostered a more dynamic classroom atmosphere where students actively communicated with each other and the teacher, discussed their ideas, and provided feedback. The final analysis indicated substantial progress in the writing abilities of both

groups, highlighting the process-based approach as especially beneficial for institutions where English is taught as a second or foreign language.

8.1 Benefits in Different Educational Contexts

The process-based approach has shown considerable promise across various educational contexts. For instance, research in the United States (Hillocks, 1986) and the United Kingdom (Hyland, 2003) indicates that students who engage in the iterative stages of writing – such as drafting and revising – demonstrate enhanced writing skills and increased confidence in their writing abilities. A study conducted in Jordan further supports these findings, noting that students effectively utilized the pre-writing phase to explore, connect, and generate new ideas, which positively impacted their writing outcomes (Alodwan&Ibnian, 2014). Their results aligned with earlier studies (Asouqi, 2001; Darayseh, 2003; El Said, 2004; Ibnian, 2011), which emphasized the importance of treating writing as a process involving multiple stages.

In Asian countries, similar results have been observed. In China, Zhang and Zhang (2013) reported significant improvements in writing fluency and coherence among high school students who adopted a process-based approach. Likewise, Matsumoto and Watanabe (2016) found that in Japan, this approach led to better writing skills and greater student engagement.

A study from Saudi Arabia highlights the global challenge of teaching writing, noting that effective instruction requires attention to all three stages of writing: pre-writing, writing, and post-writing (Alkhudiry, Al-Ahdal, Alkhudiry, 2020; Magulod, 2018; McDonough & De Vleeschauwer, 2019; Payant et al., 2019). According to Alkodimi& Al-Ahdal (2021), there was a notable shift in the latter half of the twentieth century from viewing writing as a mere product to embracing it as a process.

Additionally, Qomariyah &Permana (2016) in Indonesia suggested that the process-based approach serves as an effective alternative for teaching writing, allowing students to develop and express their ideas through iterative practice. A study in Nigeria by Akinwamide &Kolade (2012) praised the process-based approach for its student-centered nature and its capacity to uphold academic integrity by encouraging students to revise their work based on feedback. This approach ensures that students appropriately organize their ideas, improve grammatical accuracy, and adhere to writing conventions.

8.2 Effectiveness of the Process-Based Approach

8.2.1 Challenges and Adaptations

Despite its benefits, the process-based approach can encounter several challenges. For instance, it demands substantial time and resources, which can be a constraint in environments with limited resources (Cunningham, 2001). Moreover, effective implementation of this approach often necessitates comprehensive teacher training (Elbow, 1998).

In the context of public schools in Oman, certain adaptations may be required. Al-Maamari (2020) highlights that the Omani education system faces issues such as large class sizes and restricted professional development opportunities, which could affect the successful application of process-based writing instruction.

8.2.2 Implications

The findings of this research suggest several implications for various stakeholders:

- **English Language Teachers:** There is a need for teachers to acquire thorough knowledge and training in the process-based approach to achieve optimal outcomes.
- **Curriculum Planners:** It may be necessary to incorporate the process-based approach into the curriculum, given its multi-draft nature and emphasis on iterative development.
- **Course Designers:** They should consider adopting a learner-centered approach, which involves creating and planning worksheets that support independent writing and encourage student autonomy.
- **School Administrators:** Adjustments to the school timetable may be needed to accommodate the extended time required for the writing process inherent in this approach.
- **Ministry of Education:** The ministry should consider investing in resources such as textbooks and other materials that support the development of writing skills through the process-based approach.

1.1. 8.2.3 Application to the Sultanate of Oman

Research on the process-based approach within Omani schools is limited, though some studies provide valuable context. For instance, Al-Harthi (2019) examines the state of English language teaching in Oman, pointing out the dominance of traditional methods and the need for more innovative teaching strategies. In this light, the process-based approach could offer significant advantages. Its implementation may align with broader educational reforms aimed at enhancing language proficiency and increasing student engagement (Ministry of Education, 2021).

1.1. Conclusion

The study's findings indicate that the process-based approach to teaching writing is effective across various educational settings. This approach has proven pedagogically beneficial, reliable, and effective in developing writing skills. The stages of pre-writing and peer editing often reveal new ideas and insights that students might not have discovered independently. This method is particularly suited for high school students as it boosts their confidence in writing both within and beyond the classroom. Regular practice with this approach can help students become autonomous writers throughout their lives.

The process-based approach emphasizes a learner-centered model, where the teacher acts primarily as a facilitator and guide. Teachers provide instructions and feedback at the end, allowing students to engage in the writing process with minimal interference. Students are encouraged to revise their work as needed, enabling them to delete, add, reconstruct, and improve their writing iteratively.

Additionally, this approach fosters the gradual use of improved vocabulary and correct grammar in context. The feedback provided during the editing and redrafting stages enhances both accuracy and fluency. White and Arndt (1991) argue that focusing on language errors alone does not necessarily improve grammatical accuracy or writing fluency. The evolving roles of teachers as facilitators and peers significantly contribute to the final writing outcome.

Despite the growing reliance on artificial intelligence tools for writing, the process-based approach remains a valuable method for encouraging creative thinking and producing quality work. It helps maintain academic integrity by reducing the likelihood of plagiarism and supports the generation of original ideas. While there are challenges, particularly in resource-constrained environments like some Omani schools, adapting this approach could lead to improved writing outcomes in Oman.

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