

TEACHING ENGLISH FOR ACADEMIC PURPOSES THROUGH PROJECT-BASED LEARNING METHOD AND PROCESS WRITING APPROACH

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ABSTRACT

English for Academic Purposes (EAP) has gained more prominence in the field of English Language Teaching (ELT) since its initiation in the 1980s. In Malaysia, a country where English is its second language, EAP is widely taught in many tertiary institutions. This is due to its main aim which is to focus on the communicative skills needed for academic purposes in formal educational settings to accomplish academic tasks such as delivering presentations, participating in academic discussions as well as writing academic and research essays. At USIM, EAP BIA3012 is a compulsory course introduced with the aim to develop students' English proficiency and provide students with appropriate skills demanded in completing academic tasks at the tertiary level. The EAP course conducted at USIM employs the project-based learning (PBL) method, coupled with the process writing approach. This paper describes the application of both approaches in the implementation of EAP. The research project assigned to students will be explicated through its anatomy or structure according to PBL. Additionally, process writing, an approach to teaching writing that allows the students to undergo a journey of co-constructing texts under the guidance of the teachers, will also be clearly explained. In particular, this paper will outline the complicated and non-linear nature of writing shown through these elements—generating ideas, focusing, reviewing, evaluating, structuring, drafting—which are taught and completed through a project assigned to students.

Keywords: *English for Academic Purposes (EAP), process writing, Project-Based Learning*

INTRODUCTION

In any ESL curriculum, teaching the four macro skills is inevitable as skills are deemed important to prove students' communicative achievement, especially writing and speaking as outputs. At tertiary level, mastering the writing skill is crucial as the nature of the academic environment requires students to dynamically produce written texts such as essays, reports, thesis, as well as informal communicative genre such as emails. The skill is also needed for them to accomplish their academic tasks successfully. A good writing skill is also a salient tool for graduates to enter the workforce in which writing workplace documents i.e., reports, memo, meeting minutes, is part and parcel of the professional life. Some argued that graduates do not have to be equipped with such writing skills as the work can be done by the emerging intelligent technologies offered by the Fourth Industrial Revolution (Marr, 2019). He claimed that even some of famous media are using artificial intelligence (AI) to generate their reports. Even though AI can perform in such a way, these technologies still lack creativity, empathy, imagination, critical thinking, and most importantly vision that exclusively belong to humans. Hence, another learning method that build and enhance these attributes should be merged with the learning of the writing skill. In this paper, the amalgamation of the Project-based learning (PBL) method with the process approach of learning the writing skill is found to be effective for the English for Academic Purposes BIA3012, a compulsory course for USIM students, with the aim to develop their English proficiency and provide them with appropriate skills demanded in completing academic tasks at the tertiary level.

PROJECT-BASED LEARNING

Rooted in the theories of constructivism, constructionism and cooperative/collaborative learning, Project-based learning (PBL) has strong theoretical support for successful achievement. PBL is “a teaching method that encourages learning by actively engaging in real-world and personally meaningful projects” (True Education Partnerships, n.d.). It is a “model that organises learning around projects” (Thomas, 2000, p.1) and has gradually become an appealing instructional method due to its strength in encouraging students to become active constructors of knowledge in their learning process. In essence, projects are defined as complex tasks, based on thought-provoking questions or problems, involving students in the design, problem-solving, decision making or exploratory activities; providing students the chance to work fairly autonomously throughout a period of time frame; and concludes with realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999).

What then are the differences between a normal project compared to PBL? According to experts, there are some dissimilarities between the regular school projects (considered as ‘dessert project’) and PBL. The former involves normal routine in which students carrying out the assigned project following the teacher’s explanation regarding the content of a topic, while the latter (termed as ‘main course project’), views the project as the topic itself and the medium for teaching the important skills students need to learn (True Education Partnerships, n.d.). The differences are summarised in Table 1 below:

<i>Dessert</i> Doing a Project	<i>Main Course</i> Project-based Learning
An add-on to the traditional instructions; at the end (or alongside) of the unit	Instruction integrated into the project (The project is the unit)
Follows direction of the teacher	Driven by student inquiry
Focused on product	Focused on product and process

Often unrelated to standards and skills	Aligned to academic standards and success skills
Can be completed alone and/or at home	Involves collaboration with students and in-class guidance from teacher
Remains within the school world	Has a real-world context and application
End result of project displayed in the classroom	Results of project shared beyond the classroom with a public audience

(Buck Institute for Education PBL Works, n.d.)

Thus, it is apparent that not all projects assigned to students can be considered as PBL. According to Thomas (2000), within a project-based approach, there are five major criteria that exemplify a project as an instance of PBL:

1. *PBL projects are key, not peripheral to the curriculum.*

In PBL, projects are viewed as the core. They are the fundamental teaching and learning strategy whereby students discover and learn the essential concepts of the field via projects. However, it is essential to point out that projects in which learners learn things that are outside the curriculum (i.e., enrichment projects) are not examples of PBL, no matter how attractive or interesting they are.

2. *PBL projects focus on questions or problems that steer students to discover the central concepts and principles of a discipline.*

Students carrying out a project should be encouraged and assisted to make a link between activities to complete the project and the underlying conceptual knowledge. This is usually done with a 'driving question' (Blumenfeld, Soloway, Marx, Krajeik, Guzdial & Palincsar, 1991). It is then essential for the teachers to ensure that coordination amongst the questions that students pursue, the activities, products and performances that fill their time, towards a significant intellectual and academic goal are taken place during the process of learning (Blumenfeld et al., 1991).

3. *Projects involve students in a constructive investigation.*

By being involved in an investigation, students will engage themselves in many processes such as designing, decision-making, problem-finding, problem-solving, discovery and model-building. According to Thomas (2000), an investigation is a goal directed process that involves inquiry, knowledge building, and resolution. Nevertheless, an important aspect for a project to be labelled as PBL is that it is required to entail knowledge transformation and knowledge construction which bring about new skills or new understandings on students (Bereiter & Scardamalia, 1999). In this context, a project is not considered a PBL project if the central activities of the project do not present any difficulty to students or can be accomplished with the application of learnt information or skills. Such activity is then merely regarded as a practice. Thus, straightforward service projects e.g., planting flowers in the garden or cleaning a riverbed are projects but are not PBL projects.

4. *Projects are student-driven to some significant degree.*

Importantly, PBL projects enable students to have more autonomy, options, unsupervised work time, and accountability in comparison to traditional instructions and projects. Hence, they do not end up at a fixed outcome or take absolute pre-set paths. Students are given more freedom and liberty in their learning process which in turn would enhance their thinking and also creativity.

5. Projects are realistic, not school-like.

PBL integrates and presents genuine, real-life problems where the focus is on authentic rather than simulated ones, and where solutions have the potential to be implemented.

WHY PROJECT-BASED LEARNING?

In the context of general education and in the second language education literature, PBL has been advocated by many researchers using various terms such as project work (Shoring, 1995), project method (Kilpatrick, 1926), project approach (Diffily, 1996), project-oriented approach (Carter & Thomas, 1986) and project-based learning (Peterson & Myer, 1995). A project is defined as a long-term activity ranging for several weeks. It involves a variety of individual or cooperative tasks such as developing a research plan and questions and implementing the plan through empirical or document research that includes collecting, analysing, and reporting data orally and/or in writing (Hazlina Abdullah, Hazleena Baharun & Mohd Azmir Mohd Nizah, 2011).

PBL is known to promote critical and creative thinking skills (Yustina et al., 2020). Other major advantages include opportunities that it provides for intrinsically motivating students to learn, improve students' content knowledge and skills (Costa-Silva et al., 2018), cultivating problem-solving, and fostering self-reliant and cooperative working skills. It is also believed that PBL allows students to engage in comprehensive, in-depth learning of a subject matter (Berliner, 1992; Krajcik, Blumenfeld, Marx, & Soloway, 1994; Ladewski, Krajcik, & Harvey, 1994; Vithal, Christiansen, & Skovsmose, 1995).

PBL has been widely used by many researchers in various fields such as Science (Krajcik et al., 1994; Marx et al., 1994), Mathematics (Renuka, Christiansen, & Skovsmose, 1995), language (Beckett, 1999), and higher education (Setyarini et al., 2020; Guo et al., 2020). Many studies reported that PBL is effective in promoting critical thinking (Sari & Prasetyo, 2021) as well as observing group work skills and oral communication competence (Abu Bakar et al., 2019). Students are pushed to consider broader perspectives as lessons progress. Additionally, findings from other studies also reported notable improvements in students' learning of new concepts (Almulla, 2020). In particular, these studies highlight that students were able to learn new concepts faster, retained them longer and were able to use the knowledge in class discussions. Additionally, PBL helps students to develop positive attitudes toward their learning process, work routines, abilities on problem-solving, and also help students' motivation and self-efficacy (Thomas, 2000; Tristianingsih, 2018; Shin, 2018). This view is also posited by many researchers (e.g., Baran et al., 2018; Almulla, 2020) in which they emphasised that participants in PBL learn better and are more actively involved in their learning.

There is thus, ample evidence that PBL is a successful method for teaching students complex processes and procedures such as planning, communicating, problem solving, and decision making, involving a great deal of critical and creative thinking. Hence, PBL instructions has become one of the alternative teaching methods favoured by teachers as they positively feel that students benefit from the instruction in many ways as mentioned above.

FEATURES OF PBL

According to Grant (2002), there are some common or shared features throughout the diverse implementations of PBL, which include:

- a. An introduction to the activity
- b. A task
- c. A process
- d. Resources

- e. Scaffolding and guidance
- f. Cooperative/ Collaborative learning
- g. Reflection

The subsequent segment elucidates the significance of these features to be incorporated in a project. The authors will then share a PBL project implemented in the BIA3012 English for Academic Purposes (EAP) at Universiti Sains Islam Malaysia (USIM). Explanations on the approach implemented in the PBL project are based on the PBL elements outlined by Grant (2002).

An introduction to the activity

The main function of the introduction is “to set the stage” or “anchor” the activity (Grant, 2002, p. 3). It is vital because of the motivational factor it provides. Without an interesting introduction, students might feel that school is uninteresting and dull. Students learn best through activities and experiences they find interests in (Wrigley, 1998). Teachers are advised to observe the interests of students so that some kind of connections between what students like and what the classroom offers could be bridged. From there, teachers can craft the introduction in a manner that arouses students’ interests in knowledge construction and personal growth achievement.

A task

The second element—the task—acts as the guiding or driving question. It explains what needs to be done by the students and delivers what they should accomplish. A task should be doable but at the same time appealing, stimulating and challenging too. A good task will allow knowledge construction on the students’ part. Furthermore, a task should also address authentic concerns.

Students’ motivation will be higher if a task is interesting. Also, students will be engaged in the process which brings about their inquisitiveness causing them to search for in-depth information and positive work ethics.

Process

According to Grant (2002), the process will comprise the “steps necessary to complete the task or answer the question” (p. 7). The process should also include activities that demand higher-level thinking (analysis, synthesis and evaluation) and critical thinking skills. Through the ‘process’ element, students have the opportunity to be more aware of their own abilities in research and report findings, and improve on their attitudes, self-efficacy and ‘can do’ skills (Curtis, 1990 in Wrigley, 1998). Moreover, the capability to plan and carry out a project till its completion, gaining knowledge and insights are also the benefits. This will ideally result in students who are more autonomous and self-propelled who can progress on their own beyond the classroom settings.

Resources

Resources present data to be used such as “hypertext links, computers, scientific probes, compasses, textbooks, CD-ROMs, eyewitnesses etc.” (Grant, 2002, p. 7). Despite many positive responses on projects, some may also be unsuccessful. This is because some students may think that teachers abandon their responsibilities when they do not provide solid answers, or just because students do not want to learn with and from their peers (Wrigley, 1998). Thus, through resources, students will have a trace of directions toward their learning and discovery while carrying out the project. Still the resources are not essentially a ‘fixed’ list because students are encouraged to explore and discover the assigned task

on their own.

Scaffolding and guidance

In a learning process, students will need assistance and support. Learning in a rich, authentic context like in PBL can be difficult and challenging for students. Vygotsky, a sociocultural theorist delineated scaffolding as a means to assist learners to achieve independence (Kurt, 2020). Students are hoped to reach the goal by completing little and manageable steps throughout the writing process. Hence, scaffolding and guidance from teachers and peers are necessary. Working collaboratively with a skilled teacher and peers will enable students to connect to and understand concepts. Providing scaffolding and guidance is important as it will help students to move beyond their existing level, progressing and developing “to get to the next stage or level” (Raymond, 2000, p.176). In the case of a project, the scaffolding technique can be in the form of “student-teacher interactions, practice worksheets, peer counselling, guiding questions, job aides, project templates etc.” (Grant, 2002, p. 8).

Cooperative/ Collaborative learning


One of the 21st Century Skills is the need to engage in higher-order thinking skills (Bell, 2010). In doing so, students have to work as a team and contribute to a group effort. They must be able to listen to others and make their own ideas clear when speaking. This is where PBL fits in. Collaboration is an important aspect of PBL. When students work collaboratively, they make comments and share ideas (Paris & Turner, 1994). Apart from having motivational and inspirational effects, collaboration also improves communication, negotiation, and problem-solving skills. There are many ways in which collaboration can be achieved. For example, peer review or group brainstorming sessions (Grant, 2002, p. 9).

Reflection

Receiving feedback on their work is important for students. In PBL, this element is not neglected as students are given the opportunity for “closure, debriefing or reflection” (Grant, 2002, p. 10). This is vital because students should be encouraged to see that even if certain aspects of the project did not work out as planned, what they have learned along the way is important. Reflections can include “relevant in-class discussions, journal entries, or even follow-up questions about what students have learned” (ibid.) With a constructive reflection it is also possible to improve future project attempts.

Through the corresponding 7 features highlighted by Grant (2002), the article resumes with an anatomy of the project that the authors use in their EAP PBL class (refer to Table 2).

Table 2: The Structure/Anatomy of EAP Research Project

 <p>BIA 3012 – English for Academic Purposes Guidelines for Research Project (50%)</p>	<p>Grant (2002) features of PBL Projects</p>
<p>Hey Everyone! Welcome to the BIA3012 EAP Course! We know that you are enthusiastic & motivated! In this course you are going to produce a research project of an extended academic essay writing.</p>	<p><u>Introduction</u> This section is “to set the stage” or “anchor the activity” (Grant, 2002). It will also aid in the motivational aspect.</p>

<p>Here's what you have to do:</p> <ol style="list-style-type: none"> 1. This project is to be carried out in groups of 3-4 students. 2. Read the articles in the textbook and select a 'researchable' topic from the sub – themes (please refer to the textbook – Part Two, page 155-208) 3. Prepare the rough outline (a template will be given) and ensure that each member in the group has at least one supporting detail. 4. After your teacher has approved your topic and the rough outline, start searching for; and read more articles / sources related to your own supporting detail. 5. In defending your idea, you are required to cite from reliable sources (e.g the online library database, academic books, journals, magazines, newspapers, Al-Quran, hadith verses etc). 	<p><u>Task</u> <i>The task serves to explain what should be accomplished, and it should be appealing, stimulating, yet doable.</i></p> <p><u>Cooperative/Collaborative Learning</u> <i>By working in groups, learners experienced the cooperative/collaborative learning and also benefitted from the peer/group review sessions.</i></p> <p><u>Guidance & Scaffolding</u> <i>This is to provide assistance to learners whereby according to Grant (2002), it can include student-teacher interactions, practice worksheets, peer counselling, project templates etc. In this EAP research project, students worked in their respective groups with the help of a teacher.</i></p> <p><u>Resources</u> <i>Resources supply data to be used such as hyperlink texts, scientific probes, eyewitnesses (Grant, 2002). Again, in this invention project, learners worked in their respective groups with the help of a lecturer/facilitator.</i></p>
<p>Attention to the following guidelines will ensure an enjoyable experience with your project and a successful presentation of your work.</p> <ol style="list-style-type: none"> 1. Each student is to find 3-5 references and to write an essay in 3-5 pages. You need to ensure that all essays are coherent throughout the paper and all ideas support the group's thesis statement. 2. In referencing system, you are required to use either USIM or APA Style. 3. Your research paper shall have a cover page stating your research topic, names of group members, matric no, class and teacher's/lecturer's name. 4. Your research paper shall have four parts: The rough outline, Introduction, body (compilation of essays from each member) and conclusion. 5. The introduction shall provide some background information about your topic, and your thesis statement. 6. In the conclusion, you shall summarise all points and state the recommendations/suggestions (if any). 7. The length of the research paper should be between 10 – 15 pages including references. <p>Your commitment in conducting this task will indirectly affect your performance in Test 1-Writing Supporting Details (10%); and Self and Peer Evaluation (10%)</p>	<p><u>Process</u> <i>This includes the essential stages needed to fulfil the task assigned. The process should incorporate "activities that require higher-level thinking, such as analysis, synthesis and evaluation of information" (Grant, 2002).</i></p> <p><u>Guidance & Scaffolding</u> <i>This is to provide assistance to learners whereby according to Grant (2002), it can include student-teacher interactions, practice worksheets, peer counselling, project templates etc. In this EAP research project, learners worked in their respective groups with the help of a lecturer/facilitator.</i></p> <p><u>Resources</u> <i>Resources supply data to be used such as hyperlink texts, scientific probes, eyewitnesses (Grant, 2002). Again, in this invention project, learners worked in their respective groups with the help of a lecturer / facilitator.</i></p>
<p>C. Assessment</p>	<p><u>Reflection</u></p>

<p>Your final essay will be showcased in a dedicated EAP blog created by your teacher. Marks will be given based on the following: <i>Information retrieval and management (40 marks)</i></p> <ul style="list-style-type: none"> • Relevance to topic (10 marks) • Optimisation, citations and references (10 marks) • Articulation and curation (20 marks) <p><i>Language (10 marks)</i></p> <ul style="list-style-type: none"> • Thesis and supporting points • Writing mechanics • Vocabulary & grammar <p>HAPPY WRITING 😊</p>	<p><i>A good project-based learning ensures a chance for “closure, debriefing or reflection” (Grant, 2002).</i></p> <p><i>In the EAP research project, the showcase of students work at the dedicated blog has provided the platform to do so, apart from the in-class discussion and consultation sessions.</i></p>
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The PBL approach above demonstrates a process that emphasises the academic skills, as well as soft skills in getting the task done. The element such as working in group elicits the collaborative processes among group members, which requires them to negotiate and to come to a consensus when making decisions. The elements such as analysing, evaluating, and reflecting are some of academic activities and processes that elicit critical thinking skills. The Process Writing below empahsises more on the technical elements of the writing skills.

PROCESS WRITING

In general, there are two approaches in teaching writing namely the product and the process approaches. The former primarily focuses on the end product and how it “should look like” (Brown, 1994, p. 320) while the latter centres on what writers go through as they write. In other words, the core of process approach lies on the writing process itself, not solely the product produced (Chunling & Guoping, 2009). Being an enabling approach, White and Arndt (1991) advocate that process writing aims to develop skills which “... writers work out their own solutions to the problems they set themselves” (p. 5). In producing the end product, writers are accountable to develop their rough draft into a coherent form of writing.

Figure 1 below shows the model of writing (White & Arndt, 1991, p. 4). It clearly depicts the multifaceted and intricate elements of the writing process.

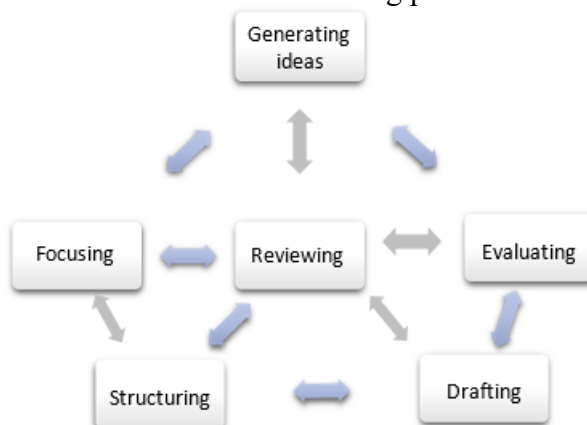


Figure 1: A model of writing (White & Arndt, 1991, p. 4)

IMPLEMENTING THE PROCESS APPROACH IN THE ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASSROOM

Given the intricacy of writing, it is seemingly appropriate to apply the process writing approach in teaching the EAP course where students need to write an academic article as the

main assessment. Guiding students through the process writing approach is more realistic because students are brought to experience the whole progression from beginning till the end. The model of writing (see Figure 1) is organised into 3 stages (Hazlina Abdullah et. al., 2020) as described in Table 3 below.

Table 3: Three phases implemented in the EAP classroom

Stage	Activity	Model of Writing	Description
Pre- Writing	1. Open reading 2. Getting ideas together 3. Making plans/ rough outlines/ notes	Generating ideas Focusing Structuring	Students do open reading from the themes of the text-book Students prepare a rough outline (A template is provided) and present the idea to the class and the teacher
	4. Making a first draft (concentrating on WHAT to say) 5. Revising/ re-planning/ re-drafting (concentrating on HOW to say it)	Drafting	Students will need to use the skills and knowledge they learn in the weekly lessons e.g., paraphrasing, summarising, thesis statement, topic sentence, good introduction, good conclusion
Checking	6. Editing and proofreading (accuracy of grammar/ punctuation/ spelling)	Evaluating Reviewing	Students – teacher consultation session
			Student-student interactions Students will need to consider the coherence and cohesion of their essay Teachers evaluate the finalised written work

White and Arndt's (1991) model of writing is prescribed within the three stages of writing, pre-writing and writing, and checking. The multifaceted and non-linear model still applies even though the elements are matched to a certain stage to make it more defined for the students to follow. This means the structuring and drafting, for example, can still happen multiple times.

The paper continues with a description of how instructors use the process approach to help students in completing an EAP writing project.

In the pre-writing stage, where idea generation is key, students are instructed to do open reading about the themes discussed in the textbook. Reading the passages for each theme will give them ideas of which topic to choose for their writing project. Students can

use brainstorming technique—making a random list initially before arranging them into a more structured planning based on their reading. Other than that, teachers can also train students to use questions in order to gain and form students' ideas as questions may induce interesting answers. Asking basic wh- questions (e.g., 'How does X affect Y?', 'Why does A affect B?', 'What are the causes of C?'), and later more complicated ones, will help generate ideas. In doing this, students then will be given a template to fill in for their rough outline. They then need to present their idea to the class and the teacher to get approval of the topic chosen. And once approved, they can do further reading regarding the topic and start writing their draft. Teachers too should help students to identify the audience due to the fact that "effective writers are critical readers of what they write" (White & Arndt, 1991, p. 69). In the case of EAP, aside from writing for their teachers to assess, the students are also writing for academic purposes which means the essays should reach a certain standard at the tertiary level in terms of the ideas, language and vocabulary delivered. Knowing the audience also will help to ensure the choice of appropriate content, style and present a context to students which in turn will make the writing process clearer and more meaningful.

In the writing and re-writing stage, the element of process writing involved is drafting. In drafting, students are to write their first draft building it towards the final piece of writing. By utilising the information gathered in the pre-writing stage, students need to consider ways on how to draw the attention of their readers to go on reading, and finish with pleasure. Writing a first draft is not an easy task as it "is often interrupted as the writer stops to read over the review, to get an idea of how the text is developing, to revise plans, and bring in new ideas or rearrange those already expressed" (Hedge, 1988, p. 23). Here, a cyclical process is observed. However, teachers can highlight that good writers commonly concentrate primarily on getting the correct content and later check on other details such as spelling, punctuation and grammar. At this stage too, students are expected to utilise the skills covered during the weekly lessons which include paraphrasing, summarising, writing thesis statement, topic sentence, integrating evidence, citations, good introduction and conclusion, and ensuring coherence and cohesion. In other words, the drafting process puts emphasis on what to say, and re-drafting centres on how to express it well.

The post-writing or checking stage includes evaluation of the drafts. Knowingly, teachers will correct their students' work by marking and highlighting mistakes on the paper (Hazlina Abdullah & Harison Mohd. Sidek, 2012). But in the implementation of process writing in the EAP course, there will be a consultation session where every group will show their completed draft to the teacher, and verbally discusses whether all the elements learnt are integrated into the essay. Any progress can be discussed, and support can be given in all aspects including ideas, content, organisation and language. It also encourages students to "think about writing as something that can be organised and improved and gives them the opportunity to talk about their writing and reflect on the process" (Hedge, 1988, p. 154).

After the consultation session, students are given some time to edit the overall language, including the cohesion and coherence before submitting the complete writing task. Here students will undergo peer discussions and corrections whereby the editing can take place immediately after the suggestions by the teacher, thus making it more meaningful to students. Furthermore, by correcting each other's work, students can help to discern their own errors. Through describing and clarifying points to friends, their own comprehension will be refined and defined. This corresponds to the indispensable 21st century learning skills in promoting critical thinking among students, as they need to think critically in making judgements on their friends' work. Thus, in doing so, students are applying the essential skills required during the writing process, where feedback plays an important role in completing the learning experience. Apart from that, teachers can also hold a whole class discussion where errors of a common pattern made by most students can be dealt with. This is in

line with the 21st century learning skills needed in promoting critical thinking among students, as they need to think critically in making judgements on their own and their friends' work (Stobaugh, 2013). Thus, in doing so, students are applying the essential skills required during the writing process, where feedback plays an important role in completing the learning experience. Reviewing is the final step to take in the writing process. After going through many processes from idea-generating, focusing, structuring, drafting to evaluating, students should then review their work to ensure 'perfect' results. Reviewing the text, "as if with a new pair of eyes" requires a sense of judgement where students "have a dual objective: to further develop critical capacities, and at the same time to enrich the repertoire of linguistic resources which are the essential tools for writing" (White & Arndt, 1991, p. 137).

Through the step-by-step, gradual and progressive process writing teachers can help students through the process of how to learn (Gerstein, 2017) and train them to sharpen their processes of thinking and writing together with all the skills needed. As stated before, in the process approach, writing is not viewed as a linear process, but every stage may proceed backward and forward depending on the needs of the students. For example, although there is a dedicated slot for consultation, it can also happen even before or after the formal session if students face any difficulties. They can seek advice from the teacher so that the problem can be addressed, and the process of writing continues. Additionally, the process approach integrates all kinds of activities and skills under one long course. It encompasses a range of activities from individual to whole class participation, and students are able to develop both their writing skills as well as oral skills. Due to the dynamic process that this approach creates, students are more likely to exercise their creativity via communication, critical thinking, problem-solving and life-long learning skills which are enhanced through this learning method. Hence, the flexibility of learning through process writing could be a great way to teach and learn EAP.

CONCLUSION

The amalgamation of PBL and the Writing Process approach complements each other in making the course holistic. Here, it is demonstrated that PBL functions as an enrichment and enhancement of positive attitudes through its collaborative activities. Whereas the Writing Process helps students to attain new knowledge on the strategies of effective writing skill. As such, both learning methods are best function if they are merged as one and not to be adopted in silos, as shown in figure 2. The merge of the soft skills and the technical skills from both learning methods is found to be effective for the course, especially when the outcome of the learning can benefit not only the students but also the society.

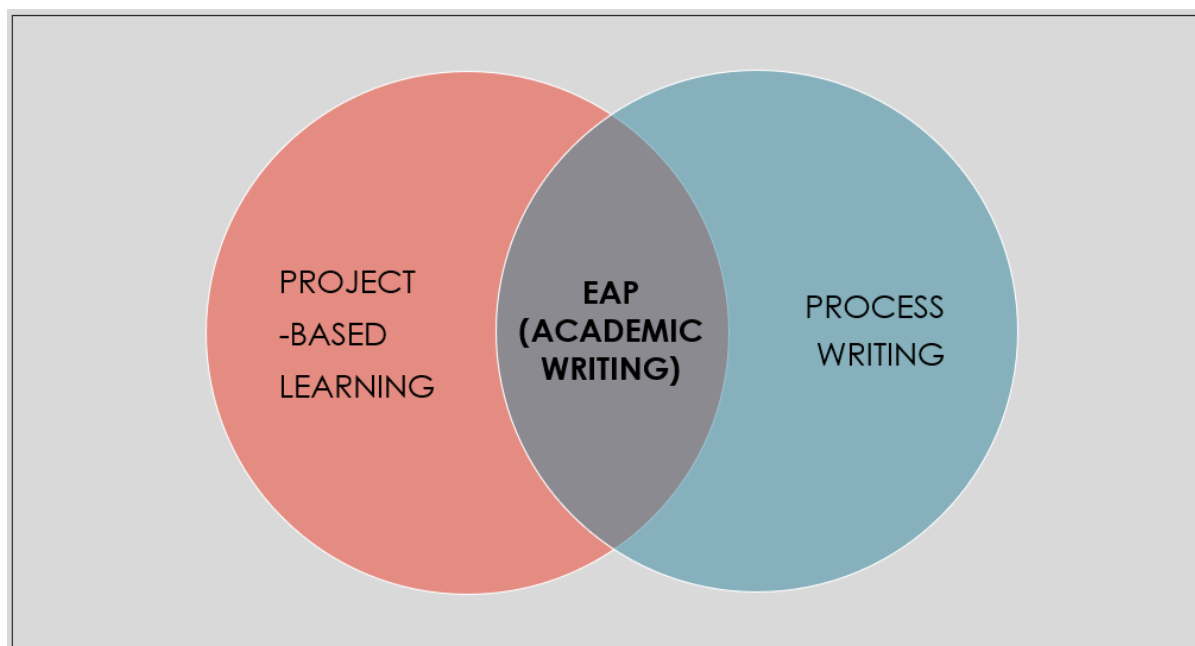


Figure 2: Teaching EAP through the PBL method and Process Writing approach

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