



## **The Effects of Product Approach on Language Preparatory School Students` Writing Score in an Academic Writing Course**

Soran Abubakr Abdulrahman<sup>1</sup> & Saban Kara<sup>2</sup>

<sup>1&2</sup>Faculty of Education, Department of English Language Teaching, Tishk International University, Erbil, Iraq

Correspondence: Soran Abubakr Abdulrahman, Tishk International University, Erbil, Iraq.

Email: soran.abdulrahman@tiu.edu.iq

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### **Abstract**

A wealth of research has evaluated the effects of varied types of approaches in Academic Writing courses. However, there has been an ongoing discussion on prioritizing one of them. In this regard, this study examined the effects of product-based approach on Academic Writing Score of language preparatory school students over 16 weeks using pre-test and post-test. Considering this aim, 50 students were split into two groups as control or experimental group through systematic sampling method. Experimental group students were exposed to product approach, whereas control group students were engaged in process approach. Each student wrote about 1 topic biweekly amounting to 8 topics during the study. Quantitative data were analyzed by IBM SPSS 23 through independent sample t test and paired sample t test. Independent sample t test and paired sample t test post test results were recorded as .000 respectively, indicating that there were highly significant differences in experimental group. On the other hand, control group students` progress was not significant enough. Likewise, the questionnaire and interview analysis as a part of qualitative data show that product approach was supported by more students when compared to process-based approach. Findings of this study may have some insightful points for educators who have been covering or managing Academic Writing courses at universities around the world.

Keywords: Academic Writing, Product Approach, Process Approach

### **Introduction**

Writing skills have a profound impact on people`s lives. Writing is a method of reflecting perspectives, experiences through words (Klimova, 2012). It is the means of converting genuine opinions and experiences of people in a global scale. In this respect, writing skill has many reflections in academic, social and professional lives of the people, so there has been a growing emphasis on improving writing skills of individuals. Likewise, a student's short or long-term academic achievement in an Academic Writing course demonstrates whether or not the student has met his or her educational objectives. The grades a student receives from their instructors indicate their academic progress. By

looking at these grades, a student might be labeled as successful or unsuccessful, so being successful or unsuccessful affects students' image in class in a positive or negative way respectively (Yildiz, 2020). To illustrate it, people employ their writing skill while they are responding questions in an exam, writing a summary about a book, sending a complaint letter through email, writing reports to finalize the projects at a university, creating their resume, taking worthwhile notes during lectures or writing essays (Wise, 2005). Apart from writing practices on the paper, people may need to write through keyboards on their mobile phones or laptops. Thanks to advancement in technology and social media platforms like Twitter, Instagram, Facebook, WhatsApp, Viber, Telegram and YouTube, people need to express their ideas in a written or video call format according to their needs. It has been suggested that communication problems can arise if people cannot express their ideas clearly in a written format (Yildiz & Celik, 2020). Commanding rules of writing can eliminate most of the problems because writing skill requires learners to write as clear as possible to convey the meaning. Also, learners can devise novel ways to save time and convey the meaning accordingly because they learn how to organize their ideas, eliminate irrelevant points and finalize their written works as concise as possible. A great wealth of research suggests that being able to write clearly offers some advantages for learners of English such as improving self-confidence, increasing problem solving skills, having a sharper mind to recall information, uncovering critical thinking skills and unleashing creativity. In this respect, Irwin (2010) claims that linguistic, cultural, cognitive and social aspects of language learning should be considered in Academic Writing courses. Likewise, spoken English should be enriched by written English because there is a mutual benefit when learners make connections between writing and speaking. Many people are likely to pause several times on stage while addressing a speech if they do not have some key notes on the rostrum. Additionally, improving writing skills lays the foundation for other skills which are reading, listening and speaking because good writers need to listen, read and speak on a regular basis (Sadiku, 2015). When all skills are interconnected in harmony, the progress in writing performance of the learners can be boosted in a positive way.

Different approaches have arisen to improve learners' writing skills in an academic way. Product- based approach is at the forefront with process- based and genre based approach in this regard. Product based approach suggests writing a similar paragraph or essay based on the sample one. As it gives freedom to students to learn step by step, product based approach has been named as controlled to free or guided approach as well (Nordin, 2017). Product approach emphasizes grammatical and syntactic accuracy based on the model text. Learners acquire how to brainstorm, insert transition words, introduce the topic sentences, thesis statement, support their reasons, finalize with a coherent conclusion part in a product based writing approach. It has been suggested by many educators that product approach can be employed to teach writing in an effective way when the weeks to cover the lessons are limited. It has some advantages which are security and self-confidence for

the learners because they do not start from scratch and continue their journey with a well-written model text (Selvaraj & Aziz, 2019). Accordingly, they can compare and contrast their finished products with the model one, so it also advocates self-study apart from learning in a classroom atmosphere under the guidance of the teacher. It is expected to have a coherent and error-free writing work at the end. However, no student has been criticized harshly when they make mistakes. Teacher's role is to minimize their mistakes each passing week rather than forcing them to write error-free paragraphs instantly. Product approach curriculum has been designed to teach from basic to advanced tasks in a given period.

Process approach has been getting increasing attention in educational settings. Process approach has arisen as a reaction to product approach. It suggests focusing on the progress of the learners rather than the final product. Process approach prioritizes creativity to start and finalize the writing works (Durga & Rao, 2018). Process approach requires learners to brainstorm, collaborate, write multiple drafts, edit several times, get peer-feedback or teacher-feedback and finalize the work at the end. It can be argued that writing is seen as a cycled process to improve within time in process approach. Process approach has been preferred by many educators because it allows learners to mirror their learning through several ways from different perspectives within an extended period (Seow, 2002). Additionally, students' creativity can be unleashed faster in process approach because they do not have to imitate or edit the given writing work. Cognitivism supports process approach because it allows learners to plan, revise, edit, evaluate and finalize their works by activating their minds (Al-Jarrah et al., 2019).

Genre-based approach has been getting more popularity in Academic Writing as it allows educators to train students for English for Academic Purposes (EAP). When they study on different genres to write, students will be familiar with different types of writing works such as essays, reviews, reports, summaries. These writing works can lay the foundation for TOEFL, IELTS or PTE examinations, so genre-based approach has been used extensively in educational institutions. There are certain phases of genre approach to implement in educational settings successfully. Hyland (2008) has formulated genre approach within 5 stages which are coming to a decision about the context, modeling the sample, creating a written work collaboratively and making comparisons. To illustrate it, communicative purpose about the certain genre has been determined in context stage. Teachers explore the text clearly to guide students in modeling stage. In the collaborative learning stage, learners discuss, reconstruct or reorder the sample one with their teachers or classmates. In independent learning period, they finalize their works with the help of their teachers. In the final phase, they learn how to compare and contrast their works with other kinds of genres.

Academic Writing course is offered as a course at many universities globally as the stakeholders of education at universities emphasize that writing course will lay a

foundation for other subjects in the following years. According to Zhu (2004), Academic Writing course offers ample opportunity to expand students' knowledge in general ranging from vocabulary, organization, grammar, coherence and relevancy. There are several purposes to enroll in an Academic Writing course which are reporting for educational or professional life, answering questions in the textbook based on the instruction, having different point of views and being able to synthesize different components accurately. Likewise, Polio and Park (2016) argue that Academic Writing course has not been offered not only to write paragraphs or essays but also help students develop real life skills like being a critic to evaluate books or movies, a blogger to express ideas or a screenwriter to shoot movies. They argue that Academic Writing course is designed to teach in a disciplined way and capture the reader's attention. Likewise, being a critic, blogger or screenwriter require them to write in a disciplined way and attract their attention, so this course can be considered as the backbone of certain professions in the future.

### **Literature Review**

Writing skill has been regarded as an essential part of language learning process which cannot be underestimated. In this regard, stakeholders of education should test different approaches to find the most suitable one which will increase students' engagement each passing week. There are 3 well-known approaches to teaching writing which are product, process and genre based approach. Product based approach emphasizes to write a similar work based on the given model text, while process-based approach values the writing process in a collaborative environment. On the other hand, genre-based approach requires learners to focus on a specific genre to compose writing works (Mc Carthey & Ro, 2011). Each approach has been advocated or criticized in some ways which will be explored in detail.

The large numbers of recent studies have focused on product-based approach. To name a few, Klimova (2014) carried out a study on junior students at a university in Czech Republic which revealed that product approach had a paramount impact on students' writing performance. The students who followed product approach outperformed the students who took part in process approach. Likewise, Palpanadan (2022) interviewed with pre-service teachers in Malaysia. Her study uncovered that product-based approach has been preferred by most of the teachers because they argue that familiarization, feeling secured, progressing step by step from controlled to free writing make product based writing more appealing than other approaches.

On the other hand, an increasing number of studies has been conducted on process based writing approach. To illustrate it, Kadmiry (2021) carried out a study to compare product approach with process approach on language preparatory school students in Morocco which uncovered that process approach yielded far better results to increase students' writing score in the exams. Likewise, Keen (2017) conducted a thorough study

in the UK on novice teachers who underwent a process based or product based writing model. His study showed that the teachers who were in process based approach group wrote more efficiently to get the highest marks in international exams. He also postulated that text based writing lesson can hinder learners` creativity.

Genre approach`s importance in Academic Writing courses has been increasing tremendously thanks to its numerous benefits to train students to write academically. Previous studies have proved the positive effects of genre-based writing instruction (Myskow & Gordon, 2010; Bae, 2012). Selvaraj and Aziz (2019) argue that it has a fundamental role for beginners who need to be exposed to different genres as authentic materials, so they will know different genres to study further. When they are familiar with different genres, they will read and research more which will lay a background while they are writing in an Academic Writing course. Luu (2011) states that genre-based education fosters learning in a classroom because it requires learners to learn from each other when they need to have further information about a particular genre. He also convenes that learners will not feel isolated when they exchange their ideas to be more knowledgeable. Likewise, Truong (2017) carried out a study in Vietnam to measure the effects of genre based writing education on freshman students at a university. Her study uncovered that the students improved their writing scores considerably.

### **Methodology**

#### **Research Design**

A mixed method research design has been employed in this study to gather data and analyze based on a pre-test, a post-test, a questionnaire and an interview. Plano et al. (2008) argues that a mixed method research design offers some advantages to combine quantitative data with qualitative data, so research questions can be tested in two ways. They also argue that study can be conducted in a more comprehensible way when mixed methods are preferred. In this regard, quantitative data were gathered through independent samples and paired samples t test through SPSS 23, while qualitative data were collected through a 10 item questionnaire and an interview. Content analysis method was employed to analyze qualitative data.

#### **Research Process**

This study was carried out in 6 phases, all of which can be clearly seen in Figure 1 and will be explained in detail in the following sections.

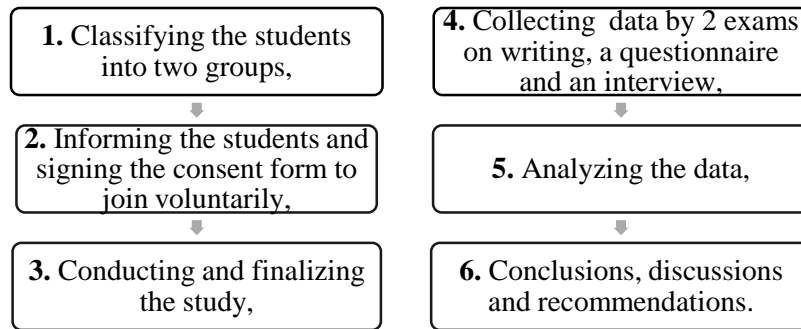


Figure 1: Stages of the study

### Setting

This study was carried out at a prestigious international university in Erbil, Iraq. The university has renowned for covering lessons only in English with local and international academics. The university serves 5000 students who can be Kurdish, Turkmen, Arab, Turkish, British, or Iranian in 29 departments. Apart from diverse university community, its success has been approved by Webometrics ranking (2021) which places it as one of the best private universities in Iraq based on the published articles and some other criteria. The students' ultimate goal is to master English with the highest GPA in their departments and find a well-paid job in the region.

### Participants

50 Language Preparatory School students were included in this study. 27 female and 23 male students joined the study. 80 % of the students studied in a public high school, whereas 20 % of the students studied in a private high school before enrolling in a university. Additionally, their nationalities and ethnic groups were Kurdish, Arab, Turkmen, Iranian, Turkish and Assyrian which enriched the scope of the research by welcoming different segments of the society as much as possible. The students in this section of the university want to learn English thoroughly spanning the whole year. Additionally, they only take lessons in preparatory school in order not to distract their attention for departmental courses. These students take Main Course, Vocabulary Builder, Speaking & Listening, Grammar as well as Academic Writing course. 3 lessons are reserved weekly for Academic Writing course. The academic year lasts around 32 weeks starting in December and ending in September. They are admitted to university based on their marks in a national exam called Wezary or SAT scores. When they took a proficiency exam held by the university upon registration, it was noticed that students' levels were similar to each other. Most of the students' average was 30 or less when they took the first exam to place in an appropriate class accordingly. The administration of the language

preparatory school analyzed their common mistakes in a digital format for each student and initiated the academic year to eliminate these mistakes during the year. First 15 weeks has been allocated to teach basic items in writing, while the last 15 weeks has been set aside for sharpening their skills in essay writing. Each student has written the same work once more after getting valuable feedback from the instructor, so the instructor allowed the students to learn from their mistakes and rewrite a relatively error-free work next time.

### **Sampling Procedure**

In this study, the population included all the students who enrolled in language preparatory school of a private university in Erbil-Iraq in 2021-2022 Academic Year. There were 100 students who were classified in 5 classes. Systematic sampling method was preferred as it allows the researchers to choose sample from the population based on intervals in equal numbers as a type of probability sampling method (Elsayir, 2014). In this respect, students were chosen based on the interval of 2, so 50 students were chosen from the population which included 100 students. There were students from 20 different departments ranging from dentistry to civil engineering. The common point about participants was to take a 3-hour weekly instruction in an Academic Writing course by a qualified instructor. The students in this study were classified in two separate classes, so the research could be conducted successfully, and necessary arrangements were made easily to finalize the research.

### **Instruments**

In this study, students joined the study for 16 weeks to make a comparison between process and product approach. The main writing topic was the same, however, the organization of covering lessons were totally different in each group. Students took 2 exams on Academic Writing in week 1 and week 16 to do the analysis. In addition to 2 separate writing exams, the questionnaire and interview were directed to students to get students' genuine opinions. The exams were analyzed through SPSS 23., while the questionnaire was analyzed by converting Likert scale items into percentages and precise numbers. Pallant (2001) states that Cronbach alpha should be higher than 0.7 to show internal consistency. In this study, internal reliability of the questionnaire was calculated as .84 by Cronbach's alpha reliability which met internal consistency criteria. Finally, the recordings of the interview were classified, and notable ones were inserted into the article.

Randomly given writing topics to the students were as follows:

1. Introduce Yourself
2. Introduce Your Family Members
3. Write about Daily Routine of Yourself

4. Write about Daily Routine of Your Mum
5. Write about Daily Routine of Your Dad
6. Introduce Your Neighborhood in Detail
7. Write about Your Hobbies
8. Write About Your Strengths and Weaknesses

Each topic was covered in two weeks, so the learners had ample opportunity to practice, revise and rewrite.

### **Procedure**

This study was conducted in 2021-2022 Academic Year and lasted 16 weeks. Each student took 3 hours of instruction weekly to sharpen their skills in writing. The study was conducted in the first semester through writing simple paragraphs rather than essays, so the degree of difficulty was balanced accordingly. In the first semester, students learned how to compose their ideas, write a good introduction, body and conclusion through given topics. The topics were graded from easy to moderate in order to increase the enthusiasm of the students. All students joined common workshops to teach them basics of process and product approach with clear examples, so the students were familiar with both approaches prior to main study. Once orientation period was over for each student, the conduct of the study was applied according to their groups.

Students in control group followed a process approach to improve their skills in an Academic Writing course. Their main emphasis was on uncovering their creativity each passing day. In this regard, they followed this cycle for each writing topic:

- They brainstormed, planned, organized and selected relevant ideas in pre-writing stage.
- They created different drafts and got feedback from the instructor and their classmates separately to reorganize their ideas.
- They proofread to revise considering the feedback.
- The instructor evaluated the progress.
- Students submitted their work.
- The instructor provided valuable feedback once more about common mistakes to emphasize weaknesses.

On the other hand, students in experimental group followed a totally different approach which has been called product approach to improve their writing skills. Their main emphasis was to examine sample paragraphs in detail and imitate the given sample text by making necessary changes. In this respect, they followed this cycle for each writing



topic:

- They read the model texts and highlighted important points and vocabulary in pre-writing stage.
- They composed their ideas in their minds to organize their own writing work.
- They analyzed the model text one more time to get some tips.
- They wrote a similar paragraph by paying attention to the organization of model text.

Final point to emphasize was that the students in process approach paid attention to showing progress at a given time, whereas the students in product approach focused on creating a final product ultimately.

### Sample Lessons about Each Approach Respectively

A Regular Sequence of Process Based Approach

Figure 2 shows a sample brainstorming process on introducing yourself topic.



Figure 2: A sample brainstorming activity

As it is seen clearly in Figure 1, brainstorming activity allows learners to capture their attention and be familiar with the topic.

#### First Draft

I am Dyar. I am 18 years old. I live in Duhok with my family. I am Kurdish. I am a student at a private university. My department is dentistry. My dad's name is Anas. My mum's name is Zainab. I have only 1 brother. My brother's name is Hamd. He is 16. He studies at a high school.

**The instructor`s Feedback:** You are awesome except some minor points. Add your parents` age, occupation and your likes and dislikes.

**Second Draft**

I am Dyar. I am 18 years old. I live in Duhok with my family. I am Kurdish. I am a student at a private university. My department is dentistry. My dad`s name is Anas. He is 45 years old. He is a truck driver. My mum`s name is Lala. She is 44 years old. She is a nurse at a private hospital. I have only 1 brother. My brothers name is Hamd. He is 16. He studies at a high school. I like playing volleyball and chess in my free time. I don`t like playing tennis because I am very bad at it.

**Peer Feedback:** It is great except some mistakes on apostrophe. Revise considering these points.

**Final Draft**

I am Dyar. I am 18 years old. I live in Duhok with my family. I am Kurdish. I am a student at a private university. My department is dentistry. My dad`s name is Anas. He is 45 years old. He is a truck driver. My mum`s name is Lala. She is 44 years old. She is a nurse at a private hospital. I have only 1 brother. My brother`s name is Hamd. He is 16. He studies at a high school. I like playing volleyball and chess in my free time. I don`t like playing tennis because I am very bad at it.

**The instructor`s Feedback:** It is error-free. Congratulations.

**A Regular Sequence of Product Based Approach with a Sample Sample Text**

My name is Sarwat, and I am 18 years old. My family lives in Akre. At present, I am staying at a dormitory in Erbil because my hometown Akre is around 100 km away from Erbil. I am a student at a private university. My department is mechatronics engineering. I am interested in electronic devices and some machines to make our lives easier. I want to invent some machines in the future. Additionally, I am medium height. I am 157 cm tall. Also, I am thin. My weight is 45 kg. Finally, I have short curly black hair and brown eyes.

**Key Words to Highlight**

Stay, hometown, department, invent, height, weight

**The Order of Writing**

Name, age, current place to stay, hometown, department, reason to choose the department, height, weight, the color of hair and eyes.

**The Student`s First Written Product**

My name Sarmand, and I am 21 old. I live in Erbil my family, so there is no need to stay at a dormitory. I was a student at a public university but now I study in a private university. My department is interior. I am interested in designing buildings. It has been my dream job since I born. Additionally, I am quiet tall. I am 173 cm height. Also, I am

average. My weigh is 70 kg. Finally, I have a long black hair and green eye.

#### **The Instructor`s Feedback**

My name ADD AN AUXILARY VERB SUCH AS AM, IS OR ARE! Sarmand, and I am 21 MISSING WORD! old. I live in Erbil ADD A PREPOSITION my family, so there is no need to stay at a dormitory. I was a student at a public university CONSIDER ADDING A COMMA BEFORE BUT but now I study in a private university. My department is interior MISSING WORD! I am interested in designing buildings. It has been my dream job since I CONSIDER ADDING AN AUXILARY VERB LIKE WAS OR WERE ACCORDING TO YOUR SUBJECT born. Additionally, I am quiet WRONG WORD CHOICE tall. I am 173 cm WRONG WORD CHOICE height. Also, I am average. My WRONG WORD CHOICE weigh is 70 kg. Finally, I have HAIR IS UNCOUNTABLE – DELETE A a long black hair and green PLURALIZE AS WE HAVE 2 EYES eye.

#### **The Student`s Error-free Writing Product**

My name is Sarmand, and I am 21 years old. I live in Erbil with my family, so there is no need to stay at a dormitory. I was a student at a public university, but now I study in a private university. My department is interior design. I am interested in designing buildings. It has been my dream job since I was born. Additionally, I am quite tall. I am 173 cm tall. Also, I am average. My weight is 70 kg. Finally, I have long black hair and green eyes.

**The instructor`s feedback:** I am proud of you. It is flawless. Keep writing to be better each passing day.

### **Data Analysis**

Collected quantitative data were analyzed by SPSS 23 in two different sets which were independent samples t test and paired samples t test. Independent samples t test is used to compare means of two sets of data (Rasch et al. 2007). In this study, control and experimental group`s pre-test and post-test results were compared to make some interpretations later. Likewise, paired samples t test is another test which is used to measure each group separately by comparing pre-test and post-test results (Ross & Willson, 2017). In other words, it is used to measure whether there was a significant difference in each group by comparing the results of pre-test and post-test.

Collected qualitative data in the questionnaire were analyzed by managing Likert scale and converting them into percentages with the help of IBM SPSS 23. The items were analyzed in detail when opinions of students were turned into percentages. Additionally, the interview was recorded and recordings were analyzed by the committee. After thorough analysis, insightful ideas in interviews to pave way for other studies were uncovered.

**Findings**

The findings of the study were classified in 3 categories as the analysis of a questionnaire, the independent samples t test and paired samples t test. The detailed analysis can be seen below for each category in Table 1.

Table 1: The analysis of the questionnaire

ITEMS	Mean	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		%	F	%	F	%	F	%	F	%	F
I join writing classes with a great passion to expand my knowledge	4,06	58%	29	4%	2	28 %	14	6%	3	4 %	2
I think my improvement in writing classes affect my performance positively in other skills	3,66	44 %	22	18 %	9	18 %	9	10 %	5	10 %	5
My instructor`s dedication increased my motivation to write well each passing week.	4,74	74 %	37	26 %	13	0 %	0	0 %	0	0 %	0
I notice that product approach is more helpful than other approaches.	4,68	82 %	41	4 %	2	14%	7	0%	0	0%	0

I think that process approach yields better results on the way of being a proficient writer day by day.	3,14	28 %	14	20 %	10	14%	7	14%	7	24 %	12
If I had a new chance, I would opt in product approach for its numerous benefits.	4,78	78%	39	22 %	11	0 %	0	0 %	0	0 %	0
If I had a new chance, I would opt in process approach for its numerous benefits.	3,74	38 %	19	22 %	11	24%	12	8%	4	8 %	4
This study was so helpful to learn different writing approaches and choose the best one that fits our needs.	5,00	100 %	50	0 %	0	0%	0	0 %	0	0 %	0
This study was so time consuming for me. I wish I had not joined it.	2,14	0 %	0	0 %	0	40 %	20	34 %	17	26 %	13

When item 1 was analyzed about students' passion towards writing, the mean score was 4,06 which was not significant. It was observed that only 58 % of the students join writing classes with a great passion by choosing strongly agree option. In other words, only 29 students held the opinion that they were engaged in the lessons with a great passion. On the other hand, it seemed that remaining 42 % percent of the students needed more incentives to increase their motivation in writing classes. 4 %, 28 %, 6 %, 4 % of the students chose agree, neutral, disagree, strongly disagree respectively. In other words, 2, 14, 3, 2 students chose agree, neutral, disagree or strongly disagree options respectively.

When item 2 was analyzed about the correlation between writing and other skills, it was seen that most students could not correlate writing with other skills to complement each other with a 3,66 mean score. Only 44 % of the students chose strongly agree, while 18 %, 18 %, 10 %, 10 % chose agree, neutral, disagree, strongly disagree. In other words, 22 students chose strongly agree, whereas 9, 9, 5, 5 students preferred choosing agree, neutral, disagree and strongly disagree respectively.

When item 3 analysis was completed about the instructor's dedication, a significant difference was figured out instantly between strongly agree and the others with a 4,74 mean score. 74 % of the students chose strongly agree which refers that we appreciated instructor's effort without any hesitation. In other words, 37 students appreciated his efforts. On the other hand, only 26 % of the students chose agree which was equal to 13. Another striking point was that no student chose neutral, disagree or strongly disagree.

When item 4 about the efficiency of product approach was analyzed, the findings show that the mean score which was recorded as 4,68 was highly significant. 82 % of the students held the opinion that product approach was so effective to improve their skills. In other words, 41 students state that product approach is helpful to improve their skills. On the other hand, 4 % and 14 % of the students chose agree and neutral which were equal to 2 and 7 students respectively. Another point to consider is that no student chose neither disagree nor strongly disagree.

Once item 5 was analyzed based on the efficiency of process approach, some adverse results arose with a 3,15 mean score. Only 28 % of the students chose strongly agree which was equal to 14 students. On the other hand, 20 %, 14 %, 14 %, 24 % of the students chose agree, neutral, disagree or strongly disagree respectively. In other words, 10, 7, 7, 12 students chose agree, neutral, disagree or strongly disagree respectively.

When item 6 about the chance to be opt in product approach for future studies were analyzed in detail, the significance rate was unobtrusive with 4,78 mean score. 78 % of the students chose strongly agree which was equal to 39 students. On the other hand, 22 % of the students opted in agree option which was equal to 11 students. Another interesting finding was that no student chose neutral, disagree or strongly disagree options.

When item 7 about the chance to be opt in process approach for future studies was

analyzed in detail, it was seen that mean score was not significant enough to observe which was 3,74. Only 38 % of the students chose strongly agree option which was equal to 19 students. On the other hand, 22 %, 24 %, 8 %, 8 % of the students opted in agree, neutral, disagree or strongly disagree options respectively.

When item 8 about the genuine opinion of students about the whole study was analyzed in detail, it was seen that all students were satisfied with the conduct of the study by a 5,00 mean score. All students in the study stated that the study was so helpful to be familiar with all approaches in an Academic Writing course.

When item 9 about the possibility of wasting time during the study was analyzed in detail, it was noticed that the mean score was not significant which was recorded as 2,14. No student chose neither strongly agree or agree. On the other hand, 40 %, 34 % and 26 % of the students chose neutral, disagree or strongly disagree options which were equal to 20, 17 and 13 students respectively. It showed that students took advantage of this period.

Considering all 9 items in the questionnaire, it can be concluded that more students appreciated product approach than process approach. Also, their passion and attitudes towards writing class were not as high as expected. Finally, all students held the opinion that it was a productive period for them. Independent samples t test analysis was illustrated in Table 2.

### Independent Sample T Test Analysis

Table 4: Independent samples T Test analysis

Variables	Groups	N	Mean	SD	t	df	Sig
Pre-test	Experimental Group	25	57	9.574	-411	48	.683
Pre-test	Control Group	25	58	7.500			
Post-test	Experimental Group	25	75.60	9.500	5.608	48	.000
Post-test	Control Group	25	61	8.898			

Note.  $P < 0.05$

Table 2 displays the results of independent samples t test based on pre-test and post-test. When pre-test results were analyzed, it was seen that there was no significant difference since  $p = .683$  was higher than pre-defined significance level 0.05. On the other hand, a significant difference was noticed when post-test results were analyzed. Post-test results show that  $p = .000$  was less than pre-defined significance level 0.05, so we can conclude that null hypothesis which argues that there was no significant difference between

each treatment was rejected. Alternative hypothesis which claims that there was a significant difference between each treatment was accepted. These results uncover that product approach yielded better results to increase students` success which was also confirmed with a significant difference in independent sample t test.

**Paired Sample T Test Analysis in Each Group**

Table 5: Paired sample T Test analysis in experimental group

Paired Sample Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Experimental Group Pre- test Post-test	-18.600	11.321	2.264	-23.273	-13.927	-8.215	24	.000

Paired sample test was run to measure whether there was a significant difference in each group separately by comparing means of pre-test and post-test. Paired sample t test results show that p = .000 was less than pre-defined significance level 0.05, so there was a highly significant difference between each treatment in experimental group. Additionally, mean score, standard deviation, standard error mean, t value and df were observed as -18600, 11.321, 2.264, -8.215 and 24 respectively. These figures were also in line with observed significant difference between pre-test and post-test in terms of experimental group. Paired sample t test analysis in control group was illustrated in Table 6.



Table 6: Paired Samples T Test analysis in control group

Paired Sample Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Control	Pre-test Post-test	-3.000	5.401	1.080	-5.229	-.771	-2.777	24	.010

The same procedure was conducted in control group as well. Paired sample t test results show that  $p = .010$  was higher than pre-defined significance level 0.05, so there was not a significant difference between each treatment in control group. Additionally, mean score, standard deviation, standard error mean, t value and df were observed as -3000, 5.401, 1.080, -2.777 and 24 respectively. These figures were also in line with the slight increase between pre-test and post-test in terms of control group.

### Discussion, Conclusion and Recommendations

This study aimed to compare two writing approaches which were product based and process based. In this respect, multiple instruments were employed. Based on the gathered data, it was measured that the students who were exposed to product approach in an Academic Writing course outperformed the students who were engaged in process approach. These results were also confirmed by the questionnaire, independent samples t test, paired samples t test and interview. All instruments uncovered that students' progress was more significant in product based approach which was in line with Cislaru's (2015) study. On the other hand, control group students who were exposed to process approach could not show a considerable progress. In regard to these results, some interpretations can be made.

The analysis of the questionnaire shows that the percentage of students who were in favor of product approach was higher than the other students who were in favor of process approach. Also, the number of students who want to take part in a future study with product based approach was so satisfactory. On the other hand, only few students wanted to be a part of the study with process based approach in the future. Another striking fact was that many students could not find a correlation between writing and other skills which is not in line with many previous studies (Erhan, 2011). Additionally, the student's passion to have more engaging classes is lower than expected which deserves a special attention. Also, most of the students appreciated the instructor's effort to elevate their performance

in writing. The last point to consider in the questionnaire was that most of the students regarded this period as a productive period rather than a time to waste their precious time.

Second instrument to gather data was SPSS analysis through independent samples t test and paired samples t test. Both results indicated that there was a difference between each group with varying degrees. Experimental group students followed a product based approach and boosted their marks tremendously. On the other hand, control group students followed a process based approach, and they progressed slightly which could not have been considered as significant. These results show that product based approach was more beneficial to improve their writing skills in an Academic Writing course (Ghufron, 2016).

Once the interviews were deciphered and analyzed, most students appreciated product based writing approach, whereas only few students had positive attitudes towards process approach. Some of the comments by students can be examined below:

I used to think that product-based approach is an old fashioned and time-consuming approach for us because there were many videos, articles and books related to it. On the other hand, I have seen that product approach is the best way to improve my writing because we exploited writing model in detail to grasp essential words before writing ours. We also learned how to insert transition words to connect sentences. Another point to consider was that it was easy to navigate for me after reading the model. I knew how to make necessary changes and imitate the model text. I have added novel ideas into it when I get more self-confidence each passing week. (Student Q)

I wish I had joined this program earlier. Being a student to learn by a product-based approach was an awesome experience. Once we learned how to organize our ideas step by step, the rest was so easy to progress. I feel proud of myself whenever I write my own work based on the model text. When I see the product at the end, I can evaluate my writing easily. Also, I study more when I cannot write well in the previous week. (Student T)

This study assisted me a lot to expand my horizon by different topics and perfect model texts. I have learned a lot about describing people, hobbies, hometown, strengths and weaknesses. Product based approach changed my attitude positively towards writing because I can make necessary changes easily when I have a flawless sample to benefit. (Student L)

I used to think that process approach was the best one to improve students' writing skills when I was a student at a high school. Later, I have noticed that process based approach cannot yield the same success for each student. The semester is shorter in some countries for some reasons, so process approach fails to teach writing effectively. These students need to acquire the basics of Academic Writing within a short time. Also, the students at university can grasp details faster than other stages. Product based approach increased my motivation to teach writing effectively. We brainstormed, highlighted key words, created meaningful sentences about key words and made a short presentation about

the topic before actual writing process. Later, the students studied on the sample text at home one more time to expand their ideas in the following days. When it was time to write, they were ready to compose their ideas and put their learning into practice. It was a very fruitful period for me and my students. I suggest all Academic Writing instructors to have a go for it. (Instructor)

This study had some limitations as well. The first point was that females were higher than male students. It could be equalized to represent the population well. Moreover, departments of the students varied. More reliable results could be reached if they studied in the same department. Also, only 50 students and 1 instructor were included. More instructors and students could be welcomed in the study.

Some recommendations can be made related to this study to the stakeholders of education. Academic Writing instructors, administrators of language learning and teaching centers can consider integrating product-based approach into their curriculum. Additionally, instructors can guide students on how to uncover their potential through product-based approach. Once students are motivated to research more by internet or Academic Writing books, their learning can be more long-lasting. Also, students break the monotony in writing when they have the freedom to make necessary changes on the given model text. They expand their vocabulary, learn different collocations, transition words and see more sample texts. They do not learn only from one channel, so they may have different perspectives to be more open-minded and visionary.

Finally, some recommendations can be made for researchers. This study was conducted on language preparatory school students within 16 weeks. Further studies can be conducted by extending the time on sophomore, junior and senior students at a university. Additionally, only paragraph-based topics were included in this study as we included first semester of the academic year. Further studies can be conducted to mirror their learning on writing essays which is one of the most popular genres in Academic Writing courses. Also, only university's exams were considered in this study. Further studies can be conducted to measure their learning through internationally accepted exams like B1 Preliminary, TOEFL IBT, IELTS or SAT.

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