

Exploring the Process-Based Approach in Academic Writing: English Teachers' Implementation and Perceived Impact

Ma. Lovely Gabuay-Vega

Graduate School, Polytechnic University of the Philippines, Sta. Mesa Manila, Philippines
Division of Cavite City, Cavite National High School, Cavite City, Cavite, Philippines

Author Email: malovely.gabuay@deped.gov.ph

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Abstract. This study examines the impact of the process-based approach on students' academic writing by exploring how teachers implement this method across different writing stages: pre-writing, drafting, revising, editing, and publishing. Many teachers apply this approach implicitly, and their instructional strategies in each phase influence student progress. The study also investigates teachers' challenges in integrating this model into their writing instruction. Using a qualitative phenomenological design, the research explores the lived experiences of five English teachers from private and public senior high schools in Cavite City. Findings reveal that teachers employ various pedagogical strategies, including idea generation, creative exploration, collaboration, structuring, and revision. However, they encounter challenges such as time constraints, curriculum limitations, student motivation issues, lack of resources, and assessment expectations. Despite these challenges, the process-based approach significantly improves students' writing skills in organization, creativity, language use, critical thinking, and self-reflection. The study recommends adopting this approach more explicitly in writing instruction, encouraging students to actively engage in all writing stages to enhance their writing competency.

Keywords: Process-Based Approach; Academic writing; English teaching; Lived Experiences.

1.0 Introduction

Academic writing is a crucial skill for students, yet many struggle with various aspects, including grammar, vocabulary, coherence, and organization. According to Aldabbus and Almansouri (2022), limited practice, low English proficiency, and restricted resource access often worsen these difficulties. Filali (2019) also noted that students face challenges maintaining an academic tone, conducting thorough research, and avoiding informal language such as idioms and clichés. In addition to individual difficulties, external factors such as inadequate instruction and ineffective teaching methods further hinder students' academic writing development. Gupta et al. (2022) emphasized that many students, particularly those learning English as an additional language (EAL), do not receive specialized academic writing instruction. This affects their progress and increases the workload of faculty members who must guide them through multiple revisions. Similarly, Budjalemba and Listyani (2020) identified motivation and confidence as key internal factors influencing students' writing proficiency. Filipino learners, in particular, struggle with vocabulary, organization, and grammar due to insufficient practice and low English proficiency (Aldabbus & Almansouri, 2022).

To address these challenges, researchers have explored the benefits of the process-based approach in improving students' writing skills. Studies by Guo et al. (2021), Magulod (2018), and Kurniasih et al. (2020) suggest that this approach enhances writing proficiency, reduces anxiety, and fosters self-reliance. Smith (2022) describes academic writing as a means of sharing knowledge within the academic community, yet teachers continue to face difficulties in teaching this essential skill. While existing research (Tabuena, 2020; Macalino, 2023; Sarmiento & Cruz, 2021; Guo et al., 2021; Magulod, 2018; Kurniasih et al., 2020) highlights the advantages of the process-based approach for students, few studies examine how teachers adapt their instructional strategies at different stages of the writing process. Additionally, there is limited research on educators' specific challenges in implementing this approach and its perceived impact on students' academic writing. This study aims to bridge this gap by exploring how teachers modify their pedagogical strategies during each phase of the writing process, identifying the challenges they encounter, and analyzing the effects of the process-based approach on students' academic writing skills. Understanding these factors will provide valuable insights into improving academic writing instruction and supporting educators and learners.

2.0 Methodology

2.1 Research Design

The study used the descriptive phenomenological research design that focuses on understanding and describing the essence of the lived experiences of individuals regarding a specific phenomenon. This qualitative approach is grounded in the phenomenology philosophy, which seeks to explore how people perceive and make sense of their experiences (Creswell & Creswell, 2018). Thus, the qualitative research design allows for in-depth and further probing and questioning of participants based on their responses, and from the participants' answers, the researcher also tried to understand their motivation and feelings that may be interpreted together with the responses the teacher participants provided. This design is appropriate since the researcher sought to explore the lived experience of teachers while implementing the process-based approach in handling academic writing.

2.2 Research Locale

The study was conducted in District 1, Province of Cavite, Cavite City, Philippines. This study's research area included five both public and private senior high schools in District 1, Division of Cavite City. Each school has an average of five (5) to twenty (20) English teachers and one (1) department head. Cavite City is located in the coastal area of Cavite Province in the Philippines, fronting Manila Bay. It is approximately 35 kilometers southwest of Manila and occupies a small peninsula shaped like a hand stretched out into Manila Bay¹². The city has a land area of 10.89 square kilometers.

2.3 Research Participants

There were five (5) participants in this research. They are teachers from private and public senior high schools operating in the division of Cavite City. These teachers handle academic writing subjects in various strands at the Senior High School level. Initially, the researcher used these selection criteria identifying the target participants: (a) the participant had to be teaching subjects practical research, (b) the participant had to be a teacher for five years, and (c) the participants are using a Process-Based Approach (PBA) in teaching writing based from the results of the preliminary survey, the five (5) participants were chosen from those who answered the guided questions in the provided pre-survey. These criteria were used to identify the participants using snowball sampling. The researcher opted to use this sampling method, considering the uniqueness of the characteristics of the target participants. The researcher used a data saturation technique such that no more interviews were conducted when there was no new information gathered from the interviews.

2.4 Research Instrument

The study used a semi-structured interview to collect data from the selected participants. The interview questions were developed and approved by professionals in the writing and English language fields. They assessed and approved the questions based on how well they addressed the study's stated problem. The researcher crafted interview questions, and the questionnaire was validated by the researcher's thesis adviser, a master teacher in English for Senior High School – a master's degree graduate who handles academic writing courses. The facilitated interview is composed of 8 open-ended questions, guided by the statement of the problem and the result of the survey administered to the participants, served as interview questions for the participants. Moreover, an audio recording was made during the interview facilitation, with consent from the interviewee, and the researcher

transcribed the recordings. Responses in Filipino were translated into English, and participants were asked to confirm if their answers were accurately translated.

2.5 Data Gathering Procedure and Analysis

The informants were interviewed on-site after receiving an ethical permit from the PUP University Research Ethics Center to conduct the study. With consent from the interviewee, an audio recording was made during the interview facilitation, and the researcher transcribed the recordings. Responses in Filipino were translated into English, and participants were asked to confirm if their answers were accurately translated. The transcripts were analyzed using thematic analysis.

2.6 Ethical Considerations

This research study followed ethical guidelines. The researcher secured ethical approval from the UREC at the Polytechnic University of the Philippines. Additionally, permission to conduct the study was obtained from the secondary school principal of the senior high school where the research took place. Before completing consent forms, participants attended an orientation where the researcher thoroughly explained their rights. The researcher ensured that the participants received and signed the consent forms after their rights regarding participation in the study were clearly explained. In order to guarantee participant anonymity in all recordings, the researcher carefully examined and complied with Republic Act 10173, also referred to as the Data Privacy Act of 2012 (Philippine Congress, 2012). Furthermore, the researcher implemented safety measures to guarantee that participants did not experience bodily or psychological injury or violations during the study. A relaxed and comfortable environment was created and maintained to ensure the participants' safety.

3.0 Results and Discussion

3.1 Pedagogical Strategies in Each Phase of the Writing Process

Pre-writing Phase

Table 1 outlines various pedagogical strategies that English teachers use during the pre-writing phase of the writing process. For instance, Deductive Teaching involves students reading an example, identifying the writing strategy from it, and then applying it to their work, as illustrated by the extract: "*Students all read an example, deduct the strategy of writing from the given example.*" Collaborative Groupings refers to students working together to create their texts, exemplified by the extract: "*create their work by collaborative groupings.*" Following these phases, reflection teaching through consultations and feedback aids in self-revisions.

Table 1. Pedagogical Strategies English Teachers Employ in the Pre-writing Phase

Participant	Sample Significant Statements	Initial Code
A	(1) <i>There are various pedagogical strategies employed in the stages of writing; some of it are deductive teaching wherein students all read an example, deduct the strategy of writing from the given example,</i>	(1) Deductive Teaching
	(2) <i>then create their work in collaborative groups. Afterward, reflection teaching is transformed into consultations and feedback. Self-revisions will then follow.</i>	(2) Collaborative Groupings
B	(1) <i>For Prewriting: I explicitly teach my students the planning and goal-setting strategies during prewriting.</i>	(1) Explicit Instructions
	(2) <i>I encourage them to brainstorm, research, and organize ideas.</i>	(2) Brainstorming and Research
	(3) <i>I ask them to use visual tools like mind maps, concept maps, or storyboards to help them organize their thoughts and plan their writing.</i>	(3) Use of Visual Tools
	(4) <i>I also engage my students in collaborative discussions to generate ideas and refine their topics.</i>	(4) Collaborative Discussions
C	(1) <i>During the pre-writing, I employ brainstorming strategies</i>	(1) Brainstorming
	(2) <i>and group collaboration. This is necessary since one person cannot think of all the ideas possible for good research. Having more than one brain thinking of a good research idea would also lessen the stress this step might bring students.</i>	(2) Group Collaboration
D	(1) <i>During the research, I implemented constructivism and social constructivism as pedagogical approaches. I chose constructivism because I believe that students need to conduct their reading and learn about the topic they chose so that they may be able to contribute something to their research.</i>	(1) Constructivism
	(2) <i>Social constructivism, on the other hand, allows the students to collaborate with their group mates to improve their papers. My role as their adviser in this case is to advise them on the mistakes that they have made when writing their papers.</i>	(2) Collaborative Group Work
E	(1) <i>Firstly, pre-writing, which includes brainstorming</i>	(1) Brainstorming
	(2) <i>and outlining are important strategies for generating and aligning the ideas needed to create an informative draft.</i>	(2) Outlining

Drafting Phase

Table 2 exhibits the *pedagogical strategies English teachers employ in the drafting phase of the writing process*. For instance, Deductive Teaching is employed by having students read an example, deduce the writing strategy from it, and then apply it to their work, as illustrated by: "Students all read an example deduct the strategy of writing from the given example." Following this, Collaborative Groupings are utilized, where students work together to create their texts, highlighted by: "create their work by collaborative groupings." Reflective Teaching comes next, involving consultations and feedback to help students reflect on their drafts, as noted in: "Reflection teaching into consultations and feedback." Finally, self-revisions are emphasized, with students revising their work based on feedback and reflections, supported by the following: "Self-revisions will then follow." These strategies collectively enhance the drafting process by integrating examples, collaboration, reflection, and revision.

Table 2. Pedagogical Strategies English Teachers Employ in the Drafting Phase

Participant	Sample Significant Statements	Initial Code
A	(1) There are various pedagogical strategies employed in the stages of writing; some of them are deductive teaching, wherein students all read an example and deduct the strategy of writing from the given example	(1) Deductive Teaching
	(2) then create their work in collaborative groups.	(2) Collaborative Groupings
	(3) Afterward, reflection teaching will be incorporated into consultations and feedback.	(3) Reflective Teaching
	(4) Self-revisions will then follow.	(4) Self-Revisions
B	(1) For Drafting: I provide templates or sentence starters to guide them as they write their initial drafts.	(1) Use of Templates/Sentence Starters
	(2) This helps them focus on content without getting overwhelmed by structure.	(2) Focus on Content Over Structure
	(3) I again encourage them to share their drafts with peers for feedback. Peer review promotes revision and helps students see their work differently.	(3) Peer Review
C	(1) In teaching research writing, I used activities with a goal-oriented approach.	(1) Goal-Oriented Approach
	(2) At the start of the semester, the students will be introduced to a timeline wherein the different parts of the research papers will be targeted and accomplished every week. This will make the task more straightforward since the paper is compiled into activities. The students do not even notice that they are done already.	(2) Timeline/Chunking Activities
D	(1) The pedagogical approaches I implemented during the research are constructivism and social constructivism. Constructivism is based on the idea that students need to conduct their own reading and learning of the topic they chose so that they may be able to contribute something to their research.	(1) Constructivism
	(2) Social constructivism, on the other hand, allows students to collaborate with their group mates to improve their papers.	(2) Social Constructivism
	(3) My role as their adviser is to advise them on the mistakes they made when writing their paper.	(3) Adviser Role in Providing Feedback
E	(1) Then drafting, in here free writing	(1) Free Writing
	(2) and chunking are effective strategies to help learners flow ideas without worrying about grammar rules."	(2) Chunking

Revising Phase

Table 3 shows the pedagogical strategies employed in the revising phase of the writing process. The strategies for the revising phase align well with the findings from the RRL. The combined findings from Matrix 3 and the RRL suggest that integrating diverse pedagogical strategies in the writing revision process can significantly enhance educational practices and interventions. Emphasizing Reflective Teaching and Self-Revision promotes critical self-assessment and iterative improvement, while Feedback Evaluation and Mini-Lessons ensure targeted instruction and clarity. Collaborative approaches like Group Feedback leverage peer insights, and strategies like Multiple Drafts and Self-Analysis foster deeper engagement and self-regulation. These practices align with research demonstrating the efficacy of reflective and collaborative methods, indicating that a multifaceted approach to writing instruction can effectively develop students' writing skills, critical thinking, and self-evaluation capabilities.

Editing Phase

Table 4 shows the pedagogical strategies employed in the editing phase of the writing process. Incorporating practices such as iterative feedback, peer editing, and group-based consultations supports the development of critical writing skills and fosters a deeper understanding of the writing process. These methods improve writing quality and encourage self-regulation and collaborative problem-solving among students. Educational interventions should, therefore, emphasize a balanced approach that includes reflective practices, peer collaboration, and structured revision techniques to effectively build students' writing proficiency and autonomy.

Table 3. Pedagogical Strategies English Teachers Employ in the Revising Phase

Participant	Sample Significant Statements	Initial Code
A	(1) Afterward, reflection teaching will be incorporated into consultations and feedback. (2) Self-revisions will then follow.	(1) Reflective Teaching (2) Self-Revision
B	(1) During Revision: I teach students how to evaluate their work provided with constructive feedback and encourage them to revise based on feedback received. (2) During revision, common issues (e.g., clarity, coherence, organization) are addressed through targeted mini-lessons. (3) I even discuss sentence structure, transitions, and varied sentence beginnings to enhance their writing quality.	(1) Feedback Evaluation (2) Mini-Lesson (3) Clarity Enhancement
C	(1) I also employ feedback and consultation; however, it is not done individually but in groups, since they accomplish this in groups when they write their research papers.	(1) Group Feedback
D	(1) By engaging in multiple drafts and revisions, students (2) learn to analyze their writing, identify areas for improvement, and make thoughtful decisions about structure, organization, and content. This process strengthens their writing abilities and enhances their ability to evaluate and revise their work, a crucial academic and professional skill.	(1) Multiple Drafts (2) Self-Analysis and Evaluation
E	(1) Lastly, revising and editing, the use of a revision checklist and the (2) Peer editing can make the article ready to publish and may avoid many errors.	(1) Revision Checklist (2) Peer Editing

Table 4. Pedagogical Strategies English Teachers Employ in the Editing Phase

Participant	Sample Significant Statements	Initial Code
A	(1) Afterward, reflection teaching will be incorporated into consultations and feedback. (2) Self-revisions will then follow.	(1) Consultations and feedback (2) Self-revisions
B	(1) I pair students for peer editing sessions in the Editing phase, emphasizing attention to detail. (2) Finalizing and Publishing: I teach students how to refine their writing by focusing on word choice, transitions, and overall coherence.	(1) Peer editing sessions (2) Refining Word Choice, Transitions, and Coherence
C	(1) I also employ feedback and consultation (2) However, it is not done individually but rather in groups (3) when they write their research paper, they accomplish this through groups	(1) Feedbacking and consultation (2) Group-based feedback (3) Group research paper writing
D	(1) Social constructivism, on the other hand, allows students to collaborate with their group mates to improve their papers.	(1) Collaboration with group mates

3.2 Pedagogical Strategies Employed by English Teachers

Table 5 presents a summary of themes generated based on identified initial codes culled from participants' responses regarding the pedagogical strategies employed in each phase of the writing process.

Table 5. Summary of Themes for the Pedagogical Strategies Employed

Phase	Theme	Meaning	Sample Significant Statement
PRE-WRITING	Peer Interaction and Collective Effort	This theme involves students working in groups to collaborate on their writing tasks. The focus is on utilizing group discussions and collective brainstorming to generate and refine ideas before individual writing begins. This approach encourages shared learning and feedback among peers to enhance the quality of their work.	Then, they create their work through collaborative groupings. Afterward, reflection teaching is transformed into consultations and feedback, followed by self-revisions. I also engage my students in collaborative discussions to generate ideas and refine their topics.
	Structured Guidance and Instruction	This theme pertains to the teacher providing explicit strategies and instructions at various stages of the writing process. It involves using structured methods, such as deductive teaching, where students learn by analyzing examples and applying the derived strategies to their writing. This structured approach helps students plan, set goals, and execute their writing tasks effectively.	Various pedagogical strategies are employed in the stages of writing. Some are deductive teaching, wherein students read an example and deduce the writing strategy from the given example. For Prewriting, I explicitly teach my students the strategies for planning and goal-setting during prewriting.
	Idea Generation and Exploration	This theme focuses on techniques to help students generate and explore ideas during the prewriting phase. It includes activities such as brainstorming and research to help students develop and organize their thoughts before beginning the actual writing process. The goal is to facilitate the creation of well-thought-out content by expanding on initial ideas.	I encourage them to brainstorm, do research, and organize ideas. During the pre-writing, I employ brainstorming strategies.

DRAFTING	Visual Aids and Organizational Tools	This theme involves using visual tools and organizational aids to help students organize their thoughts and plan their writing. Techniques such as mind maps, concept maps, and storyboards organize ideas visually, making it easier for students to structure their writing effectively.	<i>I ask them to use visual tools like mind maps, concept maps, or storyboards to help them organize their thoughts and plan their writing.</i>
	Constructivist Approach and Structural Planning	This theme emphasizes using constructivist principles, including social constructivism, to guide students' research and writing processes. It involves students actively engaging in learning and applying their knowledge to contribute meaningfully to their work. Structural planning, such as outlining, organizing, and aligning ideas, ensures that the research and writing process is systematic and coherent.	<i>The pedagogical approaches I implemented during the research are constructivism and social constructivism. I chose constructivism because I believe that students need to conduct their reading and learning of the topic they chose so that they may be able to contribute something to their research.</i> <i>Outlining is an important strategy for generating and aligning ideas to create an informative draft. Then, they create their work through collaborative groupings.</i>
	Collaborative and Social Learning	This theme emphasizes the value of group interactions and peer feedback in writing. It involves students working together, sharing drafts, and providing mutual feedback to enhance their writing skills. The collaborative approach helps students gain diverse perspectives and improves their ability to revise and refine their work based on peer insights. For instance, students are encouraged to engage in peer review sessions to promote revision and view their work from different angles.	<i>I again encourage them to share their drafts with peers for feedback. Peer review promotes revision and helps students see their work differently.</i>
	Reflective and Self-Regulated Learning	This theme focuses on the importance of personal reflection and self-regulation in improving writing. It involves students reflecting on feedback received and engaging in self-revision to enhance their drafts independently. The process encourages students to critically assess their work and make necessary adjustments based on reflective practices and feedback, promoting greater ownership and development of their writing skills.	<i>Afterwards, reflection teaching into consultations and feedback.</i> <i>Self-revisions will then follow.</i>
	Structured Guidance and Scaffolding	This theme refers to providing organized support and resources to guide students through the writing process. It includes offering templates, sentence starters, and other structured tools to help students begin and develop their drafts. By breaking down the writing task into manageable parts and providing clear guidance, educators help students build their writing skills systematically and effectively.	<i>For Drafting: I provide templates or sentence starters to guide them as they write their initial drafts.</i> <i>Various pedagogical strategies are employed in the stages of writing; some of them are deductive teaching, wherein students read an example and deduce the writing strategy from the given example.</i>
	Process-Oriented and Chunking	This theme involves breaking down the writing task into smaller, manageable segments to facilitate easier completion. Introducing a timeline and focusing on different parts of the research paper each week makes the process more structured and less overwhelming. This approach helps students accomplish their writing tasks in stages, allowing them to manage their workload and gradually complete their papers through incremental activities.	<i>At the start of the semester, the students will be introduced to a timeline wherein, every week, the different parts of the research papers will be targeted and accomplished. This makes the task more straightforward since the paper is compiled in chunks of activities. The students do not even notice that they are done already.</i>
	Reflective Practice and Independent Revision	This theme emphasizes the role of personal reflection and independent effort in the revision process. It involves students reviewing their work and revising based on self-reflection and consultation feedback. This approach encourages students to critically assess and refine their drafts autonomously, promoting more profound engagement with their writing and enhancing their overall revision skills.	<i>Then drafting, in here free writing. Afterwards, reflection teaching into consultations and feedback.</i> <i>Self-revisions will then follow.</i>
REVISING	Feedback-Driven Instruction and Collaborative Learning	This theme highlights feedback and group-based interactions in the revision phase. It involves teaching students how to assess and improve their work using constructive feedback while engaging in group-based consultations. By integrating feedback-driven instruction with collaborative learning, students benefit	<i>During Revision: I teach students how to evaluate their work provided with constructive feedback and I encourage them to revise based on feedback received.</i>

EDITING		from diverse perspectives and collective problem-solving, which supports more effective revisions and enhances their writing skills.	
	Iterative Drafting and Critical Evaluation	This theme focuses on the iterative process of drafting and revising, where students produce multiple drafts and critically evaluate their work. Through repeated revisions, students learn to identify areas for improvement, refine their writing, and make informed decisions about structure and content. This ongoing process helps students develop their ability to critically assess and enhance their writing, which is essential for academic and professional success.	<i>I also employ feedback and consultation; however, it is not done individually but in groups, since they accomplish this in groups when writing their research papers. By engaging in multiple drafts and revisions, students</i>
	Structured Peer and Self-Revision	This theme uses structured tools and collaborative methods to guide the revision process. It includes employing revision checklists and peer editing to review and refine drafts systematically. By combining individual checklists with peer feedback, students can address potential errors and improve the quality of their writing, resulting in a more polished and error-free final product.	<i>Students learn to analyze their writing, identify areas for improvement, and make thoughtful decisions about structure, organization, and content. This process strengthens their writing abilities and enhances their ability to evaluate and revise their work, a crucial academic and professional skill. Lastly, revising and editing, using a revision checklist and the</i>
	Feedback and Consultation	This theme involves engaging students in reflective practices and providing targeted advice to improve their writing. It highlights consultations and feedback sessions where instructors guide students through iterative revisions. For instance, "Afterwards, reflection teaching into consultations and feedback" exemplifies how feedback enhances students' work through a reflective and consultative process.	<i>help of peer editing, can make the article ready to publish and may avoid many errors.</i>
	Peer Collaboration and Editing	This theme refers to students working together to review and improve each other's work. It emphasizes collaborative learning and peer support during the editing phase. As indicated in the extract, "In the Editing phase: I pair students for peer editing sessions, emphasizing attention to detail," students collaborate in groups to provide detailed feedback and refine their drafts, improving their writing quality.	<i>Afterwards, reflection teaching into consultations and feedback.</i>
	Self-Revision and Refinement Techniques	This theme focuses on individual efforts to revise and enhance one's writing. It involves using self-revisions and specific techniques to refine drafts, including attention to word choice, transitions, and overall coherence. The extract, "Self-revisions will follow. Finalizing and Publishing: I teach students how to refine their writing by paying attention to word choice, transitions, and overall coherence," underscores the importance of personal revision efforts combined with strategic refinement methods to achieve a polished final draft.	<i>I also employ feedback and consultation.</i>

3.3 Challenges Encountered

Table 6 shows initially coded or labeled qualitative data from the interview transcripts of the five (5) participants. The codes/labels in the third column of the table have been assigned numbers corresponding to the relevant responses of the participants in the second column of the table.

The initial codes/labels generate four main themes. These central themes include **time management and curriculum integration, student engagement and motivation, resource availability and teacher support, and assessment and evaluation challenges** (see Table 7).

Table 6. Challenges Encountered by English Teachers in Integrating the Process-Based Approach into their Writing Instruction

Participant	Sample Significant Statements	Initial Code
A	(1) <i>One of the biggest challenges is time constraints.</i>	(1) Time constraints
	(2) <i>The process-based approach requires multiple drafts and stages of feedback, which is challenging to manage within the limited time we have for each class.</i>	(2) Balancing curriculum
	(3) <i>It is hard to balance this with covering all the necessary curriculum content."</i>	
B	(1) <i>"Differing student engagement and motivation degrees are another problem.</i>	(1) Student engagement
	(2) <i>Some students refuse to go through several iterations and recognize their worth.</i>	(2) motivation
	(3) <i>It is difficult to keep them engaged when they frequently become irate or lose interest."</i>	
C	(1) <i>Resources and assistance are also lacking.</i>	(1) Insufficient resources
	(2) <i>We require additional training and resources to apply the process-based approach successfully. In the absence of sufficient backing,</i>	(2) Training and assistance required
	(3) <i>Keeping track of every student's writing progress and giving them insightful critique can be somewhat demanding."</i>	
D	(1) <i>"Parental expectations can be a challenge too.</i>	(1) Parental expectations
	(2) <i>Many parents expect immediate results and do not always understand the value of the process.</i>	(2) Focus on final product
	(3) <i>They may see multiple drafts as unnecessary and pressure us to focus more on final products than the process itself."</i>	
E	(1) <i>"Assessing students' progress through the process-based approach is complex.</i>	(1) Assessment challenges
	(2) <i>Traditional grading methods do not always align well with this approach, making evaluating students fairly and consistently tricky.</i>	(2) Need for better evaluation tools
	(3) <i>We need better assessment tools that reflect the process-oriented nature of writing."</i>	

Table 7. Summary of Themes on Challenges Encountered

Theme	Meaning	Sample Significant Statement
Time Management and Curriculum Integration	This theme addresses English teachers' significant challenge in managing time effectively while integrating the process-based approach into their writing instruction. The process-based approach requires multiple drafts, stages of feedback, and iterative revisions, which are difficult to accommodate within the limited class time. Teachers struggle to balance the demands of the curriculum with the need to provide thorough, process-oriented writing instruction.	<i>One of the biggest challenges is time constraints.</i> <i>The process-based approach requires multiple drafts and stages of feedback, which is challenging to manage within the limited time we have for each class.</i>
Student Engagement and Motivation	This theme focuses on maintaining high student engagement and motivation levels throughout the writing process. Teachers encounter varying degrees of student interest and enthusiasm for going through several iterations of their work. Some students resist the iterative nature of the process-based approach and fail to recognize its benefits.	<i>"Differing degrees of student engagement and motivation are another problem.</i> <i>Some students refuse to go through several iterations and recognize their worth.</i>
Resource Availability and Teacher Support	This theme highlights the challenge related to the lack of sufficient resources and support for teachers. Implementing the process-based approach effectively requires additional training, materials, and institutional backing, which are often inadequate. Teachers need more resources and professional development to apply this approach successfully.	<i>Resources and assistance are also lacking.</i> <i>In order to apply the process-based approach successfully, we require additional training and resources. In the absence of sufficient backing</i>
Assessment and Evaluation Challenges	This theme addresses teachers' difficulties with assessment and evaluation when using the process-based approach. Parents may view multiple drafts as unnecessary, preferring a focus on the final product. Additionally, traditional grading methods often do not align well with the process-based approach, making it challenging to evaluate students' progress and efforts fairly and consistently.	<i>They may consider multiple drafts unnecessary and pressure us to focus more on the final products than the process itself.</i> <i>Traditional grading methods do not always align well with this approach, making evaluating students fairly and consistently tricky.</i>

Time management and curriculum integration are significant challenges faced by English teachers who want to implement the process-based approach in their writing education. Within the constraints of the structured curriculum, teachers sometimes struggle to fit in the several drafts and iterations of feedback needed for this technique. Due to this constraint, businesses must choose between promoting a thorough writing process and offering the required content. The implication is that without adequate time allotment and curriculum flexibility, the full benefits of process-based writing instruction might not manifest. This issue highlights how crucial it is that educational institutions consider adjusting their schedules or allocating additional time for writing instruction. The challenges grade nine students have applying writing techniques in EFL classes were examined by Kenta (2019). The study used questionnaires, field notes, and interviews with English teachers and students in grade nine as part of a descriptive research design. The results showed that writing skill activities were inadequate and out of step with successful ways of teaching skills. The study made suggestions to address these problems and improve writing training in light of these findings.

Student engagement and motivation surface as important issues in integrating the process-based approach. Teachers find that pupils are not always engaged, and some are unwilling to write and revise their work more than once. Their varying motivation levels influence students' inclination to commit to the writing process. Given this issue, educators should use techniques like adding engaging exercises, giving insightful feedback, and highlighting the long-term advantages of iterative writing to increase student motivation and engagement. Learning outcomes can be enhanced when this issue is successfully resolved, and students' ownership of their writing can grow. Liaghat and Biria (2018) investigated the efficacy of mentor text modeling in teaching English writing to Iranian learners instead of more conventional process- and product-based methods. Sixty students participated in the study, split into three groups, each using a different teaching strategy. Before and after teaching, the study evaluated changes in the fluency and accuracy of the students' writing across a range of cognitively challenging activities. The outcomes showed that although mentor text modeling was less successful than the process-based method, it enhanced fluency more than the product-based approach. However, regarding accuracy, mentor text modeling outperformed the process-based method at every task complexity level and was just as effective as the product-based approach.

According to the insights provided by three key informants in the field, the themes of time management and curriculum integration, student engagement and motivation, resource availability and teacher support, and assessment and evaluation challenges are crucial for effectively implementing the process-based approach to writing. The experts confirmed that limited class time poses a significant barrier to incorporating multiple drafts and feedback stages, making it difficult for educators to balance the depth of writing instruction with curriculum demands. They also noted that varying levels of student motivation affect their engagement with the iterative writing process and emphasized the need for innovative strategies to foster greater involvement. Furthermore, the informants agreed that inadequate resources and insufficient professional development impede teachers' ability to support process-based writing effectively. Finally, they highlighted the misalignment between traditional assessment methods and the iterative nature of process-based writing, advocating for more nuanced evaluation practices to better reflect students' developmental progress.

3.4 Perceived Impact of the Process-Based Approach on Students' Academic Writing

Table 8 displays originally classified or labeled qualitative data from the interview transcripts of the 5 participants, created using a qualitative data analysis method (Braun & Clarke, 2013). Table 9 exhibits five main themes generated from the initial codes/labels. These central themes include enhanced writing abilities, development of self-awareness and strategic planning in writing, critical thinking development, and boosting motivation and confidence. The theme of **Enhanced Writing Abilities** encompasses the initial challenges and subsequent improvements in students' writing skills through consistent practice and exposure to the process-based approach. This theme highlights students' observable progress over time in mastering writing techniques. For instance, one participant noted, *"At first, I can say it is a bit challenging for Grade 11 students, but with proper exposure, they will be used to it."* This indicates that while the approach may initially be complex, students adapt and improve with continued practice. Furthermore, *"Grade 12 students show greater progress in using the pedagogical approach,"* reflecting the significant advancements students make as they become more familiar with the process. Ultimately, this approach *"may improve the learners' writing skills,"* demonstrating its effectiveness in enhancing students' writing abilities over time.

Table 8. Perceived Impact of the Process-Based Approach on Students' Academic Writing

Participant	Sample Significant Statement	Initial Code
A	(1) <i>At first, I can say it is challenging for Grade 11 students, but with proper exposure, they will be used to it.</i>	(1) Initial challenge for Grade 11 students
	(2) <i>Grade 12 students significantly progress using the pedagogical approach.</i>	(2) Progress observed in Grade 12 students
B	(1) <i>it may enhance students' writing abilities;</i>	(1) Enhanced Writing Abilities
	(2) <i>it may foster the development of abilities like self-awareness and strategic planning in writing;</i>	(2) Development of Self-awareness and Strategic Planning in Writing
	(3) <i>... it may boost students' motivation and confidence by lowering writing anxiety and enhancing their writing communication styles.</i>	(3) Boosted Motivation and Confidence
C	(1) <i>Using a process-based approach to writing when teaching senior high school students allowed me to gauge their interest more, which is the most complex challenge in teaching research.</i>	(1) Student Engagement and Interest
	(2) <i>having staged activities helped me gauge their interest in writing and having constant feedback,</i>	(2) Challenges in Sustained Focus
	(3) <i>Students nowadays have a hard time focusing on a task for an extended period,</i>	(3) Feedback, Support, and Motivation
	(4) <i>support and motivation developed positive results for me.</i>	
D	(1) <i>development of critical thinking and problem-solving skills.</i>	(1) Critical Thinking Development
	(2) <i>By engaging in multiple drafts and revisions, students learn to analyze their writing,</i>	(2) Self-Analysis through Drafts and Revisions
	(3) <i>identify areas for improvement,</i>	(3) Identification of Areas for Improvement
	(4) <i>make thoughtful decisions about structure, organization, and content.</i>	(4) Thoughtful Decision-Making
	(5) <i>This process strengthens their writing abilities and enhances their ability to evaluate and revise their work, a crucial academic and professional skill.</i>	(5) Enhanced Evaluation and Revision Skills
E	(1) <i>it may improve the writing skills of the learners,</i>	(1) Improvement in Writing Skills
	(2) <i>it may develop skills such as self-awareness and strategic planning in writing,</i>	(2) Development of Self-awareness and Strategic Planning in Writing
	(3) <i>and lastly, it may increase confidence and motivation because</i>	(3) Increase in Confidence and Motivation
	(4) <i>it may reduce writing anxiety and</i>	(4) Reduction of Writing Anxiety
	(5) <i>may improve the writing communication styles of the learners.</i>	(5) Improvement in Writing Communication Styles

Table 9. Summary of Themes on Perceived Impact of the Process-Based Approach on Students' Academic Writing

Theme	Meaning	Sample Significant Statement
Enhanced Writing Abilities	This theme encompasses the initial challenges and subsequent improvements in students' writing skills through consistent practice and exposure to the process-based approach. It highlights the observable progress students make over time in mastering writing techniques.	<i>At first, it is a bit challenging for Grade 11 students, but with proper exposure, they will be used to it. Grade 12 students significantly progress using the pedagogical approach, which may improve their writing skills.</i>
Development of Self-awareness and Strategic Planning in Writing	This theme reflects the growth of students' abilities to be introspective and deliberate in their writing process. It includes the development of self-awareness about their writing strengths and weaknesses, as well as the ability to strategically plan and organize their writing tasks to reduce anxiety and enhance overall writing quality.	<i>it may foster the development of abilities like self-awareness and strategic planning in writing, reducing writing anxiety.</i>
Critical Thinking Development	This theme involves enhancing critical thinking and problem-solving skills through the iterative process of drafting and revising. It emphasizes the importance of self-analysis, identifying areas for improvement, and making thoughtful decisions to improve the overall quality of writing.	<i>Development of critical thinking and problem-solving skills. By engaging in multiple drafts and revisions, students learn to analyze their writing and identify areas for improvement.</i>
Boosted Motivation and Confidence	This theme highlights the increase in students' motivation and confidence in their writing abilities. It recognizes the role of the process-based approach in reducing writing anxiety, fostering interest, and providing support and motivation, leading to positive outcomes in students' writing performance.	<i>It may boost students' motivation and confidence by lowering writing anxiety and enhancing their writing communication styles. Having a process-based approach to writing when teaching senior high school students allowed me to gauge their interest more, which is the hardest challenge in teaching research; support and motivation developed positive results for me.</i>

The theme of enhanced writing abilities, as seen in the research conducted by Arevalo and Napil (2023), is consistent with findings that emphasize the difficulties that students initially faced and the progress they made in their writing abilities due to the process-based approach. This method fosters measurable growth by exposing the writer to various writing strategies and providing constant practice. According to the study, Model 5 was useful in explaining tertiary students' writing skills. It highlights the strong relationships that exist between improved writing abilities and the acquisition of grammatical, communicative, and self-regulated learning strategies. This supports the notion that various approaches are essential for efficiently enhancing students' writing abilities and reflects their adaptive development through ongoing practice and methodological exposure.

The theme **Development of Self-awareness and Strategic Planning in Writing** reflects the growth of students' abilities to be introspective and deliberate in their writing process. This theme emphasizes the importance of students becoming aware of their writing strengths and weaknesses, allowing them to strategically plan and organize their writing tasks to reduce anxiety and improve the quality of their work. By fostering these abilities, students can approach writing with greater confidence and clarity, ultimately enhancing their writing performance. One participant noted, *"It may foster the development of abilities like self-awareness and strategic planning in writing; it may reduce writing anxiety."* This illustrates how the process-based approach helps students refine their writing skills and supports their emotional and cognitive development in the writing process.

The theme of **Critical Thinking Development** involves enhancing students' critical thinking and problem-solving skills through the iterative process of drafting and revising their work. This theme emphasizes the importance of self-analysis, where students learn to examine their writing critically. As one participant noted, the process encourages the *"development of critical thinking and problem-solving skills."* By engaging in multiple drafts and revisions, students *"learn to analyze their writing"* and *"identify areas for improvement."* This reflective practice improves the quality of their writing and fosters essential academic and professional skills, allowing students to make thoughtful decisions about structure, organization, and content.

The theme of **Boosted Motivation and Confidence** underscores how a process-based approach to writing enhances students' drive and self-assurance in their writing capabilities. As highlighted by the sample extract, *"... it may boost students' motivation and confidence by lowering writing anxiety and enhancing their writing communication styles."* This approach reduces anxiety associated with writing tasks and improves students' ability to convey their ideas effectively. Additionally, the process-based method supports educators in better understanding and engaging students, particularly in challenging subjects like research, where maintaining student interest is crucial for positive learning outcomes.

4.0 Conclusion

This study explored the pedagogical strategies employed by English teachers in the different phases of the writing process, the challenges they encountered in implementing the Process-Based Approach (PBA), and its perceived impact on students' academic writing. The findings highlight diverse instructional strategies, emphasizing collaboration, structured guidance, scaffolding, reflective practice, and iterative drafting, aligning with process-oriented writing instruction. These strategies reinforce the importance of social learning, self-regulation, and continuous feedback in fostering students' writing development.

Despite the effectiveness of the PBA, English teachers faced several challenges, particularly in balancing time constraints and curriculum requirements, maintaining student engagement and motivation, securing adequate resources and institutional support, and navigating assessment complexities. These obstacles underscore the need for more targeted professional development, institutional backing, and flexible curriculum frameworks that accommodate process-based writing instruction. Nevertheless, the integration of the PBA demonstrated a positive impact on students' academic writing. The approach enhanced students' writing abilities and fostered self-awareness, strategic planning, and critical thinking. Moreover, it contributed to increased motivation and confidence, reinforcing its effectiveness in promoting long-term writing proficiency. Overall, this study underscores the value of a structured, collaborative, and reflective approach to writing instruction. Addressing the identified challenges could further enhance the implementation of the PBA, ensuring its continued effectiveness in developing students' academic writing skills. Future research may explore ways to optimize time

management, increase teacher support, and refine assessment methods to better integrate PBA into diverse educational contexts.

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