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Implementing the Process Approach in Secondary School Writing Classes in Libya

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ABSTRACT: Implementing the process approach in Libyan secondary schools is an urgent need since the conventional grammatical pattern fails to strengthen the crafting of ideas, but instead focuses on correcting mistakes. The current use of grammar-translation approach in schools in Libya has elicited poor students' involvement, innovation and practical use of foreign languages; it has mostly centered on mistakes. In this study, therefore, the use of the process approach, which includes some of the stages such as brainstorming, writing, rewriting, and editing is recommended for the teaching of the subject in order to enhance students' communicative abilities. In contrast to conventional approaches, it helps students develop their skills in thinking in order and coherently, as well as managing their own work, and thus accrues to improvement in writing competency as well as language proficiency. It is mixed up with the qualitative and quantitative analysis and the evaluation criteria have been set up in terms of general plan having conferences of teacher-student, peer assessment and self-assessment. These essentials including communicative quality, logic flow, grammar and vocabulary were weighted and assessed across two terms of academics. The results in the study will show the lack of students' engagement, their written output, and their confidence as they progress through the study and learn the thinking and collaboration skills at each turn taking feedback into consideration. Some of the difficulties that the participants mentioned include a possibility of raising the workload of teachers and time issues. The improvement of organization competence is paramount in explaining results in a process approach to meaningful learning.

KEYWORDS: Process Approach, Writing Skills, Student-Centered Learning, Secondary Education, Language Proficiency.

I. INTRODUCTION

Writing is a sophisticated art that requires putting thoughts into words and paragraphs in order to convey each piece to readers. Students learnt how to communicate their thoughts in written language during writing class. The goal of the EFL writing course in this study was to help the students write better in English [1]. The majority of students struggle to articulate their thoughts in written foreign languages, like English in this instance. Students' proficiency in EFL writing is influenced by a variety of issues, including their poor motivation, their inability to interpret words in context, their shared vocabulary, and the absence of the teachers and students' methods, strategies, and procedures [2]. Students' performance and ability are influenced by the instructional methods used by their teachers as well as their motivation and attitude. Students' learning strategies and appropriate instructional teaching approaches improve their academic performance. According to the observation, most pupils struggle with essay writing because they are too preoccupied with their final results [3]. When writing essays, the students never employ any techniques or procedures. They expressed what they were thinking in textual form. The students did not choose a topic before writing their essay, create an outline, edit, and proofread their work before publishing it. When composing an essay, the students never considered the writing process; instead, they only paid attention to the final output [4].

Both the writing process and the final product are the main topics of today's EFL writing session. When writing, the writing process is crucial. In an EFL writing class, the focus is not solely on the final output. In contrast to the conventional product-oriented approach to teaching writing, the process approach has been promoted for the teaching of English writing [5]. It has gained widespread acceptance and is used by English teachers to teach English writing in the classroom. Nonetheless, there is sometimes debate among academics over which methodology the process approach or the product method is superior. Some of the major issues that teachers and students experience can be resolved by using the process approach to writing [6]. It served as justification for using the writing process approach, a methodical, targeted strategy that entails prewriting, drafting, revising, and editing, in EFL writing classes. Because teaching



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writing as a process involves multiple steps for students to recognize and learn from their own mistakes, it enables them to produce appropriate writing compositions. Prewriting, drafting, editing, proofreading, assessing, and publishing should all be a part of the writing process [7]. The writing process technique in the EFL writing class took a lot of time to complete. Prewriting, drafting, editing, proofreading, and publication are only a few of the numerous phases. Students in the State Islamic University of North Sumatra's English Department studied intermediate writing topics throughout the second semester [8]. In this course, the instructor instructed the students to use the writing process approach (WPA) in their EFL writing assignments by introducing it to them. For each step of the writing process pre-writing, drafting, revising, editing, and publishing WPA recommends giving teachers techniques to encourage the generalisation of writing abilities [9].

Proper writing is one of the most important components of learning that is widely used in education processes secondary schools Teacher and student find writing to be one of the most challenging task [10]. This perception is predominant in writing instruction because of the teaching approaches that characterized the formal education. In many classrooms, writing is presented as a strictly prescriptive activity that for a large part is didactic and concentrates on the correct use of grammar [11]. This strict emphasis on grammar may also develop a lot of tension among the students; this due to the fact that, the students feel much pressure when it comes to the use of appropriate grammar [12]. Thus, most students develop great fear every time they are confronted with writing tasks hence the need to approach the challenges with a new teaching methodology. The conventional method of teaching writing usually stifles creativity and personal voice by centering on formal requirements of writing and disregarding creativity. Students are often assessed based on their compliance with grammatical rules and regulations and as a result, they hardly do what they need to do. This kind of assessment model can indeed planted a fear of writing in the students since they tend to relate writing with stress, frustration and constant negativity gain from the recurrent error rather than the communicative opportunity for improvement. This scenario shows why progressive development of the writing process is essential for current writing pedagogy that usually focuses on the end result or its errors.

Another more or less viable substitute for this traditional approach is the process approach to writing that contrasts the latter with the more fluid process than a finished product. This approach breaks down writing into several key stages: Those include pre-writing, writing, revising, editing and publishing. Any of these stages can be helpful to students, because each of them provide the students with different means for interacting with their writings. In the pre-writing stage, students can generate and categorize their ideas because they personally own the ideas. Thus, in the framing stage they can afford to do so without worrying endlessly over their masterpiece. At revision and editing stage, the students understand the need to review work done, be opened for criticisms, and correct errors as this improve writing skills set, critical thinking and self-appraisal skills. Last, the publishing stage makes learners also get an opportunity to present their work to other people, effectively reminding them and underlining the aspects of communication and audience. Therefore, standardized process approach can help educators to make students' writing environment more supportive and fascination. This method keeps enthusiasm high as students are free to speak their minds and write as they wish because they are unique. Unlike the product approach that focuses on writing correct and formal grammar used in writing, the process approach ensures a positive attitude towards the writing process as a communication tool, a way of convincing others, a way of appealing for emotion. This broader paradigm also benefits the student's precise technological writing skills; it refines and reinvigorates the appreciation of writing in the process, rendering the activity more rewarding for students.

The process approach when introduced and followed in the Libyan secondary schools could have lot of benefits for students and teachers. Hence, transforming assessment criteria, from formal grammars, to creative writing processes, educators can ensure that students find gross and develop their voices. This transformation is important to reduce the level of anxiety that is going with any writing task. In this case, social writing will again help as students' confidence and competence increase during the writing process. In addition, the process approach promotes the intellectual climate in the classroom that encourages creativity, cooperation, and innovation as well as fosters students' success in their academic and work-related communicative activities. Consequently, reconsidering and patterning the approaches applied during the writing instruction is crucial for creating the favorable learning outcomes in reference to the students. The process approach is a large step in this regard; it presents a full conception that focuses on the production of writing skills as a form of people's self-assert and communication. In this way, adopting this kind of approach, educators in Libya have a good opportunity to prepare the student for the challenges of writing avoiding usual clichés. Such change can shift writing from the source of stress and frustration to interesting and rewarding activity that benefits



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the educational process and prepares students for success in their further careers. The key contributions are summarized as:

1. Students are struggling with writing because of the traditional educational approaches aiming to teach grammatical principles rather than helping learners to overcome their anxiety and develop healthy attitude to the writing tasks.
2. Old school methods teach correct information only, controlling personality and reducing abilities to express themselves and to communicate with others and this is why the new method is necessary.
3. The process approach divides writing into subtopics, (Pre-writing, Writing, Revising, Editing and Publishing), and offers a dynamic and continuous writing process.
4. The process approach transforms the focus from such grammar concepts as formal and prescribed sentence structures to idea generation, argumentation and communicating the self to help in the development of confidence and elimination of excessive concern to write.
5. This approach can revolutionize writing education hence improving on creativity, teamwork and analysis skills as helps the learners in their daily lives and careers.

The Structure of the paper is as follows: Section 1 Introduction, section 2 Related works, section 3 problem statement, section 4 methodology, section 5 implementation of process approach and section 6 conclusion.

II. RELATED WORKS

DRWISH [13] aims to find out how Libyan English instructors feel about utilizing ICT (information and communication technologies) by determining how much and what kind of ICT they take advantage of. The study also intends to look into Libyan educators' difficulties when using ICT in their lessons. The research utilizes a case study methodology and uses interviews as a means of gathering participant data. Four Libyan instructors who instruct English to primary school pupils at the Libyan School in Malaysia participated in semi-structured interviews to gather study data. According to the study, some Libyan teachers are open to incorporating ICT, but because of the obstacles they face such as inadequate financing, support, and technological infrastructure their usage of ICT is somewhat restricted.

Pinto Abril [14] explains that Writing is one of the most difficult abilities to master when learning English because of the language's grammatical, spelling, punctuation, and writing standards. But thanks to technological advancements, thousands of students worldwide are learning a new language more independently thanks to writing tools that employ artificial intelligence and are integrated into the educational system. Therefore, the goal of this study was to determine how well an AI writing tool can enhance writing abilities. 39 second semester students from the Universidad Técnica de Ambato program participated in this project. The pre-experimental methodology used was quantitative in nature. The writing portion of the Cambridge KET (Key English Test), which was administered both before and after the treatment, served as the instrument. Additionally, Word Tune, an artificial intelligence writing tool, was used. The treatment was used in eight different interventions in which students composed various texts before, during, and after the writing process. They then transcribed their texts and got feedback from the teacher and the tool. Three grading criteria were included in the rubric: language, organisation, and content. To confirm the hypothesis, the collected data was examined using the Wilcoxon statistical test. The primary results showed that students' writing abilities had improved, particularly when measured by the content and organisation criterion.

Shalandi [15] seeks to determine how mother tongue interference affects the writing of EFL university students in Libya. Learners may be able to lessen the influence of their first language if they are aware of the linguistic differences between their L1 and English. In order to accomplish the study's objectives, this researcher uses a quantitative approach. Twenty EFL university students' English writing samples were analysed by the researcher, who then classified the faults using the following taxonomies: morphological, syntactic, lexical, and orthographic problems. Error analysis and contrastive analysis are two methods that the researcher considered when discussing the errors. The results showed that syntactic, orthographic, morphological, and lexical errors were the most often made mistakes by the participants. Some instructional implications and recommendations are made in light of the findings. Lastly, this study offers practical advice for enhancing Libyan EFL university students' writing abilities so that they may produce work that is coherent, cohesive, and devoid of errors. Additionally, it created new avenues for investigation into other issues pertaining to English writing.

Agbevoe [16] examined how Bolgatanga Girls Senior High School pupils used transitional gadgets. The research was designed with three goals in mind: to determine the types of transitional devices that senior high school students use in



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their writing, the difficulties that these students face when using them, and the reasons behind these difficulties. The researcher used a case study approach to accomplish these goals. To gather information for the study, the researcher used student script observation and interviews. Students' essays were sampled in order to identify the transitional strategies they employed. The themes that arose from the research questions were used to analyse the collected data. According to the study's findings, students at Bolgatanga Girls Senior High School employ a variety of transitional strategies in their writing assignments. The study's conclusions showed that students employ connective elements appropriately, both contextually and semantically, which helps their writings become coherent and cohesive. The study revealed that although students utilise the connective gadgets appropriately, they avoid some transitional gadgets and overdo others. The study also revealed that students occasionally misspell compound connective devices by writing them as distinct words. The results showed that English language teachers over emphasise external exams, use teacher-centered teaching strategies, fail to use a process approach when teaching transitional devices to their students, and have students who are unable to complete reading assignments independently. According to the report, English teachers should teach transitional devices as a separate subject and use a learner-centred approach while instructing their pupils in these skills.

Dos Santos [17] emphasises that one of the most important topics in the domains of teaching and learning today is teaching language using theories, methods, and approaches that work. It is crucial for language learning classrooms to identify the most suitable and successful teaching and learning approaches and tactics for a particular circumstance. Numerous theories have been developed over time to address the needs of the students of that era. However, many modern theories have been established and used in a wide range of techniques and applications as a result of the social and cultural settings' rapid development. The Communicative Language Teaching (CLT) approach, along with pertinent teaching and learning approaches and tactics, are covered in this literature review paper. Outlining the benefits, drawbacks, and uses of CLT is the aim of this work. The researcher looked at a few recent and historical articles about the advantages of a CLT method in the modern classroom. This paper's outcome was an efficient summary that language instructors can use to help them choose and implement suitable teaching and learning methods for their students from a variety of social and cultural backgrounds.

In the current digital era, technology for education has been frequently incorporated to enhance teaching methods. Even though Libyan secondary schools have the bare minimum of amenities, teachers have not formally promoted or practiced using technology. Similarly, there is no actual evidence that the use of technology could enhance the writing abilities of secondary school pupils. The purpose of this study was to investigate how students' writing performance might be enhanced by participating in a Station Rotation Model (SRM) through a blended learning method. Belazi and Ganapathy [18] implemented a quasi-experimental design in a secondary state school in Alkhoms, Libya, with 51 second-graders divided into an experimental group (26 students) and a control group (25 students). When the students' writing results on a 300-word essay were compared before and after the test, it was clear that they had significantly improved. To find out how students felt about the SRM, this study used a qualitative tool. For both recreational and educational reasons, the students had placed a high value on the online and collaborative components of the intervention, according to the focus group interview data. An SRM writing course was also determined to be a superior example of the process-oriented theory of learning. The results of this study may serve as a guide for curriculum designers, teachers, stakeholders, and even students as they create a different writing strategy to enhance the writing abilities of EFL students.

Imleesh et al.[19] explains Libyan junior high school social science instructors are infamous for their unattractive, traditional, text-based teaching methods. As a result, their students usually have a lower level of comprehension in the social sciences. This study evaluates and analyses a teacher-lecturer partnership on the Lesson Study approach using experimental research in an effort to raise the standard of social science education for JHS students in Libya. Using a pre-and-post-test approach, a quantitative experiment is conducted with Al-Bernawi Libyan JHS students. Three student groups—Group A (lesson study including only teachers), Group B (lesson study involving just lecturers), and Group C (lesson study featuring a partnership of teachers-lecturers)—have their reflections of the variations of the lesson study compared using one-way ANOVA testing. When Lesson Study is incorporated into the teaching process in any of the Groups, the results indicate that (1) the students' learning system eventually improves their accomplishment and (2), in comparison to the other variations (Group A and B), the relationship between teachers and lecturers has been the most effective in the students' learning at Al-Bernawi School Libya. The efficiency of the lesson study techniques with lecturers and teachers is demonstrated by the previously mentioned one-way ANOVA test ($F = 78.14$; $p = 0.00$)



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0.01). The combined use of lecturers and instructors proved to be more effective than lecturers and teachers alone, according to the Post Hoc test findings (MD = -8.28; $p > 0.05$).

Mustapha and Mahmoud [20] investigated how students' autonomy preparation related to and affected their English language proficiency. A combination of methods (convergent parallel design) was used for the study. The information was gathered from a secondary Libyan school located in Malaysia. Ten students were chosen for interviews and 103 to complete the questionnaire. All of the data that was gathered was examined using NVivo Pro 10 and SPSS version 24. The results demonstrated that the secondary school pupils in Libya were prepared to engage in independent study. Pupils wanted to reach a higher level of English language proficiency and chose to learn the language outside of the classroom. Learner autonomy was moderately influenced by gender and was highly connected with it. English language proficiency and students' readiness for independent study were substantially connected. Suggestions were offered to improve students' self-directed learning.

AlManafi et al.[21] indicates that this study's goal was to examine how blended learning approaches affected Libyan EFL primary school students' reading comprehension skills. A quasi-experimental two-way among group factorial design was employed to accomplish this goal. One of the two groups was randomly assigned to 120 Libyan EFL responders from four separate schools. Thirty men and thirty women made up the experimental group (N=60), which received blended learning resources developed by the researchers in addition to reading comprehension instruction in general English comprehension. Nonetheless, 30 men and 30 women in the control group (N=60) recognised the use of grade 9 textbooks for normal classroom instruction. A reading comprehension EFL test was used to evaluate both groups' performance before and after the intervention. The results were compared using inferential statistics such as an independent sample t-test, a paired sample t-test, and the factorial among two groups ANCOVA. All of these analyses were conducted in SPSS V.27. The results show that blended learning improves EFL students' reading comprehension in a statistically significant way, with a sizable impact size between groups. Additionally, no statistically significant interaction influence between gender and teaching modality was seen in the case of blended learning. Reading comprehension in Libyan EFL classrooms can be enhanced through blended learning.

A range of studies has explored the use of technology and innovative teaching methods in Libyan education to improve learning outcomes. Research on Libyan English instructors shows that while some teachers are open to using ICT in their classrooms, challenges such as inadequate funding, support, and infrastructure limit its effective integration. In secondary education, a blended learning approach through the SRM has been found to enhance students' writing performance, with students valuing the online and collaborative elements. Similarly, social science instruction has benefited from a Lesson Study approach, where collaboration between teachers and lecturers proved most effective in improving student learning outcomes. Studies on learner autonomy reveal that Libyan students are motivated to engage in self-directed learning to enhance their English proficiency, with a significant relationship between autonomy and language skills. Additionally, research indicates that blended learning significantly improves reading comprehension among Libyan EFL students, with no notable gender differences in its effectiveness, suggesting that such approaches can enhance language skills across different student demographics.

III. PROBLEM STATEMENT

The current methods of teaching writing in Libyan secondary schools, predominantly based on the grammar-translation approach, focus heavily on grammatical accuracy and sentence-level structures, neglecting critical aspects like creativity, content development, and process-based learning. Writing is treated as a final product, with minimal emphasis on brainstorming, drafting, or peer feedback, which limits students' engagement and development of practical writing skills. Moreover, the rigid adherence to externally provided syllabi leaves little room for innovation or personalized instruction. The novelty of the proposed process approach lies in its emphasis on writing as a multi-stage activity, encouraging students to engage in brainstorming, drafting, peer review, and iterative revisions. This method not only promotes deeper learning and collaboration but also aligns more closely with real-world writing practices, fostering critical thinking, creativity, and ownership of learning outcomes, which are crucial for improving both motivation and performance in writing.



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IV. QUALITATIVE CASE STUDY METHODOLOGY

The method utilised in this research is qualitative case study to analyse the process approach in writing within Libyan secondary schools. They are in form of interviews with teachers, school directors and English inspectors to ascertain their perception and experience. Teacher observations are made to assess students' participation and reactions during every learning-teaching cycle as proposed in process approach during brainstorming, writing, feedback receiving and rewriting stages. Also, the progress is monitored in order to use feedback from the students to determine how the feedback from peers and the teacher impacts the students' writing skills. The findings are presented through themes in an attempt to look for patterns, difficulties, and enhancements and an evaluation of the similarities and differences is done by comparing the students' work before and after the submission of the final versions. Finally, implications of the findings are discussed and the limitations of the study outlined. The final section of the study provides a recommendation on how process approach could be adopted in the curriculum.

4.1 The Process Approach

The process approach to writing stresses the process of writing rather than the product which evidence above implies focus on meaning making than form. It encourages students to actively engage with their writing by asking reflective questions like "How do I write this?" or "How do I get started?" (Raimes, 1983:5). This learner-centered approach of course would enable students to take responsibility of how they set and work out their plans, organize their course work and also how they would go about redesigning their work. It defines the main steps of the process namely brainstorming, writing, feedback, and feedback-again stages at which students enhance their concepts and the quality of their writing. These are not a sequence that students follow sequentially, since writing is a recursive process and the steps may be revisited and improved.

Some of the aspects of learning can be choices made by students regarding topics and genres are emphasized and the students are carved to be responsible for them. They have centered the lessons on discussions and activities that enable students to think and learn from other students as well as the teachers and also rewrite their drafts several times. It is not only about being able to present a clean document as an end result, but about learning how concepts progress through the writing process. Teachers are involved at several stages by responding to the content of a student's writing and thus can only correct grammatical and punctuation mistakes, thus the students are free to try various ideas and language structures.

According to White and Arndt (1995:117) feedback that happens in the process approach is feedback in the form of peer feedback, teacher-student feedback, and teacher written feedback. One offers specific features, and the other creates a more effective learning experience. For instance, by receiving and providing feedback for one's peers, students benefit from the collective learning; teachers give personalized directions and suggestions; written feedback can be useful later for further refinement of the work.

With respect to Libyan secondary school writing sessions, the process approach presents a noble change towards the building of learner confidence. The fact that the approach helps students in their brainstorming and shows them how to get to the next stage of their learning proves that the approach is useful for learners to practice their knowledge. Nevertheless, it has its peculiar problems. Stating that the process approach can take more time and effort from teachers and students, as drafting as well as feedback is a process of repeating in most cases. At the same time, some students may experience difficulties with open structure of the approach as they may lack structure in their writing decision-making process. Still, it is crucial to achieve a more significant degree of students' meaningful learning within this process approach that promotes students' capacity to apply relevant skills and strategies in a genuine manner by emulating professionally written texts through successive practice, feedback, and revision cycles.

4.2 Advantages and Disadvantages of the Process Approach

The process approach to writing has received much attention from researchers given a number of factors that make it effective in second language (L2) classes. White and Arndt (1995:5) stress that in this approach, students enhance the skill of writing through problem solving by themselves in the course of writing. Taking writing as creative process in learning, students incorporate directly with their ideas and become accountable for creating their text right from the conceptualization to the final draft. In contrast with the product orientation approaches which focus on what is



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produced and should be attained, the process approach grants students the opportunity to write, rewrite, think and modify several times hence improving the achievement of writing.

Another advantage of this approach is its communicative aspect: students receive valuable comments and suggestions from teachers and classmates. It promotes co-authorship by enabling students to watch others build their texts after they have built theirs. This does much to enable the learners to approach a text as more than just a set of examples to emulate. Through the organisation of the teaching-learning process in stages including introductory brainstorming, outline, draft, revise and edit, the process approach takes into consideration the higher and lower students' language abilities, and offers the suitable stimulation for development. These ideas endorse the growth of critical thinking and make the student more responsible and reflective individuals thus making them more independent writers. Besides, due to the prescriptive nature of the steps laying the learning process precisely, it becomes useful in gradually developing different aspects of writing in the students.

But, here, it is pertinent to note that the process approach also has some issues as are mentioned below: One of the main difficulties lies in finding the right balance between encouraging student creativity and providing necessary instructional support (Tribble, 1996:41). Teachers have to study and identify how they are to mainstream which aspect of writing to write or explain without putting off the creativity of the student this is especially hard where the teacher has many students to deal with. However, the procurement of relevant teaching materials can still be a challenge at least for the said setting. Limitations of the process approach adopted by teachers may arise from the challenge of accessing suitable texts that espouse the process especially in low resource settings.

Probably one of the key concerns which may prevent the process approach from being put into practice in the exam-based schooling system characteristic of Libyan or many Asiatic countries is the time-on-task and exam-based system of education. Teachers may perceive the iterative drafting and revision process as time-consuming and impractical within the constraints of rigid exam schedules (Keh, 1996:294). Such environments require students to prepare for tests, and hence the teachers use the product approach where the teacher corrects many papers writing red corrections, saying that they have the power apart from overemphasizing mistakes rather than explanation. Likewise, teacher might not have enough Preparation and or Information about the right ways of handling or how to teach the process approach. Others might have attempted to integrate it but dropped it as they realized that it requires one to spend a lot of time implementing it, others have realized that integrating it entails handling students feedback sessions. But it is evident that the process approach is still a relevant approach as pertains political education and encouragement of the practice of critical thinking and group work. It provides the student with a chance to improve writing as a craft that is why writing should be made sharper with focus on reflection and feedback. However, to its success the strategy of formative assessment requires flexibility, teachers training and supportive education systems that promote knowledge rather than rote memorization for exams.

4.3 Implementing the Process Approach in Libyan Secondary Schools

Although the aspects of the process approach to writing identified in the literature are different from other writing perspectives, they would require some significant alterations if they were to be implemented in Libyan secondary schools. Second and lastly, Libyan secondary education lasts from 16 to 18 or 19 years while EFL is now taught from the first grade. But grammar-translation approach secures the largest percentage of the public school teaching method; it is very prescriptive with emphasis on memorization and little or no functional use of the target language. Grammar-translation style of writing instruction is dominant through the focus on form and the previous grammar learnt through writing lessons that are regarded as additional to grammar acquisition. The current course books which are grammar based offer two writing lessons per unit and the writing lessons are succeeded by grammar lessons which demonstrate that the authors of the books give primacy to grammar rather than flow.

For the process approach to be implemented, it would mean shifting the focus of teachers, students and other actors in learning processes. This would mean that teachers would have to view writing not as technical process of writing an essay in order to exercise an element of grammar that has been taught but as a cyclical helps to strengthen students' reasoning and imagination. The very rigid model is much more emphasized on the syllabi received by teachers from other bodies and in contrast, the process approach emphasizes the student's autonomy as well as content production, critique, and reflection. The challenge is to convince the educators and administrators to adopt such approach that is counterintuitive to most of the conventional practices with the preference for results and harmony of form.



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The second factor would be the constraints associated with the Arabic language because the customers are believed to be highly sensitive to the Arab culture. Born as an independent language like any other Semitic language as we have seen in this paper, Arabic has syntactical, phonetic and graphic disparities from the English language. For example, they noted that there is not much code borrowing between what students know of Arabic and their English and since the rules governing punctuation and syntax differ, Arab writing actually hinders performance. In addition, the cultural factors play an important role for language learning: colloquial English may be rejected by students, thinking that this is slang, but they are accustomed to use formal and pan-Arabic language, familiar by education. These and similar challenges suggest that the students are unable to master enough writing skills adequate to a standard English composition on their own; this itself points to the fact that there must be the need for guided and structured tutorial help.

This could be due to the fact that, the process approach has been developed as a staged methodology which could assist in overcoming all these challenges by offering students a guide through the various phases of the writing process. White and Arndt (1995) outlined that a characteristic flow in the process approach might be as follows:

- Discussion and brainstorming: Students work in groups in order to produce ideas.
- Idea selection: They polish and especially filter their thoughts.
- Rough draft creation: Particularly, students compose an inconspicuous basic draft near to the supplied text.
- Preliminary self-evaluation: Writers analyse their first draft.
- Organizing information and structuring the text: There are always linear ways of organizing the content presented by students.
- First draft: They produce a better version of what they want to convey.
- Group or peer evaluation: Peers give feedback based on the content of the learning and the format of the delivery.
- Conference with teacher: It gives a unique educational direction to the students under the close supervision of the teacher.
- Second draft: Authors make changes to their written works following suggestions received.
- Self-evaluation, editing, and proofreading: Students work on grammar, use of various types of words and connectedness.
- Final draft: The refined version is presented for assessment.
- Teacher response: The teacher final comments on the completed work.

The mentioned stages, when put to practice will afford students a step ladder which they would use to launch themselves into writers. The variety of the process approach enables students to fix mistakes and enhance their work many times before submitting it becoming more conscious of both substance and mechanics. The addition of peer feedback and teacher conferences increases the students' engagement, as it would bring into focus, the social aspect of writing.

But although the process approach is beneficial, there are practical difficulties in trying to organize it in the framework of the current school in the Libyan public schools. Education is controlled by inspectors of education and there is no free room in which teachers can try out their novel strategies as curriculum dictates the norms. Also, the exam-oriented approach exerts pressure on teachers to focus their students on preparation for the examinations that entail assessment of grammar and reject the contingent processes necessary for the process writing. Teachers may also not be well trained to actually employ this principle hence sentiments of resistance or even poor application may be observed.

If the process approach was to be implemented successfully, it would be important first, to state a plan that follows the goals of education in public schools and at secondly the same plan should have flexibility for the teachers. This could include:

1. Holders of professional qualifications in teacher training to develop an understanding of the process approach and the intention to show the effectiveness of its application.
2. Mini-implementation of the approach in some schools to demonstrate its efficiency.
3. Changes in assessment criteria that include both the substance of the work and the process of production, rather than considering that the main focus should be to accurately complete the assessment.
4. Presence of school administrators and educational inspectors that will foster practice with teaching styles.

Thus, implementing the process approach in the Libyan secondary schools has both potentials and challenges and it should be taken as the chance to enhance the teaching and in particular writing instruction into a more valuable and



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effective process. If there is proper planning, training of teachers, and administrative support, we could well turn the process approach into a culture, which could in turn assist students in acquiring and enhancing their languages knowledge and skills as well as critical thinking skills or general communication skills in English.

4.4 Data Collection

The source of data for this study shall be gathered through the use of questionnaire and interview to evaluate the applicability of the process approach in the secondary writing class. In this study, 60 students and 10 English teachers from multiple secondary schools will be purposively sampled. Quantitative data will be collected by pre- and post-intervention writing assessments and writing self-efficacy questionnaires for students and their teachers regarding the process approach, and qualitative data will be collected through focus group discussions among teachers to determine difficulties throughout the process. Further, the essays written by students shall be taken at the end of each term with rubrics given on the organization, grammar vocabulary, and coherence being used to grade the papers. Student generated peer and self-assessment records as well as the teacher feedback records will also be used to explore the purpose of assessment in the writing process. These methods will be used in combination to offer a detailed account of the effects and viability of the process approach in writing instruction.

V. PROCESS APPROACH IMPLEMENTATION

When researching into the actualization of the process approach in each of the secondary schools in Libya it therefore becomes necessary to break down the key ideas and ascertain the best analytic methods, measures and tables fit for a research paper. Hence, the following comprehensive and structured approach with accented qualitative and quantitative assessment integrated into the values have been identified.

5.1 Overview of the Process Approach Implementation

In this section, the writer explains how process approach combines different stages (planning, writing, rewriting, proofreading and polishing). The idea is to move from grammar-translation approach to the one that inspires the students, focuses on their abilities and encourages creativity and collaboration. Writing portfolio: Written work will be INFORMALLY assigned/ assessed based on self and peer assessment, and teacher-student conference.

5.2 Suggested Structure for Writing Assessment and Implementation

5.2.1 Key Assessment Criteria

The process approach assessment does not stop at the issue of grammatical errors and other types of mistakes such as:

- Communicative Quality: To what extent it is effective.
- Logical Organization: Coherence and some form of developing structures of the ideas.
- Layout and Presentation: Correct format of the writing, example, letter or narrative.
- Grammar and Vocabulary: An essay should consist of accurate and varied words.
- Punctuation, Spelling, and Handwriting: Mechanical correctness in writing.

Both formative and summative assessments will be used in each writing prompt, succeeding the traditional accountability assessment where the emphasis will be put on what was written as well as on how it was written.

5.2.2 Sample Evaluation Table with Criteria

Table 1: Sample Evaluation Table

Criteria	Weight (%)	Evaluation Method	Explanation
Communicative Quality	20%	Teacher-student conference	Assesses the reception of the message that has been disseminated.
Logical Organization	15%	Peer review and teacher input	Tests knowledge of paragraph organization and its prevalence.
Layout and Presentation	10%	Self-evaluation	Preliminary examination concerns on suitability of



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			format such as letter or narrative.
Grammar and Vocabulary	30%	Teacher feedback and peer review	Is constructive, with reference to language standard and elaborated.
Punctuation and Spelling	10%	Self-correction and peer review	Ensures mechanical accuracy.
Handwriting	5%	Teacher evaluation	Evaluates legibility.
Student Engagement in Process	10%	Peer review, teacher conference	Indicates the completion of the stages of writing.

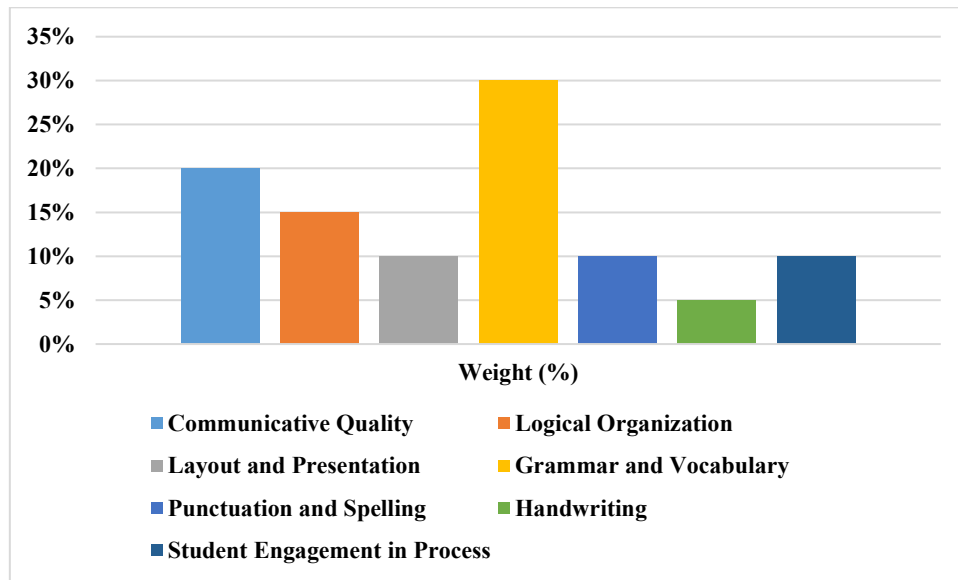


Fig. 1. Sample Evaluation Graph

The percentage for each essay is equal to 100%, and the distribution of the marking stress effective communication and students’ activity in that process.

5.2.3 Timeline for Implementation across Two Terms

Term 1 will focus on:

- Educating the process approach to students, teachers, and parents.
- Facilitating two major writing assignments (such as, narrative and descriptive essays).
- Letting students become acquainted with the basic principles of peer review coupled with self- evaluation.

Table 2: Implementation Timeline

Stages	Week	Activities
Introduction	1	Meeting with students, parents, and teachers.
Topic Selection	2	Teacher selects engaging topics for Term 1 tasks.
Prewriting & Brainstorming	3-4	Group brainstorming, debate, and idea generation.
Drafting (1st Draft)	5	Students submit first drafts.
Peer Review Sessions	6	Students review and give feedback



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		on peers' work.
Teacher Conferences	7	One-on-one feedback on 1st draft.
Revision & 2nd Draft	8	Students revise based on feedback.
Final Submission	9	Finished drafts due, followed by reflection.

In Term 2, the students will need less interference from a teacher as they will have grasped a given task or strategy.

5.3 Explanation of Evaluation Methods

5.3.1 Self-Evaluation

Students evaluate their drafts utilising checklists or rubrics, predetermined on:

- On clarity as to the intended ideas being passed by the essay.
- Any grammatical error or any problem in structure.
- Critical feedback in term of content or style.

Table 3: Sample Self-Evaluation Checklist

Questions	Yes	No
Have I clearly expressed my main idea?	✓	
Is my writing logically organized?	✓	
Did I use a variety of vocabulary?		✓
Are grammar and punctuation correct?	✓	

5.3.2 Peer Review

It is the practice by students where they write their papers in advance and then swap, read and comment on each other’s drafts in order to increase collaboration and brainstorming skills. Peer reviews protocols are highly structured and follow certain guidelines.

Table 4: Peer Review Rubric Example

Criteria	Excellent (5)	Good (4)	Fair (3)	Poor (2-1)
Clarity of Ideas	✓			
Paragraph Structure		✓		
Vocabulary Use			✓	
Grammar				✓

5.3.3 Teacher-Student Conferences

Teacher conferences are centered on the point where the student is and their main concern is addressing areas of concern and or assistance required. Instead of mere assessors, teachers play a participatory role as they assist students when they are writing. While the conference, the teacher:

- Gives hints (“What do you message do you want readers to get here?”).
- Enable the students to know which topics to study for more time.
- Makes assessments on whether students comprehend feedback from their fellow students or the self checks they make.



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5.4 Challenges and Solutions in Implementing the Process Approach

1. Limited Time: Because many public secondary schools have inflexible schedules, those extra sessions will be arranged with the consent of the director and parents.
 - Solution: Restrict yourself or your students to composing two major essays per term and plan the process stages within the usual classes.
2. Teacher Workload: Drafter and reviews may be tiring and complacent to some people.
 - Solution: Encourage peer reviews to help spread the burden and keep teacher feedback confined to a few particular areas.
3. Students' Initial Resistance: Teachers who are used to grammar-based teaching may find that giving an understanding of the process approach difficult at first.
 - Solution: Build on interesting issues that appeal to the learners and over time decrease the amount of authority of the teacher.

VI. CONCLUSION

Therefore, adoption of process approach in the Libyan secondary teaching and learning process presents a ray of hope in moving away from the conventional Grammar Translation method into a more Total Quality learning framework. This approach subjugates the working phases of writing – emergence, prototyping, reflection and polish – as opposed to the working phases of writing – emergence, prototyping, reflection and polish – and, accordingly, disregards the possibility to write error-free from the very onset. It makes the student more involved in their writing hence making them more proactive, teamwork, and reflective, something that makes them more jovial and eager to take the writing classes. Going through the mentioned stages of writing, students enhance their abilities in critical thinking, communication, self-evaluation; thus the over-all language development is observed; writing does not necessarily have a cascading negative effect on reading, speaking or listening skills but brings about a positive change. However, the process approach which is incorporated in managing of projects also has drawbacks which require proper planning and support. First, the approach prescribes the trained teachers who possess the ability in orchestrating the writing lesson, assessing and responding to students' writing, and fostering students' self-observation. Furthermore, it is not easy to plan several draft versions and peer reviews into a structured and organized schedule within the frameworks of strict school schedules. Some professionals might experience higher working load resulting from the approach's cyclist demanding more learning resources, and lesson diversity, and flexibility to retain the trainees' interest while enhancing process. Finally, students who practiced old procedures only would possibly oppose this change at some point, and therefore both students and their parents' permission have to be created conscious of the change. The process approach brings more benefits compared to these challenges. The process approach can revolutionise how writing is taught in Libyan secondary schools in the following ways since this strategy enhances greater students' responsibilities on their work while on the other hand, avails practical means to refine their language skills. For this purpose, it is necessary for school management to promote and enforce the process approach by conducting training sessions for teachers, offering them appropriate material and creating awareness for parents on advantages of this instructional technique.

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