

**Idea Sharing: Process-Based Approach to Writing in
Malaysian English Education**

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ABSTRACT

Malaysia strives to educate its people to be fluent in the English language, and as such the Ministry of Education Malaysia (MOE) has introduced the process-based approach to writing from the early 1980s in school curricula and syllabi. Unfortunately, even from the inclusion of process-based approach to writing in Malaysian national curricula and syllabi, Malaysian students' writing performance in the national primary and secondary school examinations remains low. Concerns arise over the process-based approach, due to its lack of proper implementation in the English as a second language (ESL) writing instruction. This article provides a review of the studies conducted on the implementation of process-based approach in teaching ESL writing in Malaysian English education. It seeks to investigate the problems that have been reported to occur during the implementation of process-based approach in the ESL writing instruction in Malaysia. In order to address the concerns regarding process-based approach to writing and to avoid possible issues in the future concerning the implementation of process-based approach in ESL writing in Malaysia, the researchers believe it is important to truly understand the nature and goals of the process-based approach to writing.

As such, the researchers call all educators in Malaysia to look for possible means to revive the process-based approach in the field of ESL writing.

Keywords: ESL writing, ESL writing instruction, Malaysian English education, process-based approach

Introduction

English as a second language (ESL) education, especially ESL writing, has secured an important place in Malaysian education system, yet both the language proficiency and achievement among Malaysian students are declining (Razali, 2013). In general, Malaysian students perform unsatisfactorily in English language examination, especially in the writing section (Azman, 2016). Many stakeholders in the country have since raised their concerns about the circumstance, figuring on how to rectify the problem. On top of that, educationists show great concern for the students' inability to hold English despite the 11 years spent in learning the language (Jalaluddin, Awal, & Bakar, 2008). Darus and Subramaniam (2009) emphasized on the fact that Malaysian students are performing below par in English language, especially in their ESL writing although they learn English language formally in the primary and secondary levels of education. The current scenario portraying the students' low performance in English language does not seem to justify the various efforts invested and hopes pinned in upholding the standard of English language in the country over the years.

In a similar vein, the teaching of writing as a skill in Malaysian classrooms has not been successful (Mukundan, Singh, & Singh, 2005). Among the four skills, Malaysian language teachers perceive ESL writing as the most difficult skill to be taught (Vengadasamy, 2006). In fact, the ESL writing instruction is rendered as a daunting task for many Malaysian writing teachers (Maarof, Yamat, & Kee, 2011). In this sense, the ESL writing instruction in Malaysia undoubtedly requires a change. Thang and Wong (2005) emphasized that any instruction delivery

depends heavily on a teacher's practice which influences the students' progress. Al-Tamimi and Shuib (2009) suggested that a teacher's way of teaching which suits the students' learning styles is much preferred as this will heighten their learning motivation to improve in ESL writing. How to ignite the change in the teachers' provision of ESL writing instruction which can also give impetus in the students' writing proficiency is therefore the researchers' focus.

Hence, this literature review article aims at investigating the past, recent, and relevant studies conducted thus far on the role of process-based approach in ESL writing instruction. In doing so, first of all, the article provides an overview of ESL writing instruction in Malaysian English education. It describes the Malaysian ESL students' writing performance and identifies the issues pertaining to ESL writing instruction. To get an idea of how ESL writing is both taught and learnt in Malaysia, the article outlines process-based approach used by ESL writing teachers and students in general, and in particular, by ESL students and pre-service teachers in Malaysian writing classrooms. Problems in the implementation of process-based approach are also dissected to shed light on the causes. It continues to compare and contrast the research studies done on Malaysian students and pre-service teachers on the use of process-based approach in ESL writing instruction. Upon the insights gained, the article ends with suggestions for improvement of ESL writing instruction and further research. The researchers hope that the article would make visible the directions for further practice and research of using process-based approach to improve the ESL writing instruction in the country.

Gathering and Reviewing the Literature

All of the academic literature obtained by the researchers was gathered and reviewed in a systematic and organized way. All of the articles were made sure that they were of published citation-indexed journals. In fact, some articles were published in very well-known indexed journals, such as 3L The Southeast

Asian Journal of English Language Studies, European Journal of Social Sciences, The Journal of Asia TEFL, English Language Teaching, Computer Assisted Language Learning, World Applied Sciences Journal, Journal of Languages and Culture, GEMA Online Journal of Language Studies, Regional Language Centre (RELC) Journal, and TESOL Quarterly.

All of the articles reviewed were obtained from Google Scholar, and all articles carefully chosen and reviewed were made sure that they were of publications within the last 15 years to ensure that these articles were relatively informed of the current situation in regards to the use and implementation of process-based approach to writing in the Malaysian ESL education context. According to Younger (2010), Google Scholar is one of the available academic search engines to start a literature search for scholarly information published online. Engaging in the process of gathering and reviewing the literature, the researchers conducted a comprehensive search in Google Scholar. In summary, the process of gathering and reviewing the literature undertaken by the researchers is explained in Table 1 as follows:

Table 1: *Gathering and Reviewing the Literature*

No	Steps	Salient Characteristics	Researchers' Findings
1	Determine the academic search engine (i.e., Google Scholar, Microsoft Academic, BASE, CORE, or Semantic Scholar) to be used.	Credible academic search engine Free of charge User-friendly Links to full texts in PDF files	<ul style="list-style-type: none"> • Google Scholar
2	Determine the key terms to be used.	Topic and sub-topics	<ul style="list-style-type: none"> • Overview of "ESL writing instruction" in Malaysia (127 search results) • Issues of "ESL writing instruction" in Malaysia (128 search results) • Malaysian students' "ESL writing performance" (34 search results)

No	Steps	Salient Characteristics	Researchers' Findings
3	Determine the main source to be used.	Empirical studies Citation-indexed journals Different research methods	<ul style="list-style-type: none"> • “Process-based approach” in ESL writing instruction in Malaysia (102 search results) • Reviews of studies on the role of “process-based approach” in ESL writing instruction in Malaysia (95 search results) • 40 journal articles (12 quantitative studies, 14 qualitative studies, 6 mixed-methods studies, and 8 conceptual papers)
4	Determine the supplementary source to be used.	International studies by prominent ESL scholars Primary and secondary sources	<ul style="list-style-type: none"> • 4 international articles (1 qualitative study and 3 conceptual papers) • 8 studies (i.e., 1 book chapter (i.e., conceptual paper), 3 theses (i.e., 2 quantitative studies and 1 qualitative study), 1 conceptual paper, 1 report, and 2 proceeding papers (i.e., 2 quantitative studies))
5	Determine the publication dates of the literature to be used.	Past, recent, and relevant studies	<ul style="list-style-type: none"> • Time span ranges from 2004 to 2019 (i.e., 15 years)

There are quite a number of studies done to examine the role of process-based approach in ESL writing instruction among ESL students and pre-service teachers in Malaysia. As a result, from stringent selection of academic research articles from Google Scholar, only 12 carefully selected articles published in citation-indexed and peer-reviewed academic journals were chosen to be reviewed in detail. The annotations of the literature review are as in Appendix A.

Results from the Review of Literature

Malaysian Students' ESL Writing Performance and Issues in ESL Writing Instruction in Malaysia

Tan (2006) noted that having a poor command of English, including ESL writing, raises apprehension among the Malaysian students as it obstructs effective communication in a globalized world. Students' incompetency in ESL writing poses constant threat to their academic performance and further affects their career advancement (Tan, Emerson, & White, 2006). As such, students with low writing proficiency will face the possibility of not securing the job opportunities otherwise they are qualified for.

Interestingly, writing skill was reported as the most successful skill among the four language skills of high stakes Malaysian examination takers in the primary and secondary school as well as pre-university levels (i.e., 14% below A1 in Year 6, 27% below A2 in Form 3, 18% below A2 in Form 5, and 5% below A2 in Form 6) in the Results Report of Cambridge Baseline 2013 (English Language Standards and Quality Council [ELSQC], Ministry of Education Malaysia [MOE], 2015). However, the positive results are contested when these students enter the tertiary level education, so much so, that even those who are supposed to be having a good command of the English language skills, such as those who are undergoing bachelor's degree in Teaching of English as a second language or bachelor's degree in English studies are not up to par when it comes to having good English language proficiency.

For instance, it was found that all TESL pre-service teachers in Institutes of Teacher Education Malaysia (ITEMs) who were in the one-year TESL foundation programme or *Program Persediaan Ijazah Sarjana Muda Perguruan* (PPISMP) and four-year TESL bachelor's degree programme or *Program Ijazah Sarjana Muda Perguruan* (PISMP) who took the British Council Aptis test in 2014 resulted with only 50% of them were at C1 or C2 level (ELSQC, MOE, 2015). Furthermore, in a study conducted by Wong

(2005) on 74 pre-service teachers from one of the ITEMs, it was revealed that the pre-service teachers were lack of enthusiasm and diligence in improving their command of English, inclusive of ESL writing. In 2008, another study done by Wong and his colleague, Thang, on 26 ESL teachers from the School of Language Studies and Linguistics who taught English for Academic Purposes (EAP) course to undergraduates in one of the public universities disclosed that the undergraduates were basically weak in ESL writing. In addition, as compared to reading skills, most of the pre-service teachers perceive difficulties in learning ESL writing (Wong, 2010). Furthermore, pre-service teachers from public universities are viewed as being overly dependent on their lecturers as source of information and lack of autonomous learning in ESL writing (Thang, 2010). The aforementioned findings cast a twofold bearing on the problem of ESL writing instruction in the country in that the future English teachers' writing pedagogies are questionable, and the students' writing proficiency, on the other hand, is also in doubt.

Malaysian ESL students find writing a challenging literacy to acquire (Tan et al., 2006). In a similar vein, Mansor (2007) argued that students at tertiary level struggle with literacy expectations of the institutions due to their poor ESL writing skills. Malaysian students, including undergraduates, are passive learners in general, they depend much on their teachers as the main informant in their learning process (Razali, 2013). At the onset, lessons are typically teacher-fronted in Malaysian writing classrooms (Ahmad, Shah, & Aziz, 2005). This is because, according to Tan (2006), Malaysian examination-oriented education promotes the use of drilling, memorization, and rote learning which shun autonomous learning. Students, hence, do not have any sense of ownership of their writing. He lamented that mediocre writing abilities “thrive” over the time and this is a common sight in many Malaysian classrooms for all levels of education. In other words, not just the students, but the in-service

teachers also seem to be very much troubled by ESL writing difficulties.

Arndt (1987) noted four implications from her study for ESL writing to be done successfully and for writers to learn writing well: 1) assistance is needed to cope with writing demands, 2) writing is treated as sophisticated problem-solving activity, 3) writing assignments are responded as communications of meaning, and 4) writers' ownership and voices are included in writing. However, in the case of Malaysian ESL writing instruction, according to Chow (2007), most of the ESL teachers in Malaysian schools today learn to write in the product-based approach which highlights the linguistic features but downplays the importance of language skills. Regardless of evolution in the teaching of writing methodology for the past three decades, particularly the growth and use of process-based approach to writing, Malaysian ESL students are still imposed with conventional writing instructions that are derived from the product-based approach to meet the needs of producing results in school-based assessments and public examinations (Singh, 2013). This has caused undue negligence to the writing process. Palpanadan, Ismail, and Salam (2015) argued that by focusing on the end product at the cost of disregarding the writing process will not aid the students to become effective writers. Palpanadan et al. also reported that teachers feel comfortable with the way they are trained and decide to adopt and adapt writing lessons according to the way they learnt writing in school, university, or teacher education institution. This leads to the challenge of teaching of writing which has been largely based on product-based approach that produces undesirable results for the Malaysian students, especially on their declining ESL writing performance.

On top of that, Kwan and Yunus (2014) believed that Malaysian English teachers' inadequate writing skills may affect their students' writing. Moreover, feedback from teachers is still lacking in Malaysian ESL writing instruction (Maarof et al., 2011). This causes the students unaware of their weaknesses in and

unable to improve on their ESL writing. Over time, the students do not possess the needed proficiency as means to write well. The end result obtained is of students' mediocre writing that translates into a lack of readiness for their tertiary level writing. All the aforesaid issues lead many educators forgoing process-based approach and falling back to product-based approach, which then results in the product-based approach being the most common practice in Malaysian classrooms thus far, regardless of the educational levels and the students' needs.

Apparently, Malaysian students across ages are facing the problem of not acquiring English language proficiency, particularly of ESL writing. The mismatch between advancing in educational levels and writing competence in institutions increases concern among educators (Nordin & Mohammad, 2006). Corresponding to the aforementioned implications, the disparity between the writing skills owned by students plus the conventional practices in the provision of ESL writing instruction by teachers in Malaysian writing classrooms and the writing skills required in Malaysian education desperately calls for immediate efforts to get the issues resolved. As such, teachers have a big responsibility to get their students motivated and interested in learning and comprehending English language, especially ESL writing (Hussin, Maarof, & D'Cruz, 2001). In preparing students to write well, serious thoughts should be given on the use of appropriate pedagogical approach which can lead to improvement in the students' ESL writing (Chan, Abdullah, & Tan, 2003). Henceforth, effective measures have to be taken to overcome the lacking in students' ESL writing proficiency (Johari, 2006).

Introduction and Implementation of Process-Based Approach in ESL Writing Instruction in Malaysia

Graham and Sandmel (2011) defined process-based approach as an approach to writing which conforms to five underlying principles: 1) students engage in cycles of planning

(i.e., setting goals, generating ideas, and organizing ideas), translating (i.e., putting a writing plan into action) and reviewing (i.e., evaluating, editing, and revising), 2) students write over an extended duration to deliver their expressions and thoughts to the audience, 3) students' ownership, self-reflection, and evaluation of their writing are stressed, 4) students write collaboratively with their peers and teacher facilitates the writing process in a supportive and conducive writing environment, and 5) personalized and individualized writing instruction is provided through writing conferences and teachable moments.

Process-based approach is one of the notable approaches that is stated clearly in the national Malaysian curricula and syllabi, and even in the Malaysia Education Blueprint (2013-2025) as to be used in Malaysian ESL writing classrooms (ELSQC, MOE, 2015). Process-based approach started to get popular among ESL writing practitioners in 1980s. It was also around the same time that the gradual introduction of the writing process pedagogies into the Malaysian ESL profession started (Mansor, 2008). For an instance, the secondary school English syllabus outlines the use of process writing skills in presenting information (MOE, 2003). In general, the Malaysian official syllabi have outlined process-based approach to be used in writing instruction in ESL writing classrooms (Annamalai, 2016). As such, it can be said that only recently the focus on ESL writing instruction in Malaysia has shifted to process-based approach as language specialists begin paying attention to individual learning and the writing process itself (Palpanadan et al., 2015) especially with its formal inclusion in the Malaysian educational policies, curricula, and syllabi.

In the implementation of process-based approach, Vengadasamy (2002b) suggested giving equal or similar amount of attention to both the students' drafts and their final products. To produce effective writing, students have to go through a complex writing process (Yunus, Nordin, Salehi, Redzuan, & Embi, 2013), and facilitated by their writing teacher. Process-based approach entails numerous advantages for both teachers and students in

ESL writing instruction. Continuous practice in ESL writing classroom, together with due attention to mechanics of writing, leads to a good writing habit which will be mirrored through a piece of adequate writing in the students' final examination (Ali & Yunus, 2004). In the process-based approach, writing has to start early, both at primary and secondary schools to justify better writing ability at tertiary level (Chan & Abdullah, 2004). It is also important that writing should be taught as a developmental process which is enjoyable and meaningful for the students rather than just merely focusing on the final product (Tan, 2006). Autonomous means of learning and discovering as promoted by the process-based approach encourages self-motivation and interest within the students, thus making them more receptive toward learning (Subramaniam, 2006). Vengadasamy (2002a) posited that this continuous practice in ESL writing leads to the increased ability among the students, hence, teachers should motivate their students to not only embark on but also engage in the writing process. Ali and Yunus (2004) stated that when students write essays as part of their coursework, they not only get to produce their masterpiece but also immerse themselves in the writing process which is recursive in nature when they are prompted to visit or revisit any of the writing process stages whenever necessary.

However, a successful implementation of the true ideas of process-based approach to writing is an uphill task to be fulfilled by both teachers and students. Even upon formal implementation and push for this approach in the Malaysian education curricula and syllabi, many still perceive the teachers to still rely on the product-based approach which is proclaimed by many to be of the more approachable between the two. Mukundan (2011) also believed that the implementation of process-based approach in Malaysian classrooms in early 1980s was drastic and faced many challenges such as limited resources for teaching writing through process, large class size, and overly dependent students. Instead of benefiting from the learner-driven freedom and empowerment in

writing, problems, frustration, and apprehension developed among the students in that when they struggled writing drafts and doing peer reviews, teacher's intervention via conferences was hardly possible (Mukundan, 2011). The process-based approach has since been overlooked and effective scaffolding is missing from the simplified writing process thus far (Annamalai, 2016).

Discussion

The review of the 12 recent and relevant articles has resulted in discovering the positives (i.e., noticeable improvements in ESL writing performance) as well as realizing the absences of crucial element (i.e., the recursive nature) of process-based approach in ESL writing instruction (Annamalai, 2016; Foroutan et al., 2013; Lee et al., 2016; Majid, 2011; Mukundan et al., 2013; Nik et al., 2010; Noor & Saad, 2007; Pour-Mohammadi et al., 2012; Rahman, 2017; Samsudin, 2015; Yee & Kee, 2017; Zakaria et al., 2016). Upon investigation on two main categories (i.e., secondary and tertiary ESL students and pre-service teachers), the comparisons are derived from the review and presented in Figure 1 as follows:

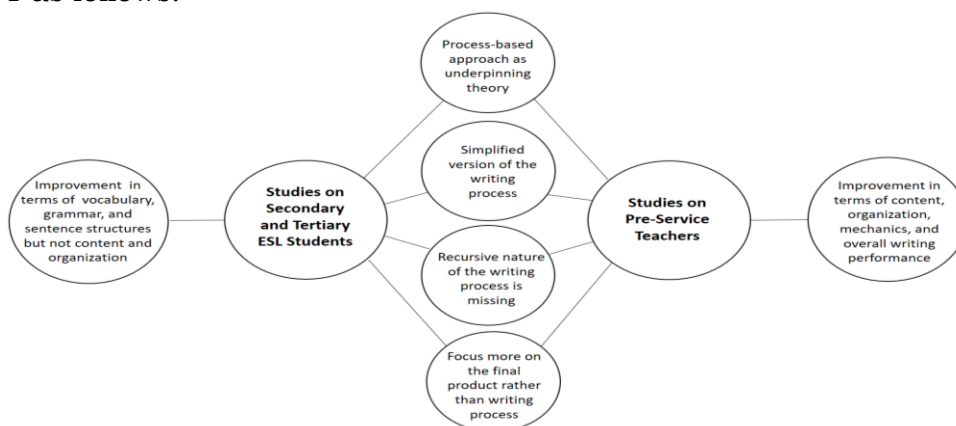


Figure 1. Role of process-based approach in ESL writing instruction among secondary and tertiary ESL students and pre-service teachers in Malaysia.

From the review of literature, it is important to note that even though there are a number of studies (n=12) conducted on the use of process-based approach in ESL writing instruction

among the secondary and tertiary ESL students as well as pre-service teachers in Malaysia, the writing process is done in a linear manner. There is a dearth of research studies done which focus on the use of process-based approach in a recursive manner. All studies (i.e., 12 studies) employ process-based approach as the underpinning theory, however, in most of the studies, the writing process is simplified with certain crucial stages missing from the writing process. On top of that, the recursive nature of the writing process is found missing from all 12 studies. The ESL students as well as the pre-service teachers approach the writing tasks more in a linear manner (i.e., the writing stages are implemented in a sequence). The visiting or revisiting of any of the writing process stages is not evident in any of the studies. There is also a tendency to focus more on the product rather than the writing process in all of the 12 studies. The ESL writing instruction, though is successful to a certain extent, does not cater to all writing domains. Hence, to revive the writing process, it is of vital concern for the educators in all learning institutions in Malaysia to look for possible means to focus on the process-based approach in the field of ESL writing instruction. The writing process with its purposes is often found to be neglected in the writing classrooms in that when the implementation of process-based approach is not successful, the empowerment, authorship, audience-focused, and creativity will not be espoused (Kee, Razali, Noordin, & Samad, 2018). To ensure students' ESL writing improvement, the process-based approach has to be rejuvenated to its best form. The awareness of the necessary writing process stages in a recursive manner needs to be raised at all cost to pave ways for the proper implementation of process-based approach to writing for the betterment of both the ESL writing teachers and more importantly, the ESL students and the pre-service teachers who are currently striving to better equip themselves with this complex skill.

Conclusion

Zamel (1984) proclaimed that “a process approach is by its very nature concerned with product” (p. 154), in that as the writing process (i.e., planning/generating ideas, focusing, structuring, drafting, evaluating, and reviewing/revising) in a recursive manner is taken care of, the product will eventually be catered for. From the review of the literature, it can be concluded that while Malaysian education system has adopted and implemented the process-based approach in ESL writing instruction, the actual teaching of writing in the ESL writing classrooms is still very much bounded by the ideas of product-based approach, due to various reasons such as the focus on performing well in national examinations. However, Malaysian teachers and teacher educators must realize, dependence on the more traditional product-based approach which is commonly used by Malaysian teachers are denying Malaysian students the actual development of writing skills that might be achieved from process-based approach to writing. In conclusion, a paradigm shift from the existing approach to a more viable way of learning ESL writing among the ESL students and pre-service teachers is of utmost importance. The numerous benefits projected in process-based approach with its recursive nature kindle many possibilities of utilizing this approach in the provision of ESL writing instruction in Malaysian writing classrooms. Instead of focusing solely on performing well in national examinations by way of product-based approach, teachers, teacher educators and students themselves must realize that the English education is not just to prepare them for examinations but for life, be it in employment or even in normal day-to-day communication. It is also very important to carry out the actual aspirations and goals of the Ministry of Education Malaysia, which in effect carry the hopes of Malaysian people in general, to develop the Malaysian youth not into somebody who scores well in examinations only, but also able to use their English writing skills (among other skills) in their future endeavors.

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Appendix A*Annotations of the Literature Review*

Author(s)/ Study	Under- pinning Theories	Instruments and Participants	Findings	Limitations	Research Prospect
1. Saad and Noor (2007) Malaysian university students' perceptions on the use of portfolio as an assessment tool in an ESL writing classroom	Process-based approach	Observations, interviews, self-reflection, and peer reviews 50 diploma-level students at one local public university	The process-based approach used in the ESL writing via portfolios helped students to comprehend the writing process and write better essays. Students reviewed and improved their essays.	A number of students questioned if they had improved their writing ability when their writing problem still persisted.	Investigate the potential of portfolios to enable the execution of the writing process in a recursive manner.
2. Nik, Sani, Cik, Jusoff, and Hasbollah (2010) The writing performance of undergraduates in the University of Technology Mara, Terengganu, Malaysia	Process-based approach	BEL411 final examination question paper to write descriptive essays 40 undergraduates at a local university	Diploma entry qualification group acquired better writing skills and they performed better in all the five writing domains (i.e., content, vocabulary, organization, language use, and mechanics).	Matriculation entry qualification group did not obtain as much exposure to the English language as Diploma entry qualification group.	Investigate the ways to provide extensive exposure to the English language (i.e., the writing process in a recursive manner) for Matriculation students and others.
3. Majid (2011) The use of information technology in teaching English: An attempt to develop student-centered learning at Telkom Polytechnic	Process-based approach	Survey questionnaires The first question (42 students), the second question (46 students), and the third question (48 students)	Autonomous learning, collaborative writing and scaffolding were intensified on students' sides as Facebook and Edmodo succeeded to promote and maintain their continuous motivation, curiosity, and interest.	Brief description was given in the study pertaining to the process-based approach used by both the teacher and students.	Investigate the writing process which is recursive in nature.
4. Pour-Mohammadi, Abidin, and Cheong (2012) The effect of process writing practice on the writing quality of Form One students: A case study	Process-based approach	Observation, interview, students' drafts, and writing and examination scores 3 Form one students at one secondary school	The writing process affected the students' writing performance in a positive way.	The writing process is more of a linear rather than a recursive process.	Investigate the writing process which is recursive in nature.

Author(s)/ Study	Underpinning Theories	Instruments and Participants	Findings	Limitations	Research Prospect
5. Mukundan, Mahvelati, Din, and Nimechisalem (2013) Malaysian secondary school students' ESL writing performance in an intensive English program	Process-based approach	Pre-test and post-test 30 Form 4 students at a local boarding school	The participants' writing skills improved in five writing domains (i.e., content, language use, organization, vocabulary, and mechanics).	How revising and editing aid the students' writing enhancement is not further enlightened in the study.	Investigate the ways revising and editing as two important stages in the writing process aid students' ESL writing performance.
6. Zakaria, Yunus, Nazri, and Shah (2016) Students' experience of using Storybird in writing ESL narrative text	Process-based approach	Semi-structured interview questions and observational notes 15 diploma students at a local private university	Participants reflected their positive experiences in writing ESL narrative text as it helped enhancing the students' writing skills as well as promoting active learning among the students in the writing process.	Students did not allocate adequate time to proofread their essays, due to time constraint, thus neglected one important stage in the writing process (i.e., editing).	Investigate the ways editing as an important stage in the writing process aids students' ESL writing performance.
7. Annamalai (2016) Exploring the writing approaches in the Facebook environment	Process-based approach	Online interaction archives and scores of the narrative essays 6 students and a teacher at one secondary school	Teacher-student interactions (i.e., explanation, instructions, arguments, justifications) improved the quality of the narrative essays.	Students focused on vocabulary, grammar, and sentence structures corrections but did not improve in content and organization aspects.	Investigate the writing process which is recursive in nature.
8. Rahman (2017) Using blogs to facilitate ESL writing among students in a tertiary institution	Process-based approach	Blog entries, interview, survey, reflective journals 28 undergraduates at one public university	The students completed the writing process; they wrote, posted, revised, commented, edited, published and submitted the essays to the instructor.	The writing process is more of a linear rather than a recursive process.	Investigate the writing process which is recursive in nature.
9. Foroutan, Noordin, and Hamzah (2013) Weblog promotes ESL learners'	Process-based approach	Interview and observation 30 pre-service teachers from the Faculty of Educational Studies,	Students enjoyed the writing process via weblog as a tool. The process-based platform promoted autonomous	Some weaknesses of weblog (i.e., unreliable peer feedback obtained and embarrassment felt due to	Investigate the writing process in weblog and how the writing process benefits the

Author(s)/ Study	Underpinning Theories	Instruments and Participants	Findings	Limitations	Research Prospect
writing autonomy		Universiti Putra Malaysia	learning among the students (i.e., reviewed writings, published essays, provided peer feedback, and controlled the learning).	peers' comments) as the students went through the process of writing in weblog.	pre-service teachers in learning ESL writing.
10. Samsudin (2015) Comparing the process approach with the product approach in teaching academic writing to first-year undergraduates	Process-based approach	Pre-test and post-test, observation and participants' data in folders 51 pre-service teachers at a local university	The participants of group B (process-based approach) showed better improvement than participants of Group A (product-based approach) in terms of content, organization, mechanics, and overall writing performance.	How the process-based approach improve the pre-service teachers' ESL writing performance could be delved more.	Investigate the writing process which is recursive in nature and how the writing process benefits the pre-service teachers in learning ESL writing.
11. Lee, Said, and Tan (2016) Exploring the affordances of The Writing Portal (TWP) as an online supplementary writing platform	Process-based approach	Online discourses, task reflections, log files and digital artefacts 16 pre-service teachers at one ITEM	TWP provided students with support in the form of writing needs in the five stages of the writing process (i.e., planning, drafting, revising, editing, and publishing).	The impact of the many writing stages on the participants' ESL writing performance could have been further elaborated.	Investigate the writing process which is recursive in nature and how the writing process benefits the pre-service teachers in learning ESL writing.
12. Yee and Kee (2017) Digital writing in English language writing instruction	Process-based approach	Digital essays, reflective journals and interview 8 pre-service teachers at one ITEM	The findings revealed marked improvement in the pre-service teachers' digital essays when undergoing the writing process.	How students' essays went through process writing and were free of grammatical errors could be further explained in the study.	Investigate the writing process which is recursive in nature that leads the essays reaching the remarkable final product.