

THE EFFECTS OF PROCESS WRITING APPROACH ON GRADE TEN STUDENTS' WRITING SKILLS IN ENGLISH

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Abstract

The purpose of the current study is the effects of the process writing approach on Grade Ten students' writing skills in English. In this study, explanatory sequential research (Quan→qual) design was used. For quantitative research, the design used was one of true experimental designs, pretest-posttest control group design, and for qualitative research, interview was conducted and observation checklist was applied to study the effect of process writing skill in the classroom. Participants of the research were Grade Ten students from two high schools in Taungoo Region, No. (2) Basic Education High School and No. (7) Basic Education High School. There were two groups in this study: control group and experimental group. The former group was taught with usual method (ITPR) and the experimental group was taught with process writing approach. To examine the outcomes (group observation checklist for process writing approach), was used. Independent-samples *t* test was used to analyze for qualitative study. And the summative rating method was used to analyze (group observation checklist for process writing approach) and thematic analysis was used to analyze the interview protocol. The findings of the study indicated that there was a significant difference between the basic writing skills, paragraph writing skills, and essay writing skills of the mean values of the experimental and control groups. Moreover, the findings of the students' observation checklist pointed out that there was a positive outcome in the process writing approach. Therefore, the process writing approach helps students to improve the writing skills of English language learning.

Keywords: Approach, writing, writing skills, process writing, process writing approach

Introduction

Education is facilitating learning, or acquiring knowledge, skills, values, morals, beliefs, habits, and personal development. It is also considered to shape the socio-economic and cultural forces and determine the direction of their growth. In knowledge-dominant societies, language is essential to fulfill the aim of education and is a set of tools used for communicating. English is used to communicate in many areas of life. So, it is an international language. In English language teaching, there are four skills, such as listening, speaking, reading, and writing. Among them, writing is the most difficult skill because it requires writers to have a great deal of lexical and syntactic knowledge as well as principles of organization to produce good writing. Therefore, it could be said that writing is an integrated skill and is an important, constructive, and complex process (Singh, 1991).

Although there are many teaching methods, it cannot be recognized which one is the best teaching method for students. This is because all the methods have particular strengths and weaknesses. Therefore, this study will highlight the achievement of writing skills in English for Grade Ten students through the use of a process writing approach.

Language consists of four kinds of skills; they are listening, speaking, reading, and writing. Listening and reading are referred to as receptive skills, while speaking and writing are referred to as productive skills. Writing is the skill that is possessed by human beings to produce

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ideas and thoughts. In writing, people can share their experiences, explain opinions, and suggest or persuade the reader to write. The educators need to complete their writing tasks, like sentence writing exercises, paragraph writing exercises, and essay writing exercises.

Writing skills in English are very important in modern times. Having a good writing ability in English is essential in the modern world. Teachers need to provide the students with productive skills and communicative activities in teaching writing skills. In teaching writing, some of the students face the problem of how to write by using their ideas, developing their ideas, and organizing their ideas to form a good paragraph. A teacher cannot teach the students to write by looking only at what the students have written (Gebhard, 1996).

Peter and Singaravelu (2021) mentioned that there are many problems in teaching writing skills. Students fail to choose the correct vocabulary in the content. Not many words were used by the students in the composition. Besides, major grammatical problems are in the usage of subject-verb agreement, active voice, passive voice, prepositions, articles, pronouns, and tenses were also found in sentence structures. Moreover, sentence structure is also a common problem for the student. Furthermore, there were innumerable problems with punctuation which led to the deviation of the meaning of the content. Finally, the repetition of ideas makes the reader bored and leads to a shortage of content.

According to Fowler (1965), English language teachers tried to improve students' writing skills by finding new teaching approaches. They developed a new approach to teaching writing, a process approach instead of a product approach, a traditional approach. They researched to test this approach. Research showed the process approach is much better than the product approach. They could solve the difficulties in teaching writing by using a process approach. Now, it is widely used in teaching writing.

In teaching writing, the product is considered to be the end. The process of how to write or produce a good product is ignored. Even giving outlines to write about a subject is not enough to promote students' writing skills. The writing ability calls for more than cutting and copying from others' readily written essays and rearranging these pieces of writing. They can study others' essays to learn their style of writing. As a result, many students find it difficult to write an essay themselves. In this study, the process writing approach reveals how to overcome these problems and enhance the student's writing abilities.

Purpose of the Study

The main purpose of this research is to study the effect of the process writing approach on Grade Ten students' writing skills in English. The specific objectives are as follows:

1. to study a process writing approach and teaching learning activities for writing skills in English language teaching
2. to investigate the effectiveness of process writing approach in teaching writing skills in English language teaching
3. to make suggestions and recommendations for the improvement of students' writing skills in English language teaching.

Research Questions

1. To what extent does the process writing approach improve the basic writing skills of students?
2. To what extent does the process writing approach improve the paragraph writing skills of students?
3. To what extent does the process writing approach improve the essay writing skills of students?
4. How can the process writing approach improve the overall writing skills of students?

Definition of Key Terms

Approach: A set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning (Anthony, 1963).

Writing: Writing is a way to produce language and express idea, feeling and opinion (Harmer, 2004).

Writing Skills: Writing Skills is the ability to convey information or expression of original ideas consecutively within a new language (Rivers, 1981).

Process Writing: Process writing is an approach to teaching writing that allows the teacher and the students to go through the process of producing a text together (Tompkins, 2013).

Process Writing Approach: The process writing approach is the emphasis in writing instruction on the process involved in creating a product and the teacher has shifted from merely evaluating the end product to working with students throughout the writing process (Tompkins, 2013).

Review of Related Literature

As a teacher, philosophy is his beliefs about why, what, and how he teaches, who teaches, and the nature of learning. A teacher can make a difference in the life of his students and a consistent educational philosophy can make a difference in the teaching of the individual teacher. Since, this study is based on Vygotsky's social constructivism, constructivism, and progressivism.

Many English language developments regard Vygotsky's views concerning the sociocultural aspects of learning as important constructs concerning English language development (Rea & Mercuri, 2006). Accordingly, when students can integrate their backgrounds, experiences, and schemas into the learning environment, they are better able to make connections with the targeted learning objectives (Snow & Katz, 2010). Teachers can do this by creating lessons that allow children to freely discuss ideas among peers, and by encouraging them to share their personal experiences in writing. In addition, teachers must assign value to their students' sociocultural spheres of reference by demonstrating respect for and interest in their familial histories and backgrounds (Snow & Katz, 2010).

Social constructivism confirms that knowledge develops as a result of social interaction and is not an individual possession but a shared experience. Kelly (2012) suggests that social constructivism could be applied in the classroom using such instructional methods as case studies, research projects, problem-based learning, brainstorming, collaborative learning, group work, guided discovery learning, and simulation among others.

Constructivism theory was propounded by Jerome Bruner in 1996 (Olorode & Jimoh), (2016). This theory affirms that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. Furthermore, progressive education movement originated in the late 19th century due to the traditional, didactic educational methods that were prevalent at the time. Proponents of progressive education believed that students should be actively engaged in their learning and should be taught how to think, not just what to think. According to John's philosophy on education, he believed that the students themselves should be active participants during class time with opportunities for hands-on involvement, which focuses on experiential learning over preparation based only on lectures or reading assignments. Progressive ideas on education include an emphasis on process rather than product, education as life rather than as preparation for life, and the teacher's role as an advisor rather than a dictator (Hessong & Weeks, 1991).

Stages of the Process Writing Approach

According to (Barnes, Morgan, & Weinhold, 1997; D. Craves, 1994; Perf, 1994) there are five stages of the writing process. They are prewriting, drafting, revising, editing, and publishing (Tompkins, 2013).

Stage 1: Prewriting

Prewriting is the getting-ready-to-write stage. Writers start the writing process before they have completely thought out their topic. They begin tentatively talking, reading, and writing to discover what they know and decide what direction they want to take (Flower & Hayes, 1994). Prewriting has probably been the most neglected stage in the writing process; however, it's as crucial to writers as a warm-up is to the audience. Students are involved in these activities during this stage.

Stage 2: Drafting

Students focus on getting their ideas down on paper during the drafting stage. They write in another line to leave space for revision; teachers often make a small mark on every other line of students' papers as a reminder to skip lines as students draft their compositions. Students label their drafts by writing 'rough draft' in blue ink at the top of the paper or by putting them with a rough draft stamp; this label indicates to the writer, other students, not mechanics. As students write rough drafts, teachers should not emphasize correct spelling or neatness.

Stage 3: Revising

Revising is the time when writers clarify and refine the ideas in their compositions. Novice writers often break the writing process cycle as soon as they finish a rough draft, believing that the writing task is complete once they have written their ideas. Revision is not just polishing; making the requirement to meet the needs of readers by adding, substituting, deleting, and rearranging material. The word revision means "seeing again", and in this stage, students see their compositions more objectively with the help of classmates and the teacher.

Stage 4: Editing

Students polish their compositions during editing. Until this stage, the focus has been on the content, but now it has changed to mechanics, and students try to correct capitalization, punctuation, and spelling errors so their writing will be easier to read.

Stage 5: Publishing

Students bring their configurations to life by publishing them. When they share their writing with classmates, other students, parents, and community members, students come to think of themselves as authors.

Method

This research aims to investigate the effects of the process writing approach on Grade Ten students' writing skills. To conduct this study, one of the mixed-method research designs (Quan→qual) research design was used.

Research Design

To conduct this research, one of the mixed-method research designs (Quan→qual) was used. The process writing approach was used in the treatment for the experimental group. This research design was more heavily weighted toward the quantitative side, and the qualitative analysis and interpretation can help to explain or elaborate on the quantitative results. If so, for a quantitative study, the design used was a pretest-posttest control group design.

Population and Sample Size

In this study, two high schools were selected by using random sampling method for the quantitative study and the qualitative study. These two high schools were No.2 Basic Education High School Taungoo and No.7 Basic Education High School Taungoo. Therefore, the population and sample size for the two selected schools were presented in the following tables.

Table 1 Population and Sample Size for the Quantitative Study

School	No. of Population	Group	No. of Sample
S1	180	Control	30
		Experimental	30
S2	150	Control	30
		Experimental	30
Total	330		120

Note.S1 = No. (2) Basic Education High School, Taungoo;

S2 = No. (7) Basic Education High School, Taungoo.

Table 2 Population and Sample Size for the Qualitative Study

Selected School	No. of the population in the Experimental Group		No. of Participant	
	No. of Teacher	No. of Student	No. of Teacher	No. of Student
S1	3	30	1	3
S2	3	30	1	3
Total	6	60	2	6

Note.S1 = No. (2) Basic Education High School, Taungoo;

S2 = No. (7) Basic Education High School, Taungoo.

Instruments

The instruments for the quantitative study were pretest and posttest. Observation checklists and interview questions were used for the qualitative study.

Procedure

Firstly, in order to evaluate the feasibility and reliability of the instruments for a full-scale study, the pilot experiment is conducted. The experimental study was conducted in two selected schools in October 2023. At the beginning of the study, all participants in both groups were administered a pretest to check the equivalence of the two groups. After the treatment period, a posttest is administered to all students in experimental groups and control groups to measure their writing achievement. The experimental study was finished in October 2023. The qualitative data collection process will be carried out in October 2023. The total number of three experienced observers carried out the observations throughout all the periods. The instrument of the observation, the observation checklist form is applied in the last two periods of the instruction.

Findings

Finding of Students' Achievement in the Pretest

To check the group equivalence of the experimental study, the pretest was conducted before the treatment. The obtained data from the pretest was analyzed by using the independent samples *t*-test as shown in Table 3.

Table 3. *t*-Values for Writing Skills Achievement of Pretest

School	Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>t</i>	<i>df</i>	<i>p</i>
S1	Experimental	30	29.27	2.02	-0.86	.129	58	.129
	Control	30	30.13	2.33				
S2	Experimental	30	31.57	1.22	-0.16	.630	58	.630
	Control	30	31.73	1.43				

Note. S1= No.2 Basic Education High School;

S2= No. 7 Basic Education High School.

ns = not significant.

Table 3 shows the means of the control and the experimental groups on pretest writing achievement scores. The result indicates that the mean of the two selected schools was not a statistically significant difference between the experimental and the control groups. Therefore, it was found that initial knowledge about the writing of two groups in both schools is nearly equivalent. To be clearer, it can be shown as a graph illustration.

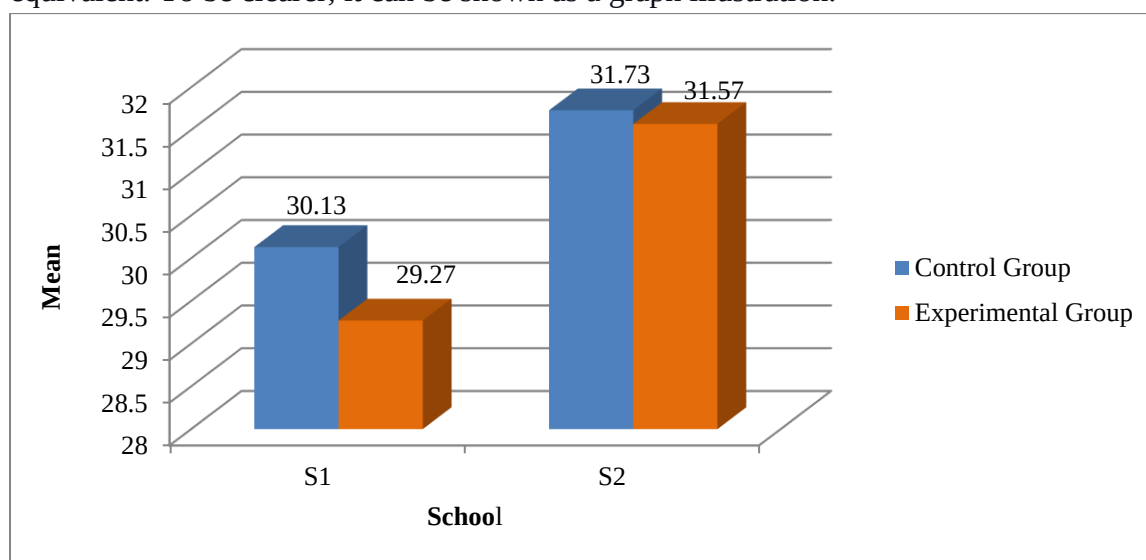


Figure 1. Graphic Illustration of mean on pretest.

Figure 2 illustrates that there was no significant difference between the control group and the experimental group from selected schools. Therefore, it can be interpreted that the initial ability of the students was the same at the beginning of the study. Therefore, it is suitable to analyze the data from the posttest with the independent-sample *t*-test.

Findings from Quantitative Study

Table 4 shows that the mean of the two groups in basic writing skills of the posttest was (10.5) for the control group and (13.37) for the experimental group in No.2 Basic Education High School and (10.57) for the control group and (12.67) for the experimental group in No.7 Basic Education High School. Therefore, the mean of the experimental group was significantly higher than the mean of the control group ($p < .001$) in both schools. It can be interpreted that the process writing approach helps the students to correct spelling, capitalization, punctuation, and sentence structures.

Table 4 *t*-Values for Basic Writing Achievement in Posttest

School	Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>t</i>	<i>df</i>	<i>p</i>
S1	Experimental	30	13.37	0.96	2.87	11.06	58	.000***
	Control	30	10.50	1.04				
S2	Experimental	30	12.67	1.03	2.10	7.86	58	.000***
	Control	30	10.57	1.04				

Note. S1= No.2 Basic Education High School;

S2= No. 7 Basic Education High School.

*** $p < .001$.

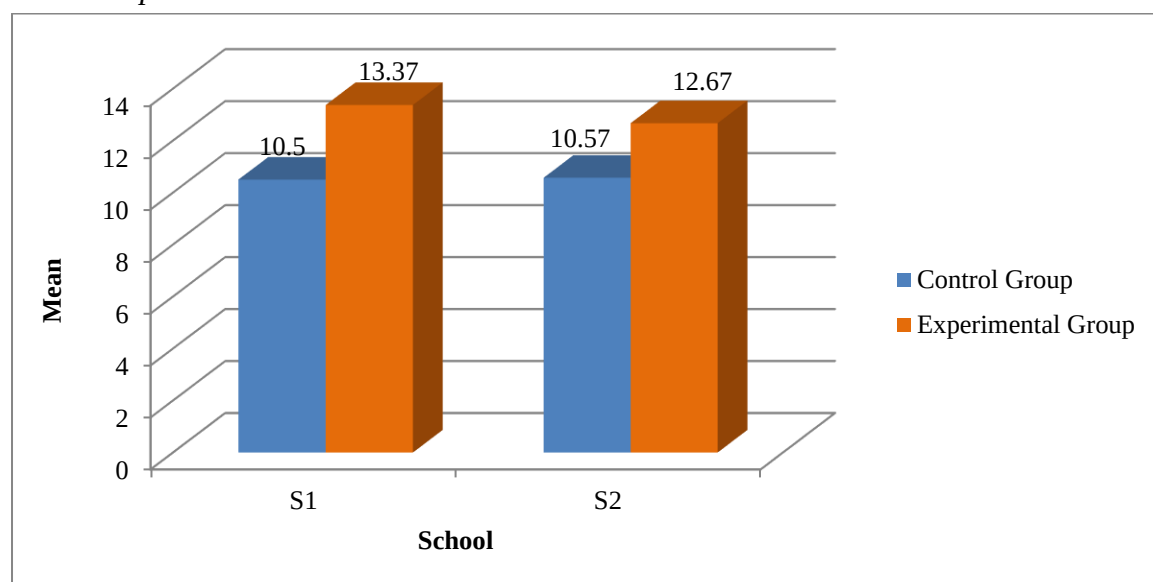


Figure 2. Graphic Illustration of mean in basic writing skills.

Table 5 shows that the mean of the two groups in paragraph writing skills of the posttest were (9.27) for the control group and (11.47) for the experimental group in No.2 Basic Education High School and (10.27) for the control group and (11.23) for the experimental group in No.7 Basic Education High School.

Table 5 *t-Values of Paragraph Writing Skill Achievement in Posttest*

School	Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>t</i>	<i>df</i>	<i>p</i>
S1	Experimental	30	11.47	.819	2.20	8.570	58	.000***
	Control	30	9.27	1.143				
S2	Experimental	30	11.23	.858	1.07	4.563	58	.000***
	Control	30	10.27	.950				

Note. S1= No.2 Basic Education High School;

S2= No. 7 Basic Education High School.

*** $p < .001$.

Therefore, the mean of the experimental group was significantly higher than the mean of the control group ($p < .001$) in both schools. It can be interpreted that the process writing approach provides a framework for organizing their ideas in a logical order.

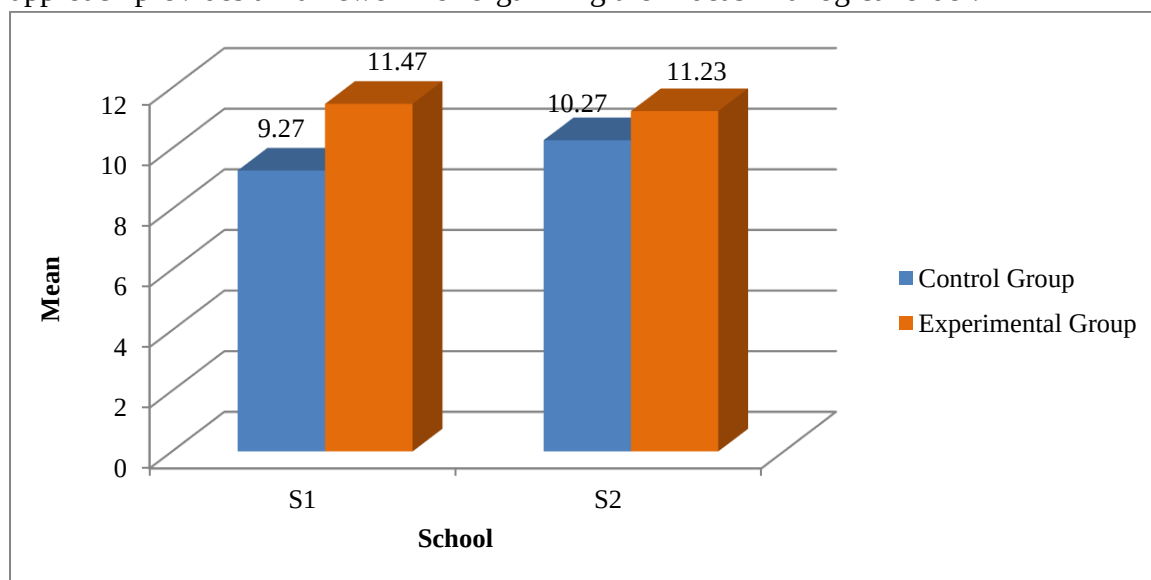
**Figure 3.** Graphic Illustration of mean in paragraph writing skills.

Table 6 shows that the mean of the two groups in essay writing skills of the posttest were (8.23) for the control group and (15.23) for the experimental group in No.2 Basic Education High School and (11.03) for the control group and (15.47) for the experimental group in No.7 Basic Education High School. Therefore, the mean of the experimental group was significantly higher than the mean of the control group ($p < .001$) in both schools. It can be interpreted that the process writing approach helps the students to write a topic sentence, supporting sentences, and conclusion sentence with a consistent flow.

Table 6 *t-Values of Essay Writing Skill Achievement in Posttest*

School	Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>t</i>	<i>df</i>	<i>p</i>
S1	Experimental	30	15.23	1.040	7.00	27.413	58	.000***
	Control	30	8.23	.935				
S2	Experimental	30	15.47	1.224	4.43	16.043	58	.000***
	Control	30	11.03	.890				

Note. S1= No.2 Basic Education High School;

S2= No. 7 Basic Education High School.

*** $p < .001$.

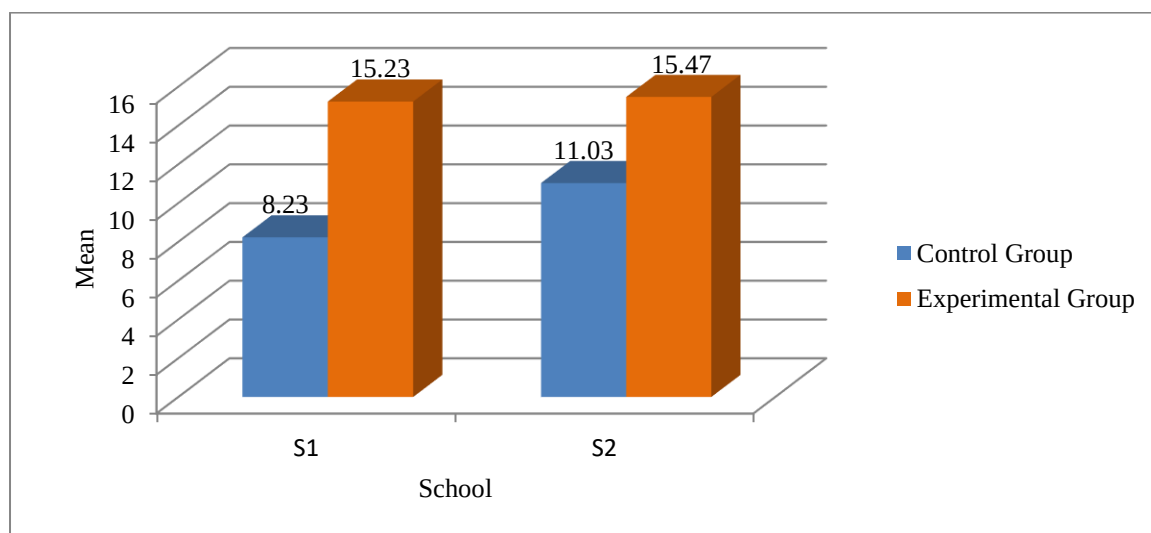


Figure 4. Graphic Illustration of mean in essay writing skills.

Table 7 shows that the mean of the two groups in overall writing skills of the posttest were (28.00) for the control group and (40.07) for the experimental group in No.2 Basic Education High School and (31.77) for the control group and (39.37) for the experimental group in No.7 Basic Education High School. Therefore, the mean of the experimental group was significantly higher than the mean of the control group ($p < .001$) in both schools. It can be interpreted that the process writing approach has a significant effect on the student's writing skills.

Table 7 *t-Values of Overall Writing Skills Achievement in Posttest*

School	Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>t</i>	<i>df</i>	<i>p</i>
S1	Experimental	30	40.07	1.337	12.07	27.470	58	.000***
	Control	30	28.00	2.000				
S2	Experimental	30	39.37	1.712	7.60	16.881	58	.000***
	Control	30	31.77	1.775				

Note. S1= No.2 Basic Education High School;

S2= No. 7 Basic Education High School.

*** $p < .001$.

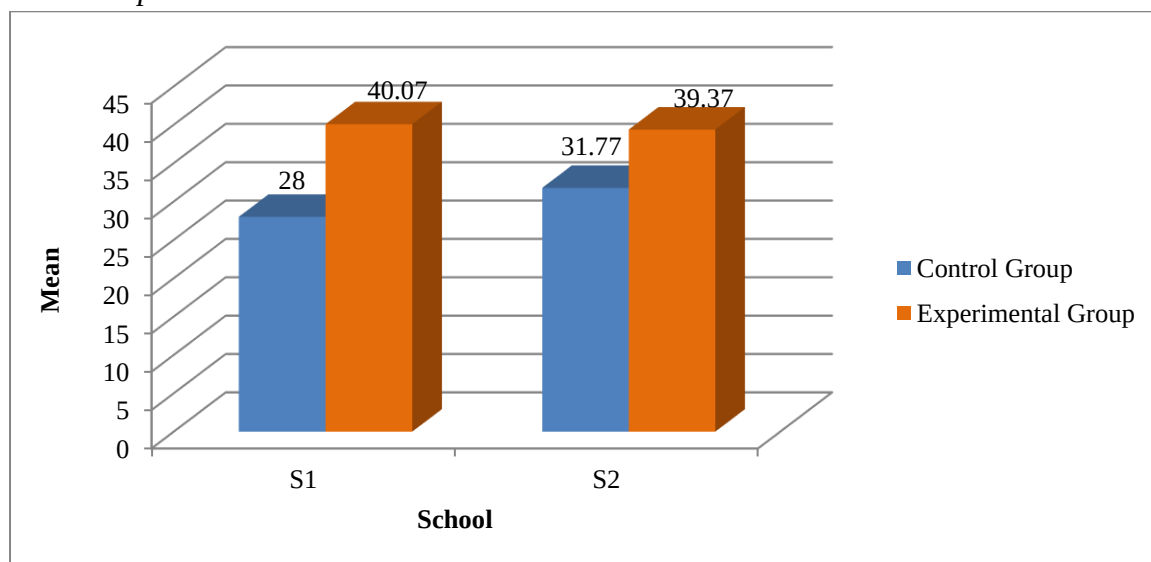


Figure 5. Graphic Illustration of mean in overall writing skills.

In short, the process writing approach to teaching writing has a profound impact on the improvement of high school students' English language writing skills.

Findings of Qualitative Study

The finding of group observation checklist and interview questions support for the finding from the qualitative study.

Findings of Group Observation Checklist

Group observation checklists for the process writing approach consisted of (20) items. It focused on five stages of the process writing approach: the prewriting stage, drafting stage, revising stage, editing stage, and publishing stage. In order to study teaching and learning activities during treatment through the process writing approach, group observations were conducted. Three rating scales (0, +1, and -1) were used in the group observation checklist. Checklists can be scored by assigning weights of +1 and -1 to the behaviors rated, whether the behaviors are positively or negatively stated. After the weights are summed and averaged across items, a decision can be made as to whether the average score indicates a positive or negative outcome (Borich, 2011). As data coding, coding numbers +1, 0, and -1 were used respectively. According to the summated rating method, the outcome of the observation checklist can be calculated by adding the total scores of the items and then dividing the total number of the items. For instance, the average of the twenty items on this scale would be $(+14) + (-6) = 8,8 / 20 = 0,4$, indicating a slightly positive outcome but the average of the twenty items on this scale would be $(+10) + (-10) = 0, 0/20 = 0$, indicating a neutral value.

The behaviors of student engagement in the process writing approach were observed from the group evaluation observation.

- The findings of group evaluation from S1 can be interpreted that Group (1) was a neutral value. However, responding to the group observation checklist for Group (2) from Group (6) was a positive outcome.
- The findings of group evaluation from S2 can be interpreted that all of the groups have positive outcomes.

According to Table 8, the emerging themes of the students' interviews can be interpreted as the following themes.

Table 8 Emerging Themes from Data Pieces of Students' Interview

Data	Category	Theme
• Easier to organize idea • Providing a structured framework • Providing a structural way to organize and enhance clarity • Organizing thought and fostering clarity • Quite effective • Positive impact on a writing journey	Contribution to organizing ideas and providing a structured framework	The Effect of the Process Writing Approach
• what she wants to write • a well-founded foundation for subsequent composition • laying the groundwork for a well-structured composition • thinking carefully before putting words on paper	Follow directions before writing	Lesson Clarity

Data	Category	Theme
• basic writing skills were developed • emphasizing clarity and coherence in student expressions • emphasis on fostering clarity and coherence in students' expressions • expressing ideas more effectively	Cycles of review, testing, and feedback	Task Orientation
• moderate confidence • pretty confidence	Confidence in writing skill	Student Feeling
• figuring out how to address • arising from addressing diverse learning styles • accommodating diverse learning styles • cannot express her ideas grammatically • a bit challenging	Addressing different kinds of learning styles	Classroom Management
• making writing simpler for students • Provide a systematic and adaptable framework for student development • offering valuable insights and adaptable frameworks to address difficulties • getting insight into making writing skills • contributing to a more refined and proficient approach to writing skills	Display of student products and projects Opportunities for independent practice and application	Performance Outcomes and Higher Thought Process

Discussion

The majority of high school students assumed that English was a difficult subject. To investigate the effects of the process writing approach, quantitative research was conducted by research questioning. Qualitative research was also carried out group observation checklist and interview protocol toward a process writing approach to support quantitative data.

The result of this study described that there were statistically significant differences between the experimental groups and the control groups on the scores of basic writing skills achievement in two selected schools. This result was consistent with the findings of Abdullah, Zain, Wahab, and Idrus (2020) who found that basic writing skills encourage and prepare 21st-century learners for future endeavors.. Furthermore, this result was in harmony with the findings of Yin Nwet & Myo Win (2018) who mentioned that there were significant differences between the groups that were instructed through the proposed process approach and the groups who received teacher-led instruction in each school on the scores of the basic writing achievement.

The result of this study described that there were statistically significant differences between the experimental groups and the control groups on the scores of the paragraph writing skills achievement in two selected schools. This result of the study was in line with the findings

of Adula (2018) who stated that the process writing approach increased the provided the students with the chance to use the exciting ideas and cooperate with their peers.

The result of this study described that there were statistically significant differences between the experimental groups and the control groups on the scores of the essay writing skills achievement in two selected schools. This result of the study was consistent with the findings of Yazadani (2014) who examined that the students have a positive impact on enhancing their writing proficiency. Moreover, this result was in line with the findings of Adula (2018) who stated that essay-writing skill encourages students to engage in gathering details, exchanging drafts with others, and checking spelling by using peer-writing activities.

The result of this study mentioned that there were statistically significant differences between the experimental groups and the control groups on the scores of the overall writing skills achievement in two selected schools. This result was in harmony with the findings of Bayat (2014), who observed that process writing activities improve students' written expressions in terms of cohesion, grammatical, rhetorical structures and content, information gathering, and creativity. In addition, this result is in line with the findings of Abdullah, Zain, Wahab, and Idrus (2022), who found that writing skills increase students had a more structured, systematic writing experience, as they were able to apply the skills of reading, writing, and critical thinking in their writing.

Based on the findings of the study, some suggestions are provided to improve the writing skills in English language teaching. Firstly, both teachers and students need to understand the real aim of essay writing to achieve this. From this study, it is clear that the process approach is an effective method of teaching writing. Using this new approach may be one of the solutions for teachers to overcome the problem of essay writing, make real improvements in students' writing skills, and make it meaningful in essay writing in schools. Moreover, to teach writing effectively, there are some important things to be considered. Firstly, teaching writing classrooms should have certain books for students and teachers. Reference books such as English dictionaries and sample essays are the two requirements for teaching writing classes. There should be kept school library for students to search for the required information for their essays.

Peer checking and group assignment, an alternative to individual assignment in the process writing approach can release teachers from the over-workload of giving individual feedback. Teachers can give group assignments according to the experiences and interests of the students. In developing paragraph writing skills, teachers should be introduced to guided writing: giving an outline, substituting words or phrases, and rearranging the sentences in chronological order. For developing essay writing skills, teachers should be introduced to free writing such as giving different kinds of topics. Finally, for the purpose of implementing such a writing program, teachers who are change agents should use the process writing approach in teaching writing and the art of writing. It is known that there is no fixed method to teach students and we have to adopt a suitable method according to the circumstance and situation. In considering so, the process writing approach should be included as one of the options.

Conclusion

Education is the most powerful weapon to success in modern society and helps a person to get knowledge and improve confidence in life. Learning a language is exciting for students and

also has wonderful benefits for students at school and in life. Writing skill plays a vital role in language learning because it is critical in helping people convey their thoughts, ideas, and information efficiently and accurately.

Writing is one of the most required lifelong language skills to serve in academic areas and in real life situations. Writing plays a major role in helping us to gain recent information, such as in writing e-mail, business letter, dissertation, thesis conference presentation, test of writing standardized English proficiency as in TOFEL for the students and being involved in global network. Therefore, the students attempted to describe the incredibly complex system of transforming thought into written communication, treating writing and speaking as creative and communicative process. It means guiding students through the writing process, not just grading their written products. It means helping them learn how to communicate effectively in various situations.

To sum up, the process writing approach seems to be an attainable solution to the problems that teachers and students are facing in teaching and learning writing skills. Process writing approach, just like any other method, also has its own advantages and disadvantages, so it is important for teachers to recognize them and use this method as effectively as possible. Unlike the formal method of teaching, the learning environment that the process writing approach creates provides a good foundation for the writing journey, discussion, and the ability to express one's own ideas and share them. Therefore, this study hopefully raises awareness of teachers about the process writing approach and its positive effect on students' writing skills in English language learning.

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