

# The Perspectives of Saudi University Instructors and Learners on the Product and Process Approaches to Second-Language Writing

Hanan S. Alwaneen<sup>1</sup>

<sup>1</sup> Department of English Language and Translation, College of Arabic Language and Social Studies, Qassim University, Qassim, Saudi Arabia

Correspondence: Hanan S. Alwaneen, Department of English Language and Translation, College of Arabic Language and Social Studies, Qassim University, Qassim, Saudi Arabia. E-mail: hwnien@qu.edu.sa

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## Abstract

This study investigates instructors' and learners' perspectives on using the product and process approaches to teach second-language writing at a Saudi University, focusing on the variations in perspective between instructors and learners. To this end, the researcher undertook a mixed-method study. Two questionnaires, each consisting of ten items, were used to collect data from 72 participants (47.22% instructors, 52.78% learners); the data were analyzed using the independent samples t-test function of IBM SPSS statistics 28.0. In addition, semi-structured interviews with 12 participants (50% instructors, 50% learners) were conducted to gain a holistic picture. The overall findings reveal no statistically significant difference between instructors' and learners' perspectives on the product approach to second-language writing. However, the findings indicate a statistically significant difference in their perspectives on the process approach; instructors perceived the process approach to writing more positively than learners. The current study assists instructors in assessing whether their preferred teaching approach differs from that of their students, enabling them to adopt an ideal approach for both parties.

**Keywords:** a Saudi University, second-language writing, instructors' perspective, learners' perspective, process approach, product approach

## 1. Introduction

Learning how to write in a second language is one of the most challenging aspects of second-language learning (Hyland, 2003). According to Myles (2002), effective writing requires more than just a command of grammar and vocabulary; it also necessitates deliberate concentration and sustained commitment to composing, developing, and expressing ideas (Flower, 1979). However, the capacity for effective writing is not a naturally acquired ability; rather, it is frequently learned or culturally transmitted through a succession of practices in formal educational settings or other contexts (Marashi & Tahan-Shizari, 2015). Advantageously, all writing teachers strive to develop balanced approaches that assist students in enhancing the effectiveness of their writing processes as they work toward generating a well-written product (Casanave, 2004).

There are several approaches to teaching writing in the classroom. However, it should be noted that there is no one-size-fits-all approach to teaching writing. Based on a review of the relevant literature from other researchers, a comparison is made between the two fundamental approaches, product and process, to teaching second-language writing. According to McCrimmon (1984), there is a distinction between writing as a way of knowing a "process" and writing as a means of telling a "product." Murray (1972) saw it as the distinction between internal and external revision, revising to clarify meaning for oneself vs. revising to clarify meaning for the reader. Flower (1979) described it as the distinction between writer-based and reader-based prose. Nunan (1999) explained unequivocally how distinct this "process" approach is from the typical product-oriented approach. According to Ghobadi (2021), the product approach to writing instruction requires students to create compositions similar to a model essay provided by the instructor. Hence, the product approach concentrates on the surface structures of writing at the sentence level and emphasizes cohesiveness and readability. Conversely, Eliwarti and Maarof (2017) argued that the process approach provided ways to consider writing in terms of what the writer performs rather than what the finished product looks like. Therefore, the process approach focuses on the steps involved in creating a piece of work. According to Sun and Feng (2009), while the primary goal of product writing is an error-free

coherent text, process writing acknowledges that no text is perfect but that a writer might approach perfection through the production, reflection on, discussion, and revision of successive drafts of a text.

### *1.1 Relevant Literature*

In recent years, there has been an increasing amount of literature on product and process approaches in teaching, making it challenging to identify all the studies on this topic. However, this paper cites a selection of studies pertaining to the use of product and process approaches in teaching writing skills to English language learners, some of which investigated the impact of these two approaches on writing. Besides, some studies explored the perspectives toward product and process approaches, which are considered the closest to this study.

Hasan and Akhand (2010) attempted to provide the findings of interventionist research conducted to determine the impact of a product-and-process approach to writing on students' performance. Two EFL courses at United International University in Bangladesh took part in the study; initially, one class was advised to use the product approach when writing, while the other class was instructed to use the process approach. Afterward, both classrooms embraced a collaborative approach. Subsequently, the findings suggested that combining product and process is very effective in teaching second-language writing. Employing a similar analysis, Frans (2010) revealed that students from SMA 12 Ambon were taught to write using process-based and product-based techniques to see how these two approaches impacted the participants. The research included a pretest, a treatment phase, and a post-test. Further, the authors examined two eleventh-grade science courses; they were chosen as samples because their previous year's English performance was comparable. The post-test study found no significant difference in students' hortatory exposition quality when taught using process-based or product-based approaches. Alodwan and Ibnian (2014) also focused on the effect of employing a process approach to writing on the development of university students' essay writing skills. The study's findings indicated that the process approach to writing benefited students' essay-writing abilities in EFL. According to these findings, the researchers advocated for a greater emphasis on teaching writing as a process rather than a product. A similar conclusion was reached by Bayat (2014), who investigated the influence of a process writing technique on both writing success and anxiety of first-year preschool teaching students; a quasi-experimental design with a pretest-posttest control group was used. The dimension of written expression was determined by evaluating students' academic papers at the experimental procedures' start and completion. However, the study found that the process writing approach significantly affected writing success and anxiety. Another study of the product and process approaches was conducted by Kadmiry (2021), focusing on the effect of these approaches on Moroccan EFL students' writing performance. It examined process-writing education through the lens of Hayes' (2012) current model, which responded to both critiques of the original Hayes and Flower (1980) model and new concepts, adding further layers to EFL writing research and instruction. As a result, this study demonstrated that the process-oriented approach is more effective than the product-oriented approach for improving EFL writing.

While the studies above have demonstrated the effect of product and process approach to writing on students' performance, few studies have explored the perspectives toward product and process approaches. Regarding their perspectives on writing and how they see its growth, Badger and White (2000) discussed the advantages and disadvantages of the product, process, and genre approaches to writing. Furthermore, they contended that the three methods are mutually reinforcing and identify a strategy influenced by each. Furthermore, Eliwarti and Maarof (2017) examined students' impressions of process approach strategies, employing 30 participants from Riau University's English department. The data were gathered using a combination of questionnaires and semi-structured interviews. The study findings indicate that all students have a positive or highly positive attitude toward the process approach strategies, with no student having a negative attitude. Relatedly, Mehr (2017) stated that the process approach influences EFL learners' writing performance and positively impacts EFL learners' attitudes regarding writing skills. According to the findings, "to develop the EFL learners' writing skill, the EFL instructors can insert the process-based approach in syllabus design" (p. 158). A recent study on the product and process approaches was also carried out by Ghobadi (2021), employing descriptive statistics to investigate Iranian EFL learners' and teachers' attitudes toward product and process approaches to second-language writing and utilizing two instruments to achieve more accurate answers to the research questions: questionnaires and interviews. Ghobadi concluded that most instructors and learners have a positive attitude toward the process approach more than the product.

### *1.2 Research Gap*

The majority of studies, as evidenced by the aforementioned citations, compared product and process approaches to determine which is more beneficial for second-language writing. However, just a handful of studies have undertaken a comparative analysis of instructors' and learners' perspectives on these two approaches. Furthermore, it is notable that there is a lack of research explicitly conducted within the Saudi institutional context, where a significant emphasis is placed on the product approach for teaching second-language writing.

Since most previous research suggested that the process approach yields superior outcomes compared to the product approach, it is necessary to investigate the potential benefits associated with applying either approach within Saudi universities, where students have a different cultural background than their counterparts in previously examined educational institutions. Therefore, the present study aims to compare the perspectives of instructors and learners about adopting product and process approaches in second-language writing in a Saudi University context to ascertain the preferred teaching approach by both instructors and learners.

### *1.3 Research Questions and Hypotheses*

The study poses the following research questions to compare the instructors' and learners' perspectives on product and process approaches to second-language writing in EFL lectures:

Q1: Do Saudi University EFL instructors and learners differ in their perspectives on the product approach to writing?

Q2: Do Saudi University EFL instructors and learners differ in their perspectives on the process approach to writing?

The researcher is inclined to reject the following null hypotheses:

H<sub>01</sub>: There is no statistically significant difference between the EFL instructors' and learners' perspectives on the product approach to writing.

H<sub>02</sub>: There is no statistically significant difference between the EFL instructors' and learners' perspectives on the process approach to writing.

### *1.4 Significance of the Study*

This investigation can aid in developing instructional programs by eliciting and comparing instructors' and learners' perspectives regarding the two approaches to writing, product and process. Instructors' perspectives on a second-language writing approach can pave the way for teaching as they have the expertise to determine what is beneficial to their students. Moreover, the learners' perspectives toward teaching approaches are vital in enhancing their writing qualities. It also aims to aid instructors in being well-versed in the obstacles and pathways to success and possess insight into their students' psychology; hence, it enables instructors to evaluate any disparities between their preferred instructional approach and that of their students, therefore facilitating the adoption of an optimal technique that accommodates the needs of both parties.

## **2. Methodology**

### *2.1 Research Design*

The research is a mixed-method study that applies quantitative and qualitative methods to investigate Saudi University EFL instructors' and learners' perspectives toward product and process approaches to second-language writing, focusing on the variations in perspective between instructors and learners.

### *2.2 Population and Sampling*

The current study involved two independent groups of participants: EFL instructors and learners from a Saudi University. The researcher began by collecting the data from the 34 instructors' and 38 learners' responses scored on 5-point Likert scales. Furthermore, the data were explored through interviews with six instructors who also completed a questionnaire; they were aged from 30 to 60, were of both genders, and had no less than ten years of experience. Then, the researcher interviewed six learners, ranging in age from 18 to 25, who were enrolled in the preparatory year program and had varying degrees of competence.

The sample is sufficient for this study's aim, particularly if considering that the amount of data depends on the appropriateness of the research questions and the depth of the investigation (Philips & Hardy, 2002). The researcher considered that the strengths of data rest on the competence with which their investigation is carried out (Miles & Huberman, 1994). Namely, it is essential to reach data saturation, which refers to the point in the research process when no new information is discovered in data analysis and thus signifies to researchers that they have collected sufficient data to accomplish the research aims (Faulkner & Trotter, 2017).

### 2.3 Instruments

As stated above, the researcher collected the data for analysis through structured questionnaires, followed by semi-structured interviews about the responses to the questionnaires. For the purpose of this study, the participants' perspectives on the product and process approaches were operationally defined as instructors' and learners' responses scored on 5-point Likert scales. More precisely, the researcher used a set of two questionnaires, each with ten items, to rate the participants' perspectives toward the two approaches. One questionnaire explored the variations in perspectives on the product approach between instructors and learners (see Appendix A), while the other investigated the variations in their perspectives on the process approach (see Appendix B). Furthermore, the researcher added a guiding section at the beginning of the questionnaires to give participants insight into the topic under investigation, clarify the purpose of the questionnaire, and give the participants complete access to the researcher's contacts in case of any inquiries.

The existing questionnaires used by Ghobadi (2021) were adapted to fit the purpose of the study; the researcher altered the original instruments by adding new items. Ghobadi's (2021) questionnaires investigated instructors' and learners' perspectives on the product and process approach but did not compare them. To accomplish the purpose of comparing perspectives, the researcher in the current study ensured the alignment of the two questionnaires. Therefore, the scales should be pretested to confirm whether the questions work accurately in a new setting with new participants. Furthermore, psychometric measures must be re-established to ensure validity and reliability. Simple correlation coefficients were used to measure the validity of both scales. The results indicated a statistically significant correlation between each scale's phrases and the total score, meaning that the scales had high internal consistency. Building upon the pioneering work of Cronbach (1951), Cronbach's alpha coefficient was used to assess the reliability of the questionnaires. The Cronbach's alpha value for both scales exceeded the standard criterion of 0.7, indicating that the scales had high reliability.

Furthermore, the researcher consolidated the data for analysis through semi-structured interviews over questionnaires. The researcher developed an interview guide to gain insight into the instructors' and learners' perspectives on the product and process approaches.

### 2.4 Procedures: Collecting, Processing, and Analysing Data

Before the start of the study, the purpose of the questionnaires was explained to the participants. Then, the questionnaires were distributed to them, and their responses were collected one week later and analysed using the independent samples t-test function of IBM SPSS statistics 28.0 to determine whether there was a statistically significant difference between instructors and learners in their perspectives on the product and process approaches to second-language writing. The data were tabulated to represent the responses more clearly and visually. The findings of the study and interpretation of the data were then summarized. Furthermore, the researcher gathered data for analysis using semi-structured interviews to comprehensively understand the instructors' and learners' perspectives toward product and process approaches to second-language writing. Extensive planning was required to ensure the interview stages would be fruitful. The researcher considered starting with guiding questions and collecting data from the conversations between her and the participants. The researcher spent considerable time probing the participants' perspectives, interviewing them individually for 25–30 minutes, and processing each interview differently. The interviews were audio-recorded, allowing the researcher to focus only on interacting with the interview participants. Then, the interviews were transcribed and coded to elicit details regarding the product and process approaches from the interviewees. Finally, the researcher analysed the research findings and wrote the discussion.

## 3. Findings

This section sought to answer the research questions posed in the introduction of whether there is a statistically significant difference between the EFL instructors' and learners' perspectives on the product and process approaches to writing. Namely, this section reports the findings of the current study based on the data obtained from the methodology the researcher applied.

### 3.1 Statistical Analyses Findings

The quantitative findings of descriptive and inferential statistics applied to data sets were stated to demonstrate the evidence used to prove or reject the hypotheses. The researcher failed to reject the first null hypothesis but rejected the second one, which will be detailed further.

### 3.1.1 Perspectives on Using the Product Approach

For the first research question, an independent samples t-test found no evidence of a statistically significant difference in perspectives on the product approach to second-language writing between instructors ( $M=2.61$ ,  $SD=0.41$ ,  $N=34$ ) and learners ( $Mean=2.51$ ,  $SD=0.42$ ,  $N=38$ );  $t(70)=1.09$ ,  $p=0.28$ ,  $d=0.41$ , with 95% CI [-0.09, 0.30]. These findings will be elucidated using data-illustrative tables and graphs.

Figure 1 shows the box plots of different perspectives on the product approach between instructors and learners. The box plots identified no outliers for any group, and the two groups' distributions looked roughly normally distributed. The normality test results aligned with our intuitions from the box plots. Furthermore, the same interquartile ranges of the two groups suggested that the variances were equal, validating Levene's result (see Table 2).

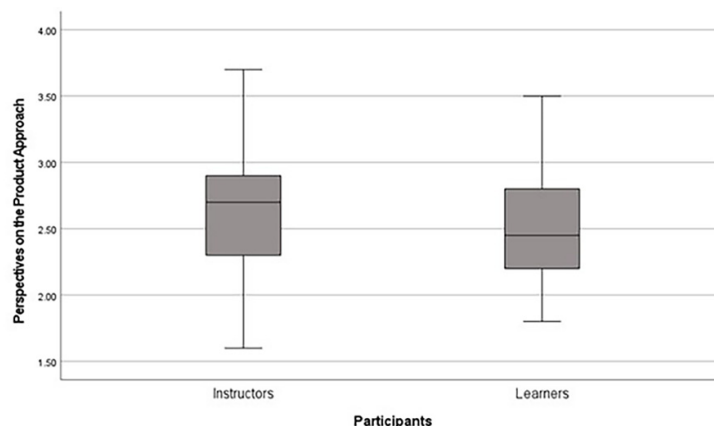


Figure 1. *Box Plots of Difference in Perspectives on the Product Approach Between Instructors and Learners*

Descriptive analyses are given in Table 1, which contains bootstrapped bias-corrected accelerated confidence intervals (BCa CIs) for the mean scores of the two groups. The “Bias” shows how different the bootstrapped mean is from the original mean, but in the case of these means, it is zero, so the bootstrapped mean scores are not different from the original parametric mean scores. The bootstrapped standard deviations of the two groups are biased away from the original parametric standard deviations. The “Std. Error” is the standard deviation of the simulated bootstrap values for that statistic. Thus, the standard deviation of the bootstrapped samples for the instructors' group (0.06) is less than the original parametric standard deviation (0.41); similarly, the standard deviation of the bootstrapped samples for the learners' group (0.05) is less than the original parametric standard deviation (0.42). The confidence interval gives us the range within which we can be 95% confident our accurate statistic lies. Therefore, it is believed that the true mean of the instructors' group falls between 2.47 and 2.75, and the mean of the learners' group falls between 2.37 and 2.64. Furthermore, the true standard deviation of the instructors' group is not lower than 0.30 and not higher than 0.49, and the standard deviation of the learners' group is not lower than 0.33 and not higher than 0.49. The researcher was not that interested in bootstrapped statistics for each group's mean and standard deviation; instead, the researcher was more interested in the confidence interval for the difference between means, which will be subsequently analysed based on Table 2.

Table 1. Descriptive Statistics of Difference in Perspectives on the Product Approach between Instructors and Learners

Participants	Statistic	Bootstrap <sup>a</sup>					
		Bias	Std. Error	BCa Interval Lower	95% Confidence Interval Upper	Confidence	
Perspectives on the Product Approach	N	34					
	Instructors	Mean	2.6118	.0007	.0682	2.4715	2.7515
		Std. Deviation	.40584	-.01043-	.05837	.30260	.48745
		Std. Error Mean	.06960				
	Learners	N	38				
		Mean	2.5053	.0003	.0679	2.3744	2.6382
Std. Deviation		.41975	-.00805-	.04903	.33071	.49138	
	Std. Error Mean	.06809					

a. Unless otherwise noted, bootstrap results are based on 10000 bootstrap samples

Furthermore, Table 2 indicates that the p-value for Levene’s test is  $p=0.86$ ; hence, it is safer to use the first line, assuming that the two groups’ variances are equal. The results of the t-test for independent samples were found under the part of the table labelled “t-test for Equality of Means.” The p-value for the t-test is 0.28, which is more than 0.05, indicating no statistically significant difference between EFL instructors and learners on their perspectives about the product approach to writing. Furthermore, the confidence interval of 95% for the difference between groups provided all pertinent information. For equal variances assumed, the 95% CI is [-0.09, 0.30], signifying that the actual difference in means between instructors’ and learners’ perspectives on the product approach will lie within this interval with 95% confidence. Since zero is found in this confidence interval, the researcher concluded that the difference between the EFL instructors’ and learners’ perspectives is not statistically significant. Therefore, the researcher failed to reject the first null hypothesis. Additionally, the researcher noted that the interval is not wide, indicating a precise estimate of the mean difference between groups.

Table 2. Independent Samples T-Test of Difference in Perspectives on the Product Approach between Instructors and Learners

	Levene’s Test for Equality of Variances				t-test for Equality of Means					
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval Lower	95% Confidence Interval Upper	
Perspective s on the Product Approach	Equal variances assumed	.033	.857	1.092	70	.279	.10650	.09755	-.08806-	.30107
	Equal variances not assumed			1.094	69.564	.278	.10650	.09737	-.08772-	.30072

### 3.1.2 Perspectives on Using the Process Approach

For the second research question, an independent samples t-test was also conducted to compare instructors’ and learners’ perspectives on the process approach to second-language writing. The results showed a statistically significant difference between instructors’ perspectives ( $M=2.38$ ,  $SD=0.48$ ,  $N=34$ ) and learners’ perspectives ( $M=2.16$ ,  $SD=0.34$ ,  $N=38$ );  $t(70) = 2.22$ ,  $p=0.03$ ,  $d= 0.41$ , with 95% CI [0.02, 0.41]. Tables and graphs will also be used to explain the findings.



Figure 2 shows the box plots of different perspectives on the process approach between instructors and learners. The box plots identified no outliers for any group; however, the distribution of the two groups was somewhat normal, as indicated by the normality test results. Furthermore, the same interquartile ranges of both groups indicated that the variances were equal, which aligned with Levene’s result (see Table 4).

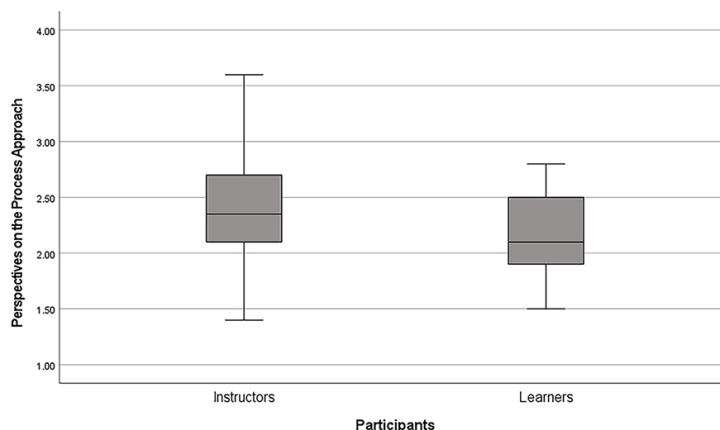


Figure 2. Box Plots of Difference in Perspectives on the Process Approach Between Instructors and Learners

The descriptive analysis shown in Table 3 includes bootstrapped BCa CIs for the mean scores of the two groups. In this situation, the bootstrapped mean scores are the same as the parametric mean scores. The bootstrapped standard deviations of the two groups differ from their original parametric values. The standard deviation of the bootstrapped samples for the instructors’ group (0.06) is less than the original parametric standard deviation (0.48); similarly, the standard deviation of the bootstrapped samples for the learners’ group (0.03) is less than the original parametric standard deviation (0.34). The confidence interval gives us the range within which we can be 95% confident our accurate statistic lies. Hence, it is believed that the true mean of the instructors’ group falls between 2.22 and 2.54, and the mean of the learners’ group falls between 2.06 and 2.27. Furthermore, the true standard deviation of the instructors’ group falls between 0.37 and 0.57, and the standard deviation of the learners’ group falls between 0.30 and 0.38.

Table 3. Descriptive Statistics of Difference in Perspectives on the Process Approach between Instructors and Learners

Participants	Statistic	Bootstrap <sup>a</sup>		BCa 95% Confidence Interval	Lower	Upper
		Bias	Std. Error			
Instructors	N	34				
	Mean	2.3794	.0011	.0817	2.2241	2.5387
	Std. Deviation	.48039	-.01084	.06288	.36777	.56913
	Std. Error Mean	.08239				
Learners	N	38				
	Mean	2.1632	.0004	.0550	2.0595	2.2690
	Std. Deviation	.33965	-.00549	.02817	.29047	.37611
	Std. Error Mean	.05510				

a. Unless otherwise noted, bootstrap results are based on 10000 bootstrap samples

Furthermore, after examining the box plot, it is evident that the variances of the two groups are equal; similarly, the output in Table 4 shows that the p-value for Levene’s test is 0.21, which is more than 0.05. Consequently, it may be safer to use the first line, which assumes that the variances of the two groups are equal. The p-value for the t-test is 0.03, meaning there is a statistically significant difference in the perspectives on the process approach to writing between EFL instructors and learners. Furthermore, the CI is [0.02 to 0.41], which is the range within which we are 95% confident that the actual difference in means between the groups will be not lower than 0.02

and not higher than 0.41. The researcher concluded that there is a statistically significant difference between instructors' and learners' perspectives on the process approach to second-language writing since the 95% confidence interval does not contain zero; the instructors perceive the process approach more positively than learners. Therefore, the researcher rejected the second null hypothesis. The researcher also observed that the interval is not wide, indicating a precise estimate of the mean difference between groups.

Table 4. Independent Samples T-Test of Difference in Perspectives on the Process Approach between Instructors and Learners

		Levene's Test for Equality of Variances				t-test for Equality of Means			
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Perspectives on the Process Approach	Equal variances assumed	1.612	.208	2.223	70	.029	.21625	.09727	.02226 .41025
	Equal variances not assumed			2.182	58.656	.033	.21625	.09911	.01791 .41460

### 3.2 Interviews Findings

The findings of the interviews revealed deeper insight into participants' perspectives toward the two approaches, confirming the statistical findings. Despite their confidence in the value of the product approach, instructors and learners perceived the process approach more positively. More specifically, both believed in the value of employing activities that concentrate on the process approach to help the students find a way to teach writing that focuses on fluency. Likewise, they also agreed on the significance of incorporating activities that promote the product approach, which focuses on accuracy while also promoting proficiency. Nevertheless, there exists a variation of perspectives between instructors and learners about the significance attributed to certain facets of the process approach.

Instructors argued that a successful process is a prerequisite for a quality product. More precisely, instructors viewed process writing as crucial during the foundation phase because it nurtures learners' seeds of autonomous learning and problem-solving skills and equips students with the skills necessary to break down the writing process into more manageable chunks that enable them to produce high-quality work. Most instructors asserted that the process approach enables them to discover their students' weaknesses during the teaching process, helping them improve their writing and enhance the skills necessary to accomplish a particular objective. Similarly, most learners emphasized the positive effect of a process-oriented approach on their thinking ability and asserted that it improved their writing skills as the instructor gradually guided and assisted them with feedback. According to the learners, the instructors should monitor students' progress through the prewriting, writing, and revising stages to identify their weaknesses and determine the most effective way to improve their abilities. Thus, learners believe that instructors' support affects students' results by imparting life skills and cultivating a positive attitude. Moreover, they revealed that it is critical to approach writing as a process and complete writing tasks before worrying about grammatical and accuracy issues, which helped them gain confidence and a more positive attitude toward their writing abilities.

According to instructors, the process approach teaches learners to be autonomous; hence, they are less prone to rely on a fixed pattern or supplied model for writing, encouraging learners' creativity and critical thinking. Nevertheless, some learners contradicted this perspective and indicated that the process approach does not provide a controlled environment; consequently, learners lack direction for commencing their activity, which may result in their straying from perfection.

The findings of the interview also disclosed that instructors believe that clear comprehension of the learning process aids students in lowering anxiety and preparing adequately for lectures. Moreover, instructors felt that it is a crucial writing process step to consider the topic and audience before producing the final documents. Indeed,



one of the instructors revealed, "Writing includes decision-making about what to write according to the topic and intended audience." The findings also indicate that learners appreciate a clear understanding of the learning process, as they believe that by understanding the process and using technique, effort, attention, and practice, they might significantly improve their ability to build expertise. Additionally, as part of the learning process, some learners stated that it is necessary to consider the topic and audience before writing because understanding the audience enables the learner to make judgments about what material to include, how to organize it, and what supporting elements will be essential for the reader to comprehend the presented material. One of the learners revealed that they would try to produce a definitive text if they considered the topic and the audience.

When asked which is more beneficial for student writing improvement, a teacher as a facilitator or a corrector, a significant number of the instructors stated that both strategies are effective when used at the proper level and time. They believe that second-language writing teachers should implement many rules simultaneously and choose whether to act as correctors or facilitators, depending on the learners' proficiency levels. Thus, instructors acting as facilitators benefitted beginning students' writing improvement, whereas instructors acting as correctors benefitted intermediate and advanced students' writing improvement. However, one of the instructors contended, "fluency should take precedence over accuracy." Furthermore, a significant number of learners stated that the teacher as a facilitator creates an educational environment in which students can reach their full intellectual, emotional, physical, and psychological potential. The teacher, as a facilitator, assesses students' needs and abilities and determines methods and techniques. Nevertheless, few learners agreed that facilitators aid beginning and intermediate students' writing development, whereas correctors benefit advanced students. One of the advanced students suggested that instructors' responsibilities should be correctors because the learners already possess the considerable skills necessary to create good text. Thus, the instructor's role as a facilitator would inhibit the growth of writing abilities and result in dependent students.

Furthermore, instructors verified the effectiveness of the process approach, which does not disregard the final written product, as it remains a critical stage of the process approach and still measures academic achievement regardless of the final exam. Similarly, most learners expressed their stress and tension about the final exam in which they are expected to be accurate and precise. They also asserted that they could not enjoy or benefit from the writing process because their entire concentration is on the final paper, aiming to achieve error-free writing. They argued that, with a product approach, their goal in writing is to get a higher mark, and they rarely think about their writing progress; this perspective aligned with that of the majority of the instructors.

Overall, the interview results revealed that learners and students share a similar perspective on the product approach. However, despite agreeing on the significance of the process approach, they had divergent perspectives on specific aspects of the process approach. When instructors are aware of these divergencies, they can employ appropriate pedagogical approaches for both themselves and their students. Furthermore, instructors and learners perceived the process approach more positively than the product approach. Nonetheless, instructors and learners agreed that a good product is contingent upon a successful process, asserting the value of developing an approach to writing instruction that strikes a balance between fluency and accuracy as critical components of second-language writing.

#### **4. Discussion and Conclusion**

The current study aimed to compare EFL instructors' and learners' perspectives on using the product and process approaches to writing at a Saudi University. Therefore, the preceding section provided quantitative data on and qualitative evaluations of instructors' and learners' perspectives regarding these two approaches. This section explores the findings in light of previous studies. In addition, the implications and recommendations for future research are also presented.

As proven earlier, the difference in the perspectives between instructors and learners on the product approach is not statistically significant. However, the findings of this work revealed a statistically significant difference in their perspectives on using the process approach, with instructors perceiving the process approach to writing somewhat more positively than learners. The findings dispute Eliwarti and Maarof (2017), who demonstrated that all students from Riau University's English department have a positive or highly positive attitude toward the process approach, with no student having a negative attitude; however, the finding on the comparison between EFL instructors' and learners' perspectives on the process approach in this study revealed that learners perceived the process approach less positively than instructors.

Further, the findings of this study cohere with Ghobadi (2021) in that instructors and learners perceive the product approach similarly, with no significant difference between them. Nonetheless, the findings contradict the same study in that most instructors and learners have a positive attitude toward the process approach without significant

differences between their perspectives, which this study rejects. Notably, only Ghodabi's study assessed both instructors' and learners' perspectives on the product and process approaches to second-language writing, which is consistent with the purpose of this study but dissimilar in terms of methodology.

As the preceding analysis revealed, the current study investigated and compared instructors' and learners' perspectives on the use of product and process approaches, unlike the aims and the methodologies of the vast majority of product and process approach studies (e.g., Kadmiry, 2021; Frans, 2010; Hasan & Akhand, 2010); most of these studies examined the differences between these approaches without considering the distinct perspectives of instructors and learners. These studies aimed to propose a feasible writing approach to be applied in second-language writing contexts. However, the primary objective of the present study was to aid instructors in evaluating any differences between their preferred teaching approach and those of their students. This evaluation would facilitate the adoption of an ideal approach that effectively addresses the requirements and preferences of all stakeholders.

Furthermore, the current study suggests that more research is needed to draw instructors' attention to the best teaching approach, indicating the value of a detailed future investigation of the pedagogical impact of merging the product and process approaches to second-language writing in Saudi universities. To achieve that goal, this study recommends using an independent samples t-test, a pretest and post-test experimental design in which both the experimental and control groups are constructed and then pretested. Following that, the experimental group could be instructed on the process-product approach to writing. Finally, both groups can be retested to determine the effect of merging the product and process approaches to second-language writing in EFL classrooms.

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## Appendix A

### The Questionnaire of the EFL Instructors' and Learners' Perspectives on the Product Approach to Writing

N	Item	Strongly agree	Neutral	Disagree	Strongly disagree
1	Accuracy is more important than fluency in second-language writing.				
2	Presenting a model essay by the instructor to be followed by the learners positively affects second-language writing improvement.				
3	Special attention should be given to the final text in teaching second-language writing.				
4	The final text in second language writing is more important than the processes of writing.				
5	The final text indicates the extent of the learners' second-language writing development.				
6	The emphasis on the final text in second-language writing does not cause learners' stress.				
7	The emphasis on the final text in second-language writing does not hinder creativity.				
8	Grammar is more important than content in second-language writing; therefore, it should be taught first.				
9	Correcting grammatical errors enables learners to produce error-free texts in the future.				
10	If the instructor roles as a corrector, second-language writing will be learned better.				

## Appendix B

### The Questionnaire of the EFL Instructors' and Learners' Perspectives on the Process Approach to Writing

N	Item	Strongly agree	Neutral	Disagree	Strongly disagree
1	Fluency is more important than accuracy in second-language writing.				
2	Teaching by focusing on the process of creating a piece of work improves student writing more than teaching by presenting a model.				
3	Explaining the processes of second-language writing by the instructor leads to better improvement of learners.				
4	Writing processes, such as planning and drafting, should be explained to learners.				
5	Before starting to write, it is necessary to think about the content and structure of the text.				
6	If the learner thinks about the topic and audience before starting to write, he/she will write better texts.				
7	The emphasis on the final text in second-language writing hinders creativity.				
8	Concentrating on the process of writing is more important than producing an error-free coherent text.				
9	Grouping the learners while teaching second-language writing leads to writing better texts.				
10	If the teacher roles as a facilitator, second-language writing will be learned better.				

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