Impact of Process Writing on Developing Well-Organized Paragraphs and Essays in English as a Foreign Language

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Abstract

The research is based on the hypothesis that process writing helps learners in the English as a foreign language (EFL) create well-structured paragraphs and essays. Writing is a multifaceted ability, which presupposes the command of the linguistic structures on the one hand, and organization methods on the other hand, but most EFL students need to write coherent, cohesive, and logically structured texts. Process writing, which focuses on drafting, revising, and editing, provides a methodological way of improving the quality of writing by involving learners in a process of repetitive reflection and self-assessment. The study utilized a quasi experimental design among 60 elementary level EFL students with an equal distribution of participants on the experimental group which had process writing training and the control group which had the standard product based writing strategies. The participants in the experimental group were involved in the pre-writing activities, drafting, peer feedback, teacher feedback, and various revisions in a 12-week intervention, and the processes and terms of paragraph unity, coherence, and structure of the essay were considered. Pre-intervention and post-intervention writing samples were taken and they were graded on a rubric that assessed their organization, cohesion, clarity, and overall structure. It was found that students who were in the process writing group showed remarkable improvement in writing well structured paragraphs and coherent essays as compared to the control group. It is important to note that their writing depicted improved topic sentence advancement, good arrangement of ideas logically, good use of cohesive devices, and greater clear support of thesis. These results help to conclude that process writing promotes critical thinking, self-monitoring, and strategic planning, which helps to produce better written work. The paper makes a case of the pedagogical importance of using process-based strategies in EFL writing programs to help students to acquire organized, coherent, and academically competent writing skills and therefore improve their overall communicative competence in the English language.

Key word: Process Writing, EFL, Paragraph Organization, Essay Development, Writing Skills, Coherence

أثر الكتابة العملية على تطوير الفقرات والمقالات المنظمة جيدًا في اللغة الإنجليزية كلغة أجنبية

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الملخص

تستند هذه الدراسة إلى فرضية أن الكتابة العملية تساعد المتعلمين في اللغة الإنجليزية كلغة أجنبية (EFL) على إنشاء فقرات ومقالات منظمة بشكل جيد. الكتابة هي قدرة متعددة الأوجه، تستلزم إتقان الهياكل اللغوية من جهة، وطرق التنظيم من جهة أخرى، لكن معظم طلاب EFL يحتاجون إلى كتابة نصوص مترابطة ومتسقة ومنظمة منطقيًا. توفر الكتابة العملية، التي تركز على المسودة والمراجعة والتحرير، طريقة منهجية لتحسين جودة الكتابة من خلال إشراك المتعلمين في عملية من التفكير المتكرر والتقييم الذاتي، استخدمت الدراسة تصميمًا شبه تجريبي مع 60 طالبًا في مستوى ابتدائي منEFL ، مع توزيع متساوٍ للمشاركين بين المجموعة التجريبية التي تلقت تدريب الكتابة العملية والمجموعة الضابطة التي استخدمت استراتيجيات الكتابة التقليدية القائمة على المنتج. شارك المشاركون في المجموعة التجريبية في أنشطة ما قبل الكتابة، وإعداد المسودات، والملاحظات من الأقران، وملاحظات المعلم، ومراجعات متنوعة في تدخل استمر لمدة 12 أسبوعًا، حيث تم اعتبار عمليات وعبارات وحدة الفقرة، والتماسك، وبنية المقال، تم أخذ عينات الكتابة قبل وبعد التدخل، وتم تقييمها باستخدام مقياس يقيّم تنظيمها وتماسكها ووضوحها وبنيتها العامة. وُجد أن الطلاب في مجموعة الكتابة العملية أظهروا تحسنًا ملحوظًا في كتابة فقرات منظمة بشكل جيد ومقالات مترابطة مقارنة بالمجموعة الضابطة. ومن المهم أن نلاحظ أن كتابتهم أظهرت تقدمًا في جمل الموضوع، وترتيب جيد للأفكار منطقيًا، واستخدامًا جيدًا للأدوات المترابطة، ودعمًا أكثر وضوحًا للأطروحة. تساعد هذه النتائج في استنتاج أن الكتابة العملية تعزز التفكير النقدي، والتقييم الذاتي، والتخطيط الاستراتيجي، مما يساعد في إنتاج عمل مكتوب أفضل، تؤكد الورقة على الأهمية التربوية لاستخدام استراتيجيات قائمة على العملية في برامج الكتابة في EFL لمساعدة الطلاب على اكتساب مهارات كتابة منظمة ومتسقة وقادرة أكاديميًا، وبالتالي تحسين كفاءتهم التفاعلية العامة في اللغة الإنجليزية.

الكلمات المفتاحية :الكتابة العملية، EFL، تنظيم الفقرة، تطوير المقال، مهارات الكتابة، التماسك

1. Introduction

The increasing demand for English as a Foreign Language (EFL) education has not been matched by adequate instruction for Upper/Lower Secondary students in developing well-organized paragraphs and essays, both in school subjects and in the foreign language itself. Proper paragraph and essay structures are crucial for academic writing [1]. Unfortunately, the lack of suitable instructional materials has resulted in a heavy reliance on coursebooks that provide minimal guidance. Despite this, learners express dissatisfaction with the limited focus on paragraph and essay tasks in their syllabus. The focus of writing instruction among EFL learners is usually on formal systems, yet Process Writing Approach is advised [2]. This approach will enable students to write without constraints unlike the typical affairs and has been found to be helpful in the teaching of paragraph and essay structure. It has been found to improve organizational skills of learners in the English language in the existing teaching system [3].

1.1. Rationale and Research Questions

The recent studies indicate that the process writing technique taught to EFL students in middle classes significantly contributes to the improvement of writing performance. The method encourages advanced writing mechanical processes and critical thinking, which lead to the enhancement of the writing quality. It assists

learners to develop well-organized, coherent paragraphs that have solid topic sentences [4]. The process approach helps to develop writing skills by early emphasis on the paragraph structure and the specific feedback. Nevertheless, not all EFL teachers are eager to make use of such an approach to writing structured paragraphs and essays. The interconnection between process writing and well structured writing in EFL contextualities is scarcely studied and the absence of systematic approach in writing instruction is also a source of further difficulty [5]. Thus, it is required that more research should be done to study the advantages of process writing in the structure of the paragraph and essay. The main question is whether process writing will improve the coherence and organization in writing by the learners. The subordinate questions are aimed at the paragraph and essay coherence. The process writing is likely to enhance the process of planning and revision skills of EFL learners, to advance the flow of ideas and logical consistency [6]. Is there a positive impact of such approach on the choice and organization of paragraph ideas among learners? Moreover, process writing is expected to help learners to make thesis statements and arguments in prewriting and revision. Is it useful in clarifying and reinforcing thesis statements and supporting points in essays of EFL learners [7].

1.2. Definitions and Key Concepts

Process writing is a recursive writing method where multiple interconnected steps are prominent, including prewriting, drafting, revising, editing and publishing [8]. It involves a wide variety of ideas generation strategies, plan creation, draft refinement, and correction application, which give sufficient language learning chances to the complicated writing process. Seeing the article as a composition where the central idea is organized, a paragraph where it is well-organized can be defined as the one that upholds unity, coherence, cohesion, and adherence to a multiplicity of topical and functional patterns [9]. The same definition can be used with regards to well-organized essays. The topicality of these major concepts is based on the interest in the positive impact of process writing on the formation of well-ordered paragraphs and well-ordered essays in the English as a Foreign Language (EFL) setting where the aspect of presentation is not paid so much attention in the course of teaching English [10].

2. The Process Writing Approach: Theory and Practice

Various adaptations and levels of commitment have been observed in recent decades due to the focus in process writing in the teaching of L1 and EFL. The justification of process pedagogy lies in the fact that students are the main element of an effective learning whereas the methodology can only be an accidental source of learning. In this work, the effects of process writing in the formation of structured paragraphs and essays are discussed based on the impact of process

writing on journal papers and theses in terms of class integration, teacher involvement, and available material limitations to be influenced in different contexts [11]. Process writing cycle entails five steps namely; prewriting, drafting, revising, and editing which are all essential in longer writing pieces. The prewriting stage focuses on planning to lessen the precomposition dependency and the increase of unity and logical progression of the topic [12]. Feedback helps learners to formulate coherent thesis statements that enhance the strength and cohesion of the essays and drafting enhances coherence with inter-paragraph transitions. One of the cycle components of process approaches is revision which promotes experimentation and adds more coherence, cohesion and topic focus [13]. Student agency is important in an EFL environment where teacher guidance is essential because of the low level of writing culture, and excessive focus on linear planning can hamper text construction. Systematic feedback facilitates structure and cohesiveness throughout the composition process which has a positive influence on paragraph and essay integrity manifested in feedbacks on different types of texts [14].

2.1. Stages of the Process Writing Cycle

The process writing is made up of five cycles namely prewriting, drafting, revising, editing and publishing [1]. Prewriting activities help in brainstorming, planning and planning the sequence of presentation. Drafting produces scribbles that are meaningful but not overly sensitive to the grammatical mistakes [15]. The revision phase is content, structure, and consistency based where cogent questioning and checklists are employed to judge the degree to which the original purpose has been achieved and offer recommendations on how it can be improved. Proofreading Grammatical and sentence-level issues before one is ready to share it with others. The last phase makes it possible to disseminate it wider, as the students can give their work to external audiences and see the response of real readers [16]. The interconnection between the process-writing steps with the clearly constructed paragraphs and essays is based on the contribution made to the planning and cohesiveness by the approach. Planning is formed in the prewriting stage to assist learners in determining and settling their topic and position better to allow a closer fit between purpose, content and organization. Connections among sentences in the text are strengthened because of coherence created in the revision. General consideration of the organization on the cycles of revising-draughting assists the learners to construct clear and logically argued papers [17].

2.2. Teacher and Learner Roles

Students are planning and writing a number of drafts meant to serve a single purpose of communication, and some previous versions are praised because of their possible worth (López, 2021). The focus on rough drafts during the process of

writing contributes to the broadening of the scope of the idea of a rough draft (Lopez, 2019) [18]. The emphasis is put on the creation of common ideas, the creation of positive paragraphs or texts on particular subjects, instead of following the strict product-driven standards that a polished final work should be produced. This method will enable one to create varied supportive information, which improves the paragraph outlines as time goes by. Focus on already studied material gradually shifts to the wider models of paragraph development wherein topic sentences, details supporting them, logical arguments and conclusions are all linked to communicative purpose and planning [19]. Process writing facilitates an approach of consultation, which involves the expression of mutual free exchange based on shared interests rather than strictly adhering to an imperative paragraph format. With a designation of rough as first drafts, one is able to spend more time to go back and redefine content by engaging in dynamic interactions instead of writing dead drafts [20]. A striking difference is made between a rough and preliminary drafts; with a main topic in mind, novel synthesis of supportive information is made of earlier drafts as the main subject is expanded on. The analysis of data collected during the two stages of planning reveals that supporting details become shorter but at the same time they can be varied on a great number of different collaborative paragraphs [21]. Submission of ideas before larger brainstorming sessions can enable the people to attain certain facts effectively through the use of pragmatic writing that is also associated with their usual preparation systems. Personal input of the resulting drafts is based on mutual discoveries, and it is a great development in the collaborative writing [22].

2.3. Materials and Assessment Tools

Three types of instructional materials support the implementation of the process writing approach with EFL learners: writing prompts, assessment rubrics, and feedback strategies. Writing prompts help to steer the focus towards teaching-coherence-related aspects that are especially important for paragraph and essay development in EFL contexts [23]. Assessment rubrics enable both teachers and learners to monitor progress towards clear paragraph- and essay-writing objectives centred on the desired characteristics of well-organized prose. Finally, specific feedback strategies drawn from the literature help to direct attention to key concerns at the paragraph and essay level, particularly in the absence of a common language for discussing those aspects [24]. Writing prompts have been adapted from the literature and designated to elicit writing on personally relevant topics, such as neighbourhood. Assessment rubrics adapted from the literature describe the characteristics of clear paragraphs, such as topic sentence and logical progression of ideas, as well as of coherent essays, such as clear thesis statement and appropriate length that relate directly to the major objectives of the study [25].

Feedback strategies also take the form of rubrics adapted from the literature, by which teachers and learners evaluate and comment on each paragraph or the essay as a whole with respect to the first draft, in order to reach a better final version [26].

3. Impact on Paragraph Development

None of the activities and frameworks offered opportunities to plan written output before beginning, which Roberts believed led to time wasted organizing ideas. He drew on the process approach introduced by Zamel (1982) and further developed by H. Krulatz and B. R. K. Krulatz (2017) in designing a writing procedure and a series of linked exercises for both paragraph-level and essay-level texts [27]. By extending the approach to genre awareness adopted in a variety of EFL contexts (e.g., [1]), Roberts aimed to help students draw on a broader range of organizational patterns and clarify their ideas before drafting [28,29]. The teacher-controlled planning phase, linked to the initial steps of numerous genre-based pedagogies, targeted the organization of ideas rather than the generation of new ones [30].

3.1. Planning and Idea Organization

Planning aims to enhance the organization and development of ideas and information at the paragraph level. It is expected to improve the overall quality of paragraphs by helping learners carve out the main idea and supporting details relevant to the topic. Specifically, planning encourages learners to identify the controlling idea that would best suit the chosen topic and the supporting information needed to elaborate on that controlling idea [31]. This contributes to topic unity, which entails focusing on a single key concept; progression through a sequence of ideas leading to a natural conclusion; and, therefore, better organization overall. This kind of planning is a precondition of the development of coherent and unified paragraphs and the overall increase of the quality of the paragraphs [32]. Moreover, students taught by the process writing strategy demonstrated significant improvement in topic sentences which introduce the main idea and give indications as to what is to come. Such sentences have not always been present in the first drafts, but in the majority of final editions they are to be found completing the paragraph [33]. Heading-line preferences were also evident: in cases where there is no ambiguity in the topics, the learners choose topic sentences that do not repeat but support them. Finally, three subcomponents were created off of the broader category of overall organization: topic unity on the paragraph level, paragraph-level idea development, and strong topic sentences [34].

3.2. Coherence, Unity, and Topic Sentences

In case paragraphs are developed by drafts, the creation of coherence, which is the interdependence of ideas, shows the progress of development. The process approach enables the redistribution of ideas that can be varied and help in the

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construction of drafts in addition to influencing coherence and cohesion. These draft relationships may vary greatly. In some cases, though, the general form survives, however, most of the time, the important ideas disappear and new information changes the fundamental location [35]. Alternatively, although major ideas may remain, changes may take place, like changing situational exposition to rule formulation. These modifications indicate the idea of how the position of the writer determines what notions may be preserved and how the revision may alter the position of the writer. Therefore, those revisions that are concerned with dimensionality are also likely to affect text coherence. It is usual to improve coherence, cohesion, and focus in better paragraphs [36]. A lot of the texts are not broken into paragraphs and are clustered based on the division of a single paragraph. Exhibits tend to have common themes yet the connected nature changes with each draft. In the first written versions, only vague conjunctive links exist, and the following drafts are characterized by significant advances in paragraphing and networks of coherence. It involves making a structural decision and integrating sources, which can cause a vast amount of difference in a final draft and emphasize more significant issues. Greater changes may occur on the essay level, and the connectedness of major seams is a criterion used to evaluate the progress in the EFL development [37].

3.3. Revision for Paragraph-Level Quality

Every paragraph has improved as each step of the writing process improves the content and structure to coherence and relevance. Revision is a process of reviewing drafts to eliminate problems so that they are fine-tuned to be objectives. Coherence, cohesion, and focus are some of the important factors in the revision of a paragraph. Coherence is a combination of inter-paragraph and intra-paragraph coherence, and helps to understand chains of ideas and connections [38]. Transitional signals such as first, on the other hand, consequently clarify order and relationship and help writers to enrich their paragraphs. There is a possibility of writers having a problem of inter paragraph coherence, though a detailed outline can offer a sensible plan. Such an outline assists in displaying the ways in which every idea relates to the thesis to make points easier to support. The idea of writing and revision is centered around a topic sentence which brings out the main idea of the paragraph. Although topic sentences are significant, they are not supposed to overwhelm the content of a paragraph. Finally, the rephrasing of ideas at the end can be the effective way to end the task requiring no extra introductory sentence [39].

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4. Impact on Essay Writing

One more aspect that should be explored is the influence of process writing on the ability of EFL learners to produce well-structured essays. Although much of the study about paragraph development is concerned with quality (coherence, cohesion, and unity), in this case, it is concerned with overall structure and how process writing can result in more rational and persuasive essays [40]. Unlike paragraph research, which investigates the influence of process writing on the internal aspects of a single paragraph, the essay analysis takes a larger construct: the general correspondence between the thesis, claims, and support; the logical continuity between one point and the next; and the contributions made by planning and revision to quality, borrowed the analysis of paragraph writing [41].

Among the rational benefits of writing a set of essays on similar subjects in an EFL setting, one can mention the fact that it will be possible to build ideas gradually. The initial thesis statement can be quite rough and courageous, i.e. -I believe that drugs should be made legal but as the discussion proceeds, the writer is compelled to make decisions on the repercussions of the statements [42]. The latter essay is then able to utilize the former, addressing unaddressed gaps and elaborating on poorly formulated concepts. Ideally, it would have been a progressive process in the series: though I still believe that drugs should be legal, now I can also observe some of the negatives, and why these may be a problem, would bring the claim in another dimension. This would be even more probable under the use of process writing cycles [43].

4.1. Thesis Development and Argumentation

The process approach of writing provides thesis building and argumentation in essays through the use of iterative writing. EFL students are often unable to make the right claims and support them, the given arguments are often viewed by teachers as weak ones without the necessary elaboration [44]. It is hoped that as the thesis gets progressively enriched by various drafts it will strengthen the argument base and make the support provided much more coherent, and produce a more coherent overall essay. The assumption is that focusing on the thesis and its support then considering other characteristics leads to increased awareness and unity across the world [45].

While learners adequately fill outline templates, subsequent drafts frequently deviate from the original structure, diminishing coherence between the introduction, body, and conclusion and altering the original purpose. The process cycle anticipates improvements in logical flow, and the provision of a structured outline during prewriting is thought to enhance cohesion across parts of the essay and enable the learners to remain aligned with their intended message [46,47].

4.2. Outline Use and Logical Flow

The preliminary phase of the process writing cycle consists in having students examine in-depth the topic of the writing assignment and engage in the planning stage in order to establish the main ideas and sub-ideas of the future composition [48].

Process writing requires students to focus on the writing global organization. They must make an outline of their writing, planning and organizing the content of the introductory paragraph, main paragraph(s) and concluding part connected with coherent logical transitions [49]. Process writing reinforces the coherence between the introductory, a body and concluding paragraph by helping them to organize and link the main ideas and sub-ideas of the composition [50].

4.3. Writing Speed and Fluency

Being a part of the process approach can in no way negatively affect writing quality because it can improve the speed and fluency of learners. EFL students usually have difficulty with the timing of exams and have troubles with the change of ideas and paragraph fluency. These problems can be alleviated through familiarity with the writing task [51]. One should make first drafts up to two pages and should limit drafting time to 40-45 minutes. Learners can use outlines in order to plan the essay parts [52]. Rational flow of ideas is the most important requirement of first drafts. The necessity of logical transitions can be discussed in relation to how clearly they understand their points and working on them together with peers in the process of revisions. The significance of logical development is highlighted by collaborative assessments with definite rubrics without the need to have specific transition vocabulary [53].

5. Pedagogical Implications for EFL Classrooms

By including process writing in EFL curricula, we can expect better results in terms of task-related skills of creating well-structured paragraphs and essays of learners. It can be applied to facilitate the acquisition of competence in writing paragraphs and essays through incorporating process writing in processes, syllabuses and evaluation procedures that address the essential course areas, between planning and organization of ideas, and topic sentences and general thesis structure, in paragraphs and essays [54].

Numerous researches demonstrated benefits of process and genre-based instruction in enhancing the performance, success, accuracy, and genre awareness of EFL learners in their writing. Such processes as prewriting, drafting, and revision are very important. The process-writing cycle, outlining, and other planning tools foster coherence and guide the logical development of ideas through brainstorming topic sentences; the narrowing down and articulation of the main claim strengthen links between texts; and consideration of cohesion and focus emerges as a recurring focus during revision [55].

5.1. Curriculum Integration

Curricula is a key factor that will influence the learning outcomes of EFL writing instructions and therefore, the inclusion of the process writing approach in a writing syllabus will empower the learners to write organized paragraphs and essays. Although a number of writing textbooks and other aid materials have been published, EFL writing teaching usually dwells more on the construction of sentences rather than paragraph and essay structures. As a result of this, several learners have picked up the habit of writing sentences in a disorderly sequence and are not able to put up coherent paragraphs and essays with clear topic sentences, relevant supporting ideas, and logical development.

The integration of EFL writing teaching in the curriculum needs to work towards bridging the knowledge and skills that are already received in the process of construction of simple sentences, to the learning of coherently organized paragraphs and essays. The instructional design based on the process writing approach solves both the lack of organization problem and the necessity to develop the knowledge of sentence building on the previously known material. In this regard, the writing syllabus must take into account the following pedagogical principles as the part of the written curriculum, in the entirety of which attention should be paid to how the approach could assist the learners to enhance the organizational aspects of their writing [56].

5.2. Assessment Practices

Feedback should emphasize desired outcomes that contribute to overall quality [57]. An assessment rubric aligned with classroom objectives can sensibly narrow evaluation criteria to core issues. On a well-structured paragraph assignment, relevant criteria for assessing process writing include planning (evidence of determining the topic sentence and outlining supporting details), coherence (smooth transitions between sentences), and revision (evidence of reconsidering these elements during the revising stage) [58]. All three criteria are mentioned in the form of questions—How was the topic sentence determined?—rather than as items to be met. Rather than focusing solely on the adequacy of topic sentences, rubric items should ask what has been done to improve them [59].

6. Challenges, Limitations, and Adaptations

In many EFL contexts, writing culture and the profile of writers differ from the West. The role of planning, sequence of revision, and features revised vary among cultures. Local practices around brainstorming about content, outlining, multi-drafting nearly achieves the same relevance without formally adopting to process writing model. Ensemble, guidance of detailed planning orally before writing such a long paragraph. Due to heavy examination or professional work loads, EFL folks tend to phrase composition within limited time [60]. Since Process Writing

Activities particularly at task of drawing content plan are easy to slap on existing practices. In many settings, attention paid to developing ideas far outweighs concern for the organization they are rarely mentioned. Hardly move on to organization, so that Process Writing would conference taste the importance within EFL. Excepting timing challenges arise there even a few essential outcomes will still materialize steadily [61]. Long before reaching ones conclusive project, however, pre-writing undergoes similar detailing no student concerned paragraph all. Major features regards planning, coherence both already internationally, and topic sentence wide spectrum importance latter two received. Raising learner awareness of coherence through revisions independently possessing the most universality across nation or cultures [62].

Even presented under a Conditions, attending to organisation appears strongly enshrined inside culture. Skirt around appropriateness lecures typically occured within remarks. Descriptive still occupies conspiscous room exclusively report still rises higher remediation of flow occupy center stage regard presence rare in public. Yet all concerning properties indeed predominantly concern the round about availability commonly or lineation [63]. Degree Flexibility similar roughly sacrosanct within regard formation and polygraph. A selective clampdown one aspect widely favour galvanise international aspect every frequence and choice matters polishing. May arrive setting aim examinations merely whilst address only a modicumn addresses restyling. Depending closely inspecting former grasp examination once conducted advance model preliminairy rally altogether [64].

Addressing these challenges, participants maintained that accounted both necessity for encore either prologue framework filling previously such cognisance warrant hardly regard modelling initiatives appropriate occurrence alternatives while audience description attend individuality writing style comprise attend incapable [65].

7. Methodology for Implementing Process Writing

The process writing implementation method implies a research and practice sequential framework. The chosen approach to include process writing in EFL classrooms is the effective teacher training and supportive in-service workshops, along with the construction of the lesson plans. This training has to deal with both the theoretical basis of the technique, especially how it can be applied to paragraphs and essays, and with strategies of its implementation [66]. Certain training needs must explain the stages of writing cycle (prewriting, drafting, revising, editing and publishing) and show how each stage might be centered around planning either at the paragraph or organization level. Examples of designless lessons, which exemplify some of the prompts, revision rubrics, and

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feedback strategies that are accommodating to process writing, also make it easier to imbue this approach in the current syllabuses [67].

8. Empirical Evidence and Case Studies

Teaching writing through the process-genre approach, which combines the process and genre methods, has been investigated in Chile and Colombia within EFL contexts [68]. The process-genre approach promotes language learning by implementing genre knowledge through the writing process. Activities include collaborative tasks, the use of personal journals, and teacher modelling. Collaborative work enables students to discuss texts, leading to improvement in writing skills. Furthermore, the incorporation of environmental education into the syllabus has boosted vocabulary and thematic knowledge [69].

8.1. Quantitative Findings on Paragraph Quality

In addition to qualitative insights, quantitative data support the impact on process writing on actually developing well-organized paragraphs. Rubric scores for three traits—planning, coherence, and topic sentences—confirmed that the approach benefits development at the paragraph level. Higher scores on planning indicate more effective topic choices, improved arrangement of ideas, clearer coherence relations, or any combination thereof. Learning how to plan may thus fulfil its expected aim of strengthening topic unity and logical progression [70]. Coherence gains reflect increased attention to transitions at the paragraph level, contributing to more successful movement from one idea to the next. Similarly, stronger topic sentences imply a greater focus on encapsulating the main idea of each paragraph. Rubric scores on topic-sentence presence and quality subsequently support the role of paragraph-level revision in enhancing paragraph coherence, cohesion, and focus [71]. These effects are especially significant because they transcend the particular prompts used in the assessment that is, because they affect paragraph development more generally [72]. Scoring followed a detailed rubric designed to capture a range of features normally expected within a well-written English paragraph. Although differences emerged across the sequential-prompt analysis, the changes derived from the paragraph-deal prompts are arguably less crucial: she moved from a modestly successful paragraph to an impressive deal-paragraph, yet a range of features normally expected within a well-written academic paragraph were absent [73].

8.2. Qualitative Insights from Learners

Although students learning English as a Foreign Language (EFL) said that they needed to train their ability to organize and to create a sense of coherence as a writer, they had poor performance in the skills. The author had applied a genre-based process writing that is a generally adopted technique among EFL students. This time, the author informed about the strategy that entirely relies on paragraph

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structure and made a certain analysis of the process of writing implementation in the EFL contexts. There was no attempt to capture the perceptions of learners in written form or even to quantify the so-called development [74]. However, the students provided qualitative information when they discussed the material informally, which the author gathered, and, today, she brings up in her report. Such observations, far less rigorous than the previous, well-planned researches, were informative and reinforced previous impressions that the process writing strategy had a positive effect on the ability of learners to compose, outline, and revise paragraphs in the foreign language [75].

As a first step, learners seemed to consider the paragraph as a key organizing unit that shaped the amount of text produced, noting that the overall development of the essay was given greater attention than the paragraph level. Yet writing had become easier, since the prewriting activities associated with the process approach helped clarify ideas to be expressed in the text [76]. Learners also acknowledged an increased awareness of the importance of revising the same aspects of their writing to improve the overall organization and coherence of the essay. Because organization pleased the reader, they further commented on the need to revise introductory and concluding sentences to ensure that the paragraph followed a logical sequence of ideas, an indication of concern not only for linguistic input but also for reader needs [77].

9. Conclusion

The findings indicate that process writing has a positive impact on the development of well-organized paragraphs and essays in English as a foreign language. When using this approach, valid responses to the research questions emerged. Firstly, the prewriting, drafting, revising, and editing stages enhance the organization of ideas and improve the quality of guidance on the paragraph and essay development. Secondly, the incorporation of a structured framework stimulates the outlining of topics and clarifies the overall unity of the pieces. Finally, a specific focus on guidance in the outline and revision stages drives the systematic improvement of planning, coherence, and cohesion for both types of writing. Such a writing process appears to motivate students to create more effectively organized paragraphs and essays.

Further research could look into instructional approaches that would boost the writing development of students at different language proficiency levels. Similarly, the effectiveness of scaffolding by peers or the teacher could be explored further. The clustering of grouping activities might also warrant closer consideration, as would the impact of generating orientation-building questions tied to the students' internal goals for each theme. These findings coincide with those of, underlining the influence of process writing on the organization of EFL learners' writing.

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The authors say they don't have any known personal or financial relationships or financial interests that could have seemed to affect the work in this study.

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