



FROM PRODUCT TO PROCESS: EVALUATING THE EFFECTIVENESS OF MULTI-STAGE APPROACHES IN TEACHING ACADEMIC WRITING

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Abstract

Academic writing is widely recognized as one of the most demanding skills for students in higher education because it requires the integration of critical thinking, organization, language accuracy, and disciplinary knowledge. Traditional writing instruction has largely emphasized the final written product, often overlooking the cognitive and developmental processes involved in writing.

This article examines the effectiveness of the multi-stage process writing approach as an alternative to product-oriented instruction. The study discusses how dividing writing into stages such as prewriting, drafting, revising, and editing supports learners throughout the writing process. Particular attention is given to the role of scaffolding, formative feedback, revision practices, and learner autonomy. The findings indicate that process-oriented writing instruction contributes to improved text quality, reduced writing anxiety, and stronger independent writing skills.

The article also highlights several challenges related to implementation, including time demands and the need for revised assessment criteria. Overall, the study argues that the multi-stage approach offers a more learner-centered and cognitively supportive framework for developing academic writing competence in higher education.

Keywords: academic writing, multi-stage approach, drafting, revising, editing, feedback, cognitive process

Akademik yozuv oliy ta'limdagi talabalardan eng ko'p mehnat va intellektual tayyorgarlik talab qiladigan ko'nikmalardan biri sifatida e'tirof etiladi. Chunki u tanqidiy fikrlash, matnni mantiqiy tashkil etish, til me'yorlariga rioya qilish hamda muayyan soha bilimlarini birlashtirishni talab qiladi. An'anaviy yozuv ta'limida ko'proq yakuniy natijaga — tayyor matnga urg'u berilib, yozish jarayonining bosqichma-bosqich rivojlanishiga yetarlicha e'tibor qaratilmagan. Mazkur maqolada mahsulotga yo'naltirilgan yondashuvga muqobil sifatida ko'p bosqichli (jarayonli) yozuv usulining samaradorligi tahlil qilinadi. Tadqiqot yozishni rejalashtirish, dastlabki nusxa yaratish, qayta ko'rib chiqish va tahrirlash kabi bosqichlarga ajratish o'quvchilarning yozuv jarayonini qanday yengillashtirishi va qo'llab-quvvatlashini yoritadi. Shuningdek, metodik ko'mak (scaffolding), shakllantiruvchi fikr-mulohaza, qayta ishlash amaliyoti hamda talabaning mustaqil ishlash ko'nikmasiga alohida e'tibor qaratilgan. Tadqiqot natijalari ko'p bosqichli yozish usuli matn sifatini oshirishi, yozishga oid xavotirni kamaytirishi va mustaqil yozish malakasini kuchaytirishini ko'rsatadi.

Shu bilan birga, ushbu yondashuvni amaliyotga tatbiq etishda vaqt talabi yuqoriligi hamda baholash mezonlarini qayta ko'rib chiqish zarurati kabi ayrim muammolar ham mavjudligi ta'kidlanadi.

Umuman olganda, maqola ko'p bosqichli yozuv yondashuvi oliy ta'limda akademik yozuv kompetensiyasini rivojlantirish uchun talaba markazidagi va kognitiv jihatdan samarali model ekanini asoslab beradi.

Kalit so'zlar: akademik yozuv, ko'p bosqichli yondashuv, qoralama yozish, qayta ko'rib chiqish, tahrirlash, fikr-mulohaza, kognitiv jarayon

Аннотация

Академическое письмо считается одним из наиболее сложных навыков для студентов высших учебных заведений, поскольку требует сочетания критического мышления, логической организации, языковой точности и предметных знаний. Традиционные методы обучения письму в основном были ориентированы на конечный письменный продукт и недостаточно учитывали когнитивные процессы, лежащие в основе письма.

В данной статье рассматривается эффективность многоэтапного процессного подхода к обучению академическому письму как альтернативы продукт-ориентированному обучению. Особое внимание уделяется тому, как разделение процесса письма на этапы — подготовку, написание черновика, редактирование и доработку — способствует развитию письменных навыков студентов. Также анализируется роль scaffolding, формирующей обратной связи, процесса пересмотра текста и развития автономности учащихся. Результаты показывают, что процессно-ориентированное обучение способствует улучшению качества текстов, снижению тревожности при письме и развитию самостоятельных навыков письма. В статье также рассматриваются трудности внедрения данного подхода, включая большие временные затраты и необходимость пересмотра критериев оценивания.

В целом исследование подчеркивает, что многоэтапный подход представляет собой более ориентированную на студента и когнитивно поддерживающую модель развития академической письменной компетенции.

Ключевые слова академическое письмо, многоэтапный подход, написание черновика, редактирование, доработка текста, обратная связь, когнитивный процесс

Introduction

In the context of a higher education environment, academic writing has become the main means of communication between lecturers and students. Therefore, academic writing is the main product or medium of learning and assessment (Hyland, 2003). Many students are afraid of writing academic texts because they believe academic writing is an inborn ability (Silva, 1990). The ancient writing teaching methods were based on product-oriented approaches where language resources in written products such as grammar, sentence structure and content were focused upon, while neglecting the thinking skills used in the process (Silva, 1990). However, process writing approaches in writing teaching based on the multi-stage process of writing which was introduced by Flower and Hayes (1981). This paper will discuss in more details the theoretical framework of process writing and its advantages to improve academic writing skills by focusing on the characteristics of the multi-stage process of writing.

Literature Review

The distinction between product-oriented and process-oriented writing instruction has been widely discussed in the field of language education. Product-oriented approaches traditionally focused on the final written text and emphasized grammatical accuracy, vocabulary usage, and adherence to formal structures. In such classrooms, students were often

expected to imitate model texts and produce grammatically correct compositions with minimal attention given to the cognitive stages of writing. Tribble (1996) further emphasized that writing instruction should guide learners through several interconnected stages, including prewriting, drafting, revising, and editing. Each stage fulfills a different function within the writing process and helps students manage specific challenges associated with academic writing.

This multi-stage structure provides learners with opportunities to organize ideas before writing and improve their texts through revision. A frequently cited rationale for the process approach to writing instruction is that it enables writers to progress step-by-step through a developmental writing process, thereby supporting learning and decreasing cognitive load. While composing an academic essay, writers must concurrently negotiate three dimensions of knowledge: content, format, and language. The multiphase process approach helps to obviate cognitive overload associated with trying to deal with these three types of knowledge at the same time in that each is addressed singly in different stages of the writing process according to Krapels (1990).

In the prewriting stage students work on only the content aspect of writing and do so without concern for its grammatical correctness. What they are able to think about and express as far as content in this stage is often more sophisticated as a result of not being constrained by grammatical concerns. By not being forced to write grammatically correct content at the time of initial conception, students are more free to experiment and explore more complex ideas, concepts, and logically based arguments.

The most important element of process writing is the use of feedback loops. In a product-oriented classroom, students typically receive feedback after grades have been posted, and therefore after it is too late for the information to have any real impact on the learning process. In a process-oriented classroom, the feedback is formative and is provided while the student is in the process of revising and editing their work.

Multiple drafts are written to assure quality of the final product (Ferris, 2003). Peer review and teacher conferences in the revision stage assist students in seeing their writing from the reader's perspective. This is related to Vygotsky's (1978) Zone of Proximal Development where social interaction along with guidance and feedback assist children in performing tasks they could not accomplish alone. Revision shifts students' attention from focusing on surface level concerns to dealing with more global issues of organization and content, which are issues of critical importance in academic writing.

Although previous studies have demonstrated the pedagogical value of process writing, further discussion remains necessary regarding its practical implementation and its impact on academic writing development in higher education contexts.

Methodology This study adopts a qualitative analytical approach based on the examination of theoretical and pedagogical literature related to academic writing instruction and process writing pedagogy. The research focuses on analyzing major scholarly works discussing the transition from product-oriented approaches to multi-stage process writing instruction.

The study reviews academic sources related to cognitive writing theory, scaffolding, revision practices, feedback mechanisms, and learner autonomy. Particular attention is given

to the theoretical contributions of Flower and Hayes (1981), Tribble (1996), Ferris (2003), and other scholars who have significantly influenced process writing pedagogy.

The analysis is organized around several core dimensions of the multi-stage approach, including prewriting, drafting, revising, and editing. These stages are examined in relation to their effectiveness in improving writing quality, reducing cognitive load, and promoting student engagement in academic writing tasks. In addition, the study evaluates both the pedagogical advantages and the practical challenges associated with implementing process-oriented writing instruction in higher education settings. Through thematic analysis of the selected literature, the paper aims to provide a comprehensive understanding of how the process writing approach contributes to the development of academic literacy skills. **Results and Discussion** The findings of the study indicate that teaching writing in a multi-stage fashion helps students write autonomously in the long term. Product-oriented approaches to teaching writing cause students to depend on the teacher to point out mistakes. In process-oriented approaches, students are able to assess their own work and this is one of the keys to process writing. In a process-oriented fashion, students can engage in the editing stage as the final stage of their writing process. This way, they are able to gain awareness of where they commit solecisms, and are able to correct them. Awareness of one's own cognitive processes is an essential trait of an independent writer (Zamel, 1982).

Although process writing has been shown to be effective in improving student writing skills, it can be cumbersome to implement. According to Stanley (1992), process writing is very time-consuming. Class time for workshops has to be spent, and teachers have to read students' work numerous times. Such a heavy emphasis on the process of writing means that the way a paper is graded has to change too. Product-oriented teaching and evaluation strategies used to focus on the teacher's evaluation of the student's command of Standard English. The new product of the writing process is too diverse to be judged by a strictly product-oriented evaluation. New criteria will have to be developed to take into account the amount of time a student invests in a paper, as well as the number of revisions a student makes. In addition, students' ability to develop ideas must be given consideration.

Conclusion

This paper explores the multi-stage process writing pedagogical approach to academic writing instruction which indeed can act as a catalyst for change in the way learners perceive and approach academic writing. This pedagogical approach is built upon the understanding of the recursive nature of the process of composition and using scaffolding instruction on the level of drafts and revisions to ease some of the writing hassles.

Although, adopting this new pedagogical approach to academic writing instruction entails considerable time and change in instructional practices, it leads to the production of better writing, less anxiety related to the process of writing and greater independence of the learner.

Therefore, it can be argued that given the current thrust towards developing critical thinking and communication skills at the post-secondary level, the process writing approach can serve as an important instructional tool for developing academic literacy skills of learners.

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