

Relevance

Interim formative results and academic achievements amongst 10 grade students in 2021 showed the critical writing as the most challenging skill in English classes

Purpose

To examine how effective is a "product and process" approach in improving students' critical writing in practicing academic English

Research Question

To what extent the "process and product" approach is effective in improving the students' critical academic writing?

Methodology

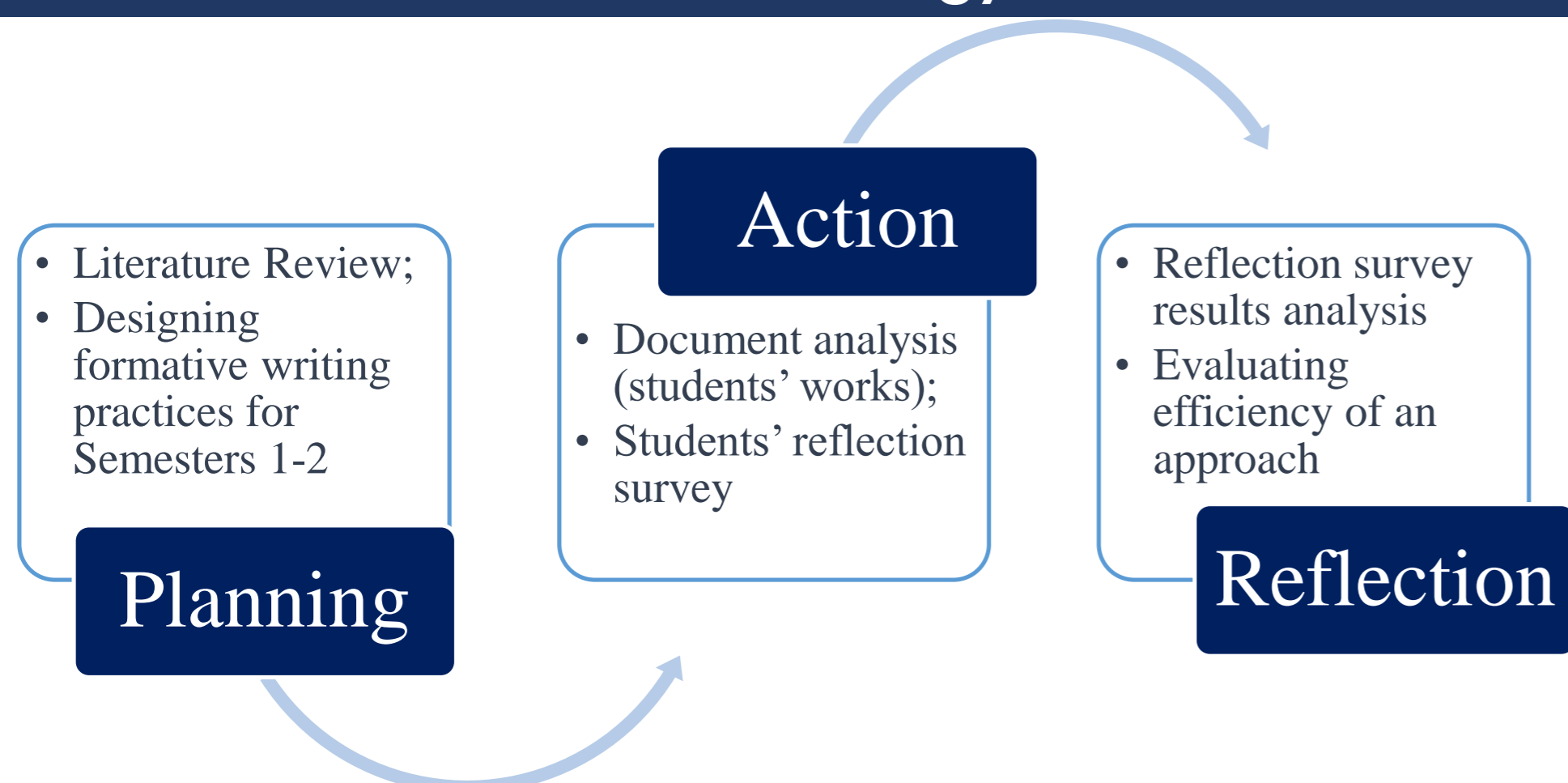


Figure 1. Steps in stages of the two-cycled study

Participants



Figure 2. Two focus groups of 10 grade students

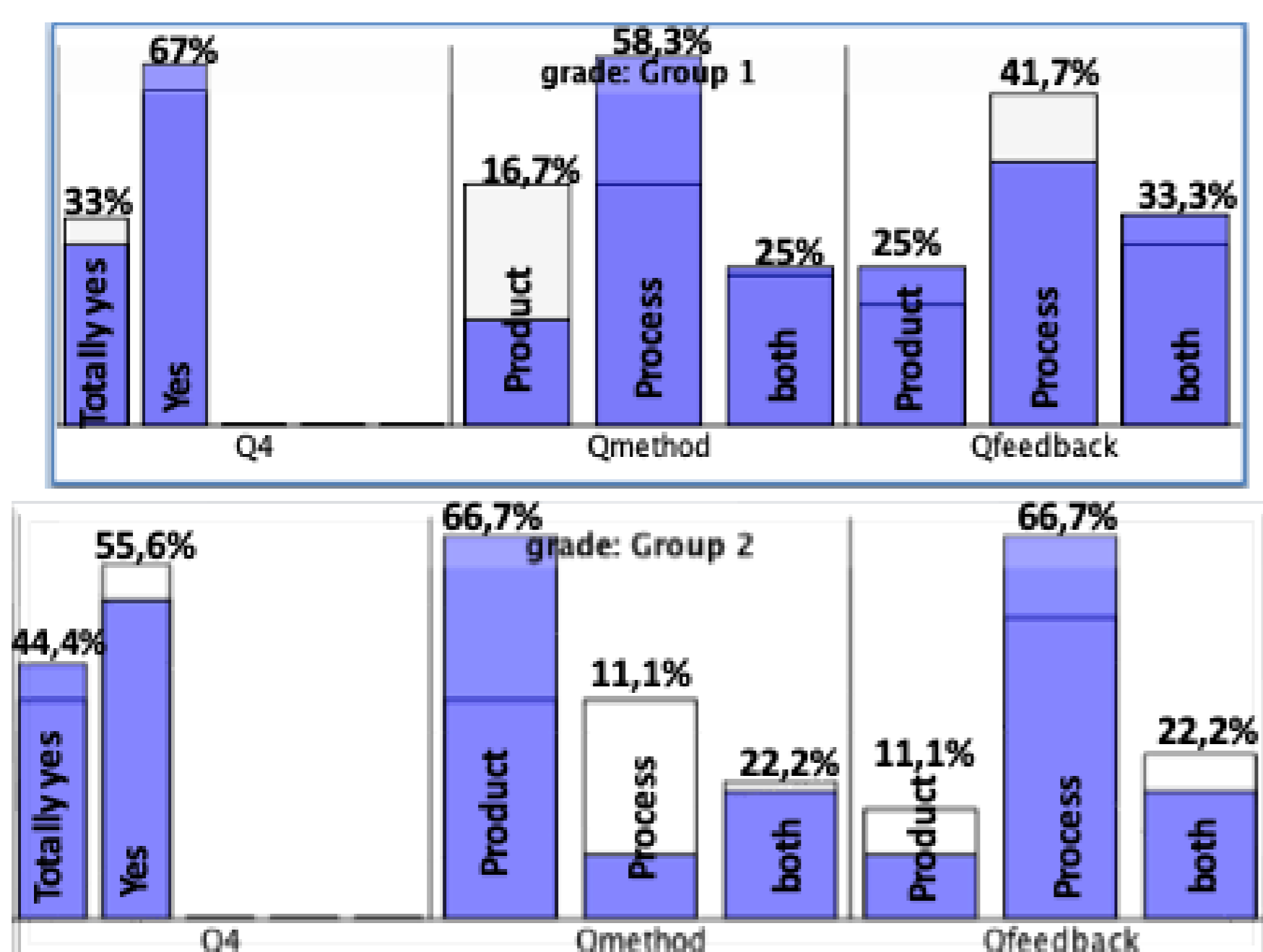


Figure 3. Survey results of two groups

*Q4 – Question 4. Do you think you have developed your critical writing skills?

Table 2. Common challenges in writing (from most to less) based on document analysis, number of students' mistakes

	Group 1, Cycle 1	Group 1, Cycle 2	Group 2, Cycle 1	Group 2, Cycle 2
Argumentation with supporting details for a critique	10	5	11	7
Organization and connection of ideas	9	5	7	2
Locating a source information, integrating text references	5	4	3	4
Lack of non-common words, limited range of vocabulary	3	1	6	3
Clarity and concise writing	1	0	1	1

Table 1. Average of groups' progress in academic results.

Focus group	Cycle 1	Cycle 2
Group 1	4.5	5.5
Group 2	5.2	5.5

Results

- both groups confirmed efficiency of a "product" approach mostly when got introduced to new text type;
- more than half of Group 1 was more comfortable with "process" as the approach let them understand each step and stage of writing more thoroughly;
- majority of Group 2 preferred "product", because writing practices resembled the actual final work time conditions and let them not to confuse writing requirements at each step;
- a quarter of both groups' respondents found both approaches effective;
- "process" approach worked better for students with most common challenges, those with less common felt comfortable during "product";
- document analysis showed that "process" worked better in mastering argumentation in writing critically;
- both groups approved "process" as an effective technique in giving and receiving feedback

Conclusion

The "product" approach was more effective when new text type of writing was introduced as well as helpful in a guidance of struggling students during adjustment period and in leading the differentiation in writing classes. Whilst the "process" was prevalingly well received to provide a continuous feedback sharing.

Students' academic achievements in Table 1 increased by the end of 2nd cycle, in which the Group 1 demonstrated results one point higher as compared to Group 2, that confirms the efficiency of "process" in enhancing the critical writing. However, to meet all students' needs the use of mixed (both) approach is highly recommended

References

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