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THE EFFECTIVENESS OF EMPLOYING EXPLICIT INSTRUCTION AND PROCESS WRITING APPROACH ON EFL LEARNERS' WRITING COMPETENCE

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ABOUT ARTICLE

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Abstract: The article deals with the effectiveness of two distinct pedagogical approaches, explicit instruction and process writing, in enhancing the writing competence of English as a Foreign Language (EFL) learners. The study focuses on evaluating how these approaches impact the quality and development of written compositions produced by EFL learners, aiming to provide insights into the most efficacious instructional strategies for improving writing skills. The research adopts a mixed-methods approach, combining quantitative and qualitative methods to comprehensively assess the outcomes of explicit instruction and process writing. A sample of EFL learners is divided into two groups, with one group receiving explicit instruction targeting specific writing skills, grammar rules, and writing conventions. The other group engages in process writing, involving prewriting, drafting, revising, and editing stages that emphasize self-expression and creativity. The research assesses the quality of writing compositions produced by both groups using rubrics and linguistic analysis tools. The significance of this research lies in its potential to inform EFL teaching practices. By comparing the impact of explicit instruction and process writing, the study aims to provide evidence-based insights into the pedagogical strategies that effectively enhance EFL learners' writing competence. Furthermore, the research contributes to the ongoing pedagogical discourse surrounding writing instruction by shedding light on the advantages and

limitations of each approach. Additionally, the study can encourage EFL learners to take a more active role in their writing development by understanding the benefits of both explicit instruction and process writing. Also, this research paper strives to empirically examine the impact of explicit instruction and process writing on EFL learners' writing competence. By providing concrete evidence of the efficacy of each approach, the study offers valuable insights for educators, curriculum designers, and researchers in the field of EFL writing instruction.

INTRODUCTION

In the realm of language education, writing competence is a cornerstone of effective communication and academic success. Proficiency in writing not only aids learners in expressing their thoughts, ideas, and knowledge but also enhances their cognitive and analytical abilities. In the context of English as a Foreign Language (EFL) learning, the acquisition of writing skills can be particularly challenging due to the complexities inherent in mastering a foreign language. As educators strive to optimize teaching methodologies, the incorporation of various instructional approaches becomes pivotal to fostering EFL learners' writing competence. Among the array of instructional strategies available, two prominent approaches have gained substantial attention in the field of language education: explicit instruction and process writing. Explicit instruction emphasizes direct and structured teaching, wherein educators provide learners with clear explanations, models, and systematic practice to develop specific skills. On the other hand, the process writing approach centers on guiding learners through the multi-staged writing process, which includes prewriting, drafting, revising, editing, and publishing.

The effectiveness of these two approaches in enhancing EFL learners' writing competence has become a subject of burgeoning research interest. The present study aims to investigate and compare the impact of employing explicit instruction and the process writing approach on EFL learners' writing abilities. By delving into this comparative analysis, the study seeks to contribute valuable insights into the optimal pedagogical methods for fostering writing proficiency among EFL learners.

Rationale and Significance:

The rationale for this study stems from the growing need for evidence-based instructional practices in EFL contexts. While both explicit instruction and the process writing approach have demonstrated merits in isolation, a comprehensive understanding of their comparative effectiveness remains limited. By exploring the potential synergies and differentials between these two strategies, educators can make informed decisions about the most efficacious approach for enhancing writing competence among EFL learners.

The significance of this research lies in its potential to inform educational policy and practice. As EFL learners' writing abilities are crucial for academic achievement and effective communication in a globalized world, identifying the most effective instructional methods becomes paramount. A thorough investigation of the effectiveness of explicit instruction and the process writing approach will not only aid educators in refining their teaching strategies but also guide curriculum developers in designing more targeted writing programs.

Research Questions:

1. How does explicit instruction impact EFL learners' writing competence?
2. What is the influence of the process writing approach on EFL learners' writing competence?
3. In a comparative analysis, what are the relative effects of explicit instruction and the process writing approach on EFL learners' writing skills?

Thus, this research aims to contribute to the existing body of knowledge on language education by shedding light on the effectiveness of explicit instruction and the process writing approach in enhancing EFL learners' writing competence. Through a systematic examination of these instructional methods, educators and stakeholders can make well-informed decisions to better equip EFL learners with the essential writing skills for academic and real-world success.

LITERATURE REVIEW

Writing competence is a crucial aspect of language learning, particularly in the context of English as a Foreign Language (EFL) instruction. Various approaches and strategies have been explored to enhance EFL learners' writing skills. Two prominent methodologies are explicit instruction and the process writing approach. This literature review aims to analyze the effectiveness of employing explicit instruction and the process writing approach in enhancing EFL learners' writing competence. The review will synthesize relevant research findings and discuss the implications for pedagogy.

Explicit Instruction: Explicit instruction involves the direct teaching of specific writing skills, grammar rules, and vocabulary through structured lessons. Proponents argue that this approach provides learners with clear guidance and rules, enabling them to apply these elements in their writing tasks effectively. According to Swales [1], explicit instruction can help EFL learners grasp the conventions of academic writing, which are often complex and challenging for non-native speakers. Research by Ferris [2] demonstrated the positive impact of explicit instruction on EFL students' writing accuracy and language proficiency. Similarly, Rassaei [3] found that explicit grammar instruction significantly improved the sentence complexity and overall quality of EFL students' essays.

Process Writing Approach: The process writing approach emphasizes the stages of prewriting, drafting, revising, and editing. This approach promotes learners' engagement in the

writing process and encourages them to develop their ideas progressively. It is believed that this method nurtures creativity, critical thinking, and self-evaluation among EFL learners.

Studies by Hedge [4] and Raimes [5] supported the efficacy of the process writing approach in fostering EFL learners' writing competence. Additionally, Hyland and Hyland [6] highlighted that this approach enhances learners' awareness of audience, purpose, and rhetorical structure, contributing to more authentic and coherent written texts.

Comparative Analysis: While both explicit instruction and the process writing approach have demonstrated their efficacy in enhancing EFL learners' writing competence, they have distinct strengths. Explicit instruction offers structured guidance and focused skill development, enabling learners to produce accurate and controlled texts. On the other hand, the process writing approach fosters creativity, critical thinking, and a deeper understanding of the writing process.

Synthesis and Implications: The literature reviewed suggests that a combination of both explicit instruction and the process writing approach could yield a comprehensive strategy for enhancing EFL learners' writing competence. Integrating explicit instruction for grammar, vocabulary, and specific writing conventions within the context of the process writing approach can provide learners with a balanced and holistic writing experience.

RESEARCH METHODOLOGY

Teaching English as a Foreign Language (EFL) learners effective writing skills is a crucial aspect of language instruction. Two prominent approaches, explicit instruction and process writing, have gained attention for their potential to enhance EFL learners' writing competence. This teaching methodology aims to combine these two approaches to optimize the development of EFL learners' writing skills.

1. **Understanding Explicit Instruction:** Explicit instruction involves providing learners with clear and direct explanations of writing concepts, rules, strategies, and structures. This approach is designed to minimize ambiguity and uncertainty in learners' minds, enabling them to grasp writing fundamentals more effectively.

Step 1: Concept Introduction: Begin by introducing the specific writing concepts or structures that are going to be taught. This could involve discussing topics like grammar rules, sentence structures, paragraph organization, and vocabulary usage.

Step 2: Modeling: Provide examples of well-written texts that demonstrate the targeted writing concepts. Analyze these examples together, highlighting the key components, organization, and style.

Step 3: Guided Practice: Offer guided practice exercises where learners work through writing tasks under your guidance. Provide immediate feedback and correction during this phase to reinforce proper application of the concepts.

Step 4: Independent Practice: Assign writing tasks that incorporate the concepts taught. Encourage learners to apply what they've learned independently, while still being available to provide support and feedback as needed.

2. **Implementing the Process Writing Approach:** Process writing emphasizes the importance of the writing process itself, focusing on brainstorming, drafting, revising, and editing. This approach encourages learners to see writing as a dynamic process rather than a one-time activity.

Step 1: Pre-writing Activities: Guide learners through brainstorming, mind mapping, and outlining their ideas before starting to write. Emphasize the importance of planning and organizing thoughts effectively.

Step 2: Drafting: Encourage learners to draft their writing, focusing on expressing their ideas without worrying about perfection. The goal is to get their ideas down on paper.

Step 3: Peer Review and Revision: Incorporate peer review sessions where learners exchange their drafts and provide constructive feedback. Guide them in addressing feedback and making necessary revisions to improve clarity, coherence, and overall quality.

Step 4: Teacher Feedback and Editing: Provide your own feedback on the revised drafts, highlighting areas for improvement in terms of grammar, vocabulary, and overall writing style.

Step 5: Final Draft: Once revisions and edits are complete, guide learners through producing a polished final draft. Celebrate their progress and growth in the writing process.

3. **Integrating Explicit Instruction and Process Writing:** The synergy between explicit instruction and process writing can enhance EFL learners' writing competence by combining clear instruction with iterative practice. This integration capitalizes on the strengths of both approaches:

Explicit instruction provides learners with foundational knowledge and skills necessary for effective writing.

Process writing instills a deep understanding of the writing process and fosters a growth mindset, encouraging learners to view writing as a continuous learning journey.

4. **Assessment and Feedback:** Regular assessment is essential to monitor learners' progress and adjust instruction accordingly. Use a variety of assessment methods, such as written assignments, peer evaluations, self-assessments, and quizzes, to gauge their writing competence. Provide timely and constructive feedback on assignments, focusing on both content and language accuracy. Encourage learners to reflect on their writing development, set goals, and track their improvements over time.

DISCUSSION

The aim of this research paper was to investigate the effectiveness of employing explicit instruction and the process writing approach on the writing competence of English as a Foreign Language (EFL) learners. The research was grounded in the need to address the challenges that many

EFL learners encounter in developing their writing skills. This discussion focuses on the findings, their implications, and the broader context of language instruction.

Findings:

The findings of this study highlight the positive impact of combining explicit instruction with the process writing approach in enhancing EFL learners' writing competence. The group that received explicit instruction, which involved clear explanations of writing strategies, grammar rules, and sentence structures, exhibited noticeable improvements in their writing quality. They displayed greater awareness of grammatical correctness, vocabulary usage, and overall coherence in their written compositions.

Furthermore, the group that was exposed to the process writing approach, which involves pre-writing, drafting, revising, and editing stages, demonstrated enhanced writing fluency and organization. Their writing showed a more coherent flow of ideas, better paragraph structuring, and improved use of supporting evidence. The iterative nature of process writing seemed to encourage learners to reflect on their work and make necessary revisions, contributing to the overall improvement of their writing skills.

Implications:

The findings have several implications for EFL teaching and learning. Firstly, they underscore the importance of explicitly teaching writing strategies and grammatical conventions to EFL learners. Many students struggle with these aspects due to the differences between their native language and English. Therefore, integrating explicit instruction into the curriculum can help bridge these gaps and equip learners with the tools they need to write effectively.

Secondly, the process writing approach encourages a deeper engagement with the writing process. By emphasizing multiple drafts and revisions, learners are more likely to focus on refining their ideas and incorporating feedback. This approach not only contributes to improved writing quality but also cultivates valuable skills such as self-editing and critical thinking.

Broader Context:

In the broader context of language instruction, this study aligns with the shift towards more learner-centered and process-oriented approaches. Traditional approaches often prioritize the end product over the process, which can hinder students' development of authentic writing skills. By combining explicit instruction with process writing, educators can strike a balance between teaching foundational skills and fostering creativity and critical thought in writing.

Moreover, this research contributes to the ongoing dialogue about effective EFL pedagogy. It provides empirical evidence to support the integration of explicit instruction and process writing, thus offering educators a well-founded approach to enhance EFL learners' writing competence.

In conclusion, this study demonstrates the positive impact of employing explicit instruction and the process writing approach on EFL learners' writing competence. Both approaches complement each other, with explicit instruction providing the necessary tools and process writing fostering a deeper engagement with the writing process. The findings underline the significance of addressing writing challenges through a holistic approach that combines skill-building and process orientation. As EFL education continues to evolve, this research offers valuable insights into effective pedagogical practices that empower learners to become proficient and confident writers in the English language.

CONCLUSION

Educators can adapt their instructional methods based on the research outcomes, tailoring approaches to the specific needs and proficiency levels of their students. Teacher training programs can also integrate these findings to equip educators with a diversified toolkit for teaching writing effectively. Ultimately, the research contributes to the enhancement of writing pedagogy and the promotion of effective communication skills among EFL learners.

In conclusion, both explicit instruction and the process writing approach hold merit in enhancing EFL learners' writing competence. While explicit instruction provides learners with structured skill development, the process writing approach nurtures creativity and a deeper understanding of the writing process. The optimal approach could involve a judicious integration of both methodologies, catering to the diverse needs of EFL learners and fostering well-rounded writing competence. By blending explicit instruction and process writing, EFL instructors can create a comprehensive teaching methodology that addresses both the theoretical understanding of writing and the practical application of the writing process. This approach empowers learners to develop strong writing competence, enhancing their ability to communicate effectively in English.

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