
RESEARCH ARTICLE

The Impact of Integrating Process Writing with Analytical Reading of Informational Texts on Improving Academic Essay Writing among Palestinian English Majors and their Attitudes Towards it

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ABSTRACT

The purpose of the current study is to investigate the impact of integrating process writing with analytical reading of informational texts on improving academic essay writing among Palestinian English majors and their attitudes towards it. The study is a quasi-experimental research. To illustrate, an intact class consisting of 30 freshmen English majors are the participants in the experiment. The instruments used are a pre-and-post focusing on writing academic cause and effect essay and a focus group discussion designed to gain deeper insights into the participants' perception of academic writing pre and post intervention. The intervention includes an analytical reading of informational texts, particularly cause and effect essays, and training on process writing use; then, the participants will integrate the information they have gotten through analytical reading with process writing to produce cause and effect essays. The result shows that the post-test scores outperform the pretest scores, and the focus group discussion reveals that the participants' attitudes toward academic writing improved after the intervention.

KEYWORDS

Process writing, analytical reading, informational texts, academic essay writing.

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1. Introduction

Writing skills acquire importance from being an eternal means of communication. In that, it keeps up and passes thoughts and ideas along history from ancestors to descendants. Thus, it is the vessel that preserves civilizations from extinction. Further, it supports success in a career path as it is a vital means of communication. In fact, writing is the most advanced language skill. To explain, people can listen and speak spontaneously; they need no systematic teaching or learning. Additionally, reading and listening are receptive skills; that is, a reader reads or listens to thoughts produced by others. On the other hand, writing is a productive skill; when writers produce their own written material, they need to possess enough knowledge of the topic they are addressing, high cognitive and intellectual skills of analysis and synthesis, master a combination of linguistic skills, including vocabulary (morphology), sentence structure (Syntax), writing conventions, writing genres, and organizational techniques of genres. Nevertheless, previous research assures that the majority of EFL students suffer from weakness in writing skills caused by inadequate foreign language competence, insufficient academic writing skills, interference with their mother tongue, and lack of appropriate teaching methods or modeling. This claim is supported by scholars such as (Mustafa et al., 2022), who stated, "The results show that students' main challenges are the limited vocabulary and range of grammatical structures, inability to comprehend reading texts, and difficulties in summarizing and paraphrasing." additionally; (Al Marwani 2020) identified three categories of challenges encountered by EFL students which are "language skills, academic writing skills, and source managing skills" (p.114). (Hemmings et al., 2007, and Grail et al., 2006) agreed that a large number of EFL graduate students are far away from being able to compose an academic text, and they lack the primary skills, even among the most experienced ones. Evidently,

academic writing is a challenging task for EFL/ ESL students. Similarly, Palestinian students are not an exception; they have the same academic writing challenges. Consequently, this will eliminate academic writing apprehension among Palestinian English majors. The current researcher has suggested integrating process writing with analytical reading of informational texts as a remedial strategy. Such a strategy provides a source of information for writers, as well as needed linguistic knowledge, writing conventions, and systematic steps for producing written texts. To illustrate, Process writing is a methodical approach to writing that encompasses multiple systematic steps. It begins with the prewriting phase, which includes brainstorming, clustering ideas, and outlining the essay plan. This is followed by the writing phase, where drafting, revising, and editing take place. The final step in the process is publishing. As an analytical reading of informational texts, It provides knowledge of source information, language items, writing conventions, and text structure needed to develop meaningful academic essays.

1.1 Context of the problem

Previous research by scholars has shown that academic writing is a worldwide problem, particularly for EFL and ESL students. Recent regional related studies conducted by (Jahin & Idrees, 2012) claim that writing seems to be difficult for both native and non-native learners. Arab researchers such as (Ahmed from Qatar, Bouziane from Morocco, Knouzi from Tunisia and Benahnia from Saudi Arabia; Abdul Nasser from Yemen, 2016), (Afiki 2015) from Egypt; Mohammed (2014) from Libya, and (Hisham, Alhaysony, & Hawari, 2011) from Jordan, (Abu Sawish and Abdulrahman 2010) From Palestine: and Salem (2007) from Egypt. All agree that mastering writing skills is the most difficult for Arab EFL learners and that Arab students' writing performance is the weakest among other language skills. They attribute this weakness and writing apprehension, shortage of vocabulary, English syntax inadequacy, poor awareness of English writing strategies, insufficient knowledge of writing conventions and mechanics, and deficient cognition of source information.

In fact, Palestinian students experience typical writing challenges like all Arab students. Weakness in writing is prevailing among EFL students in Palestine, even those who are English majors. The consensus among Palestinian scholars such as (Adas Bakir & Hammad, 2013) (Farrah, 2012); (Abd Al-Raheem, 2011); (Abu Shawish and Abdul Rahman (2010); and Murtaga (2009); Abu-Jarad (2008), and Khalil (2005); as well as the author of the paper in hands have referred to writing weakness as a phenomenon among Palestinian students.

1.2 Statement of the Problem

Students majoring in English in Gaza City often struggle to write academic essays. Additionally, they are unfamiliar with writing approaches and required source information that may assist them in writing meaningful academic essays.

1.3 Limitations of the study

The study is limited to writing academic cause and effect essays.

1.4 Research Questions

This study is seeking an answer to the following main question:

To what extent will integrating process writing with analytical reading of informational texts improve Palestinian English majors' academic cause and effect essay writing?

In answering the above main question, the following sub-questions should be answered.

1. What is the strategy of process writing?
2. What are informational texts?
3. What is analytical reading of informational texts?
4. To what extent will the strategy of integrating process writing with analytical reading of informational texts improve Palestinian English majors' introductory paragraph of academic cause and effect essays?
5. To what extent will the strategy of integrating process writing with an analytical reading of informational texts improve Palestinian English majors' body paragraphs of academic cause and effect essays?
6. To what extent will the strategy of integrating process writing with analytical reading of informational texts improve Palestinian English majors' attitudes towards writing academic cause and effect essays?

1.5 Objectives of the study

The study aims to investigate the impact of integrating the process writing approach with analytical reading of informational texts as a strategy to improve academic cause and effect essay writing among Palestinian English majors and their attitudes towards it.

1.6 Significance of the study:

The study is significant in the field of teaching writing academic essays because it addresses a notable gap in the research regarding the role of purposeful analytical reading in elevating writing skills. Indeed, while practicing analytical reading of informational texts, learners read to analyze texts and to be aware of writing elements. They seek to develop the writing skills required to promote their academic writing in content information, style, language, grammar, structure, and writing mechanics. Furthermore, multiple studies employ process writing to develop academic writing skills but without integrating it with analytical reading. That is not enough to achieve the promotion of academic writing because it does not provide an informational source that enriches learners' knowledge of writing elements. In fact, Process writing focuses on the steps of synthesizing an essay, taking into consideration ordering ideas, structuring an essay according to academic writing rules, and editing grammatical and language errors. Thus, integrating process writing with analytical reading of informational texts is believed to be a valuable strategy to promote academic writing skills and writing performance. So, the study is important for all writing instructors and curriculum designers who are concerned with building up writing skills and writing performance.

1.7 Limitations of the study

The study is limited to writing cause and effect academic essays among Palestinian English majors.

2. Literature review

2.1 Process writing

The strategy of process writing refers to three phases of writing: pre-writing, while writing, and post writing. (Hedge, 2005) states, "The writing process involves planning, execution, and evaluation. Rosário et al. (2019) and Harris, Graham, Brindle, and Sandmel (2009) claim that the writing process refers to an activity that consists of four main steps: planning, drafting, revising, and editing. (Tribble 2012) adds, "Learning to write is not a question of developing a set of mechanical orthographic skills. It also involves learning a new set of cognitive and social activities. (p.12). " Evidently, Process writing is not a mere systematic or mechanical procedure; students have to practice intellectual skills and creative activities of analysis, synthesis, selecting appropriate vocabulary, applying syntax and grammar rules, using writing conventions, and thinking about the audience of readers. The illustrations below shed light on each of the process writing phases and steps.

The process writing approach involves the following phases: the prewriting phase, the actual writing phase, and post writing phase.

2.1.1 Prewriting phase

The prewriting phase involves choosing, analyzing, and narrowing a topic, brainstorming, clustering, and outlining.

A. Choosing, analyzing, and narrowing a topic

It is the step of specifying a topic of interest and importance for writers and the audience of readers; then, writers have to analyze the topic in order to have an overview and to achieve a better understanding of the subject area. It is advisable to put the topic into a question that helps writers stay focused on the main points to be answered. To analyze a topic, writers should try answering "wh" questions: why, what, how, when, and where. Further, narrowing a topic is a necessary technique that helps specify its limits, explore it deeply, and discuss it in detail. Narrowing a topic allows writers to avoid unnecessary details.

B. Brainstorming

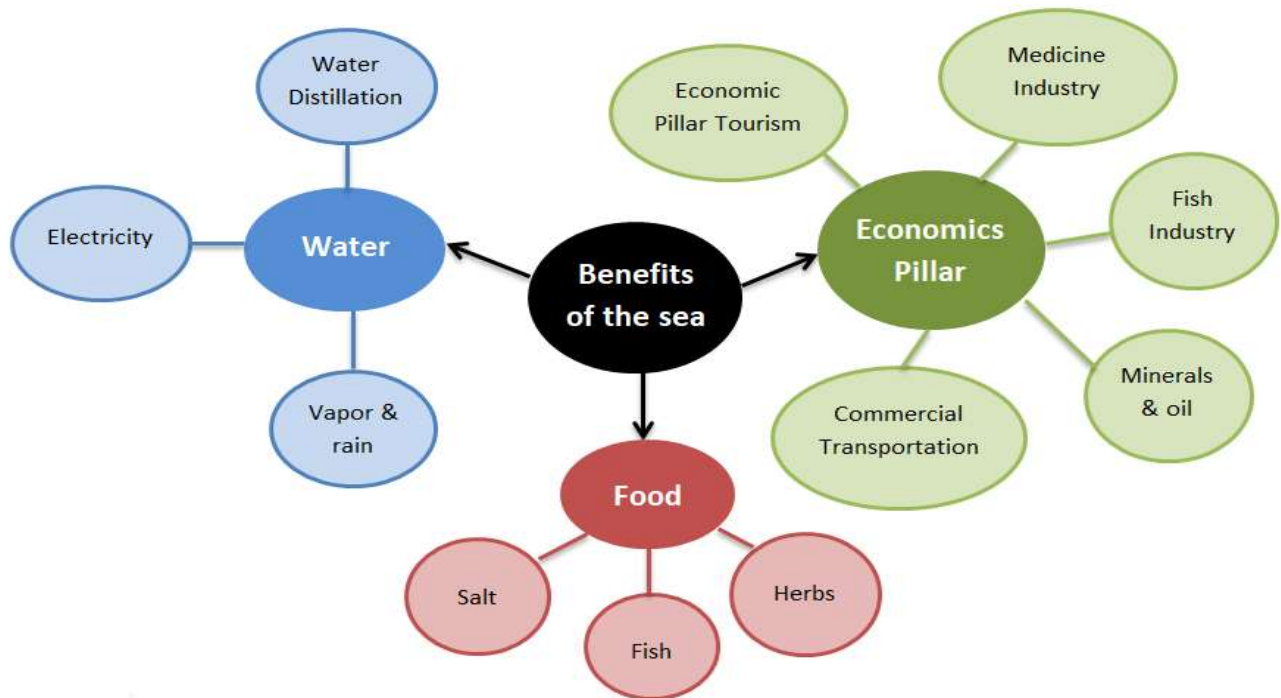
Brainstorming is a student-centered collaborative technique that leads to generating ideas related to a certain topic. While brainstorming, ideas, major or minor, relevant to a topic should be jotted down. Ideas can be put into a map with a central idea and branches. "Brainstorming has a primary role in developing ideas (Rashtchi & Beiki, 2020; Asundi & Rao, Ryoo, Molfese & Brown, 2018; Amoush, 2015) state that brainstorming involves different groups who put forward related ideas to be classified while fulfilling a task. Learners who are engaged in brainstorming encounter various viewpoints by sharing ideas with peers. To sum up, brainstorming stimulates a wider range of ideas and simulates thinking skills and curiosity for finding new ideas; consequently, it improves general writing performance.

C. Clustering

Clustering is an organizing technique that follows brainstorming and precedes planning in the writing process. It aims at classifying associated ideas into categories. The clustered ideas can be used as bases for paragraphs to be discussed in an essay body. It helps a writer to focus on major needed ideas and to discard minor ones. Cooper and Axelrod (2005) and Langan (2001) argue that clustering is an invention activity that reveals possible relations among ideas. Clustering is known as diagramming or mapping. (Dietsch,2003) explains that clustering is a type of brainstorming. (Oshima and Hogue, 2010) state that clustering is another brainstorming activity that helps generate ideas. (Kalandadze 2007) considers clustering as a technique used to see a visual map of ideas that enables thinking creatively and achieving

association among ideas. Clustering produces an overview of a subject represented in associated details. An example of clustering ideas about the benefits of the sea is stated below in Figure (1).

Figure "1" Clustering ideas



D. Outlining

Outlining is a creative activity through which students briefly synthesize the main ideas and supporting evidence in a plan representing the contents of essays. According to (Onozawa, 2010, Meyers, 2005, Davis & Liss, 2006), "Outlining is a matter of mapping content structure of an essay. It sets up the three main parts of an essay represented in the introductory paragraph, body paragraphs, and conclusion." An outline allows writers to categorize the main points related to each item in the thesis and organize the paragraphs into an order that makes sense. Such an activity helps writers to be certain that each paragraph/idea can be fully developed. Further, outlining helps writers to write fluently, systematically, and confidently. It helps writers not to get stuck while writing an essay; thus, it alleviates anxiety and writing apprehension. A well-structured outline demonstrates the elements of an essay as follows.

1. Introduction:
 - a. Hook
 - b. Supporting background sentences
 - c. Thesis statement.
2. First paragraph:
 - a. Topic sentence: first item of the thesis
 - b. supporting evidence: first, second, third, etc.
3. Second paragraph (as above mentioned)
4. Third paragraph (as above mentioned)
5. Conclusion: a restatement of the thesis, a summary of the main ideas, and a closing statement.

2.1.4 Actual writing Phase: It covers drafting, revising, and editing.

- A. **Drafting:** Drafting is the actual writing phase. It is the phase in which a writer begins putting ideas into written words so as to develop the first rough version of written material. The goal of the drafting phase is to generate paragraphs pertaining to the main topic. It includes writing an introductory paragraph, body paragraphs, and a conclusion. However, it is a rough draft. Its focus is on ideas rather than on grammar accuracy or writing conventions. An effective draft should introduce relevant, credible, and logically ordered ideas and clear supporting evidence. Moreover, a good draft tries to construct unity through relating ideas to the topic and to each other. It follows the outlines closely and keeps the order of the thesis elements.

- B. **Revising:** revising entails assessing what has already been written. It is a crucial step of the writing process in which a writer revisits her/his draft with the purpose of refining the written work. A writer checks whether the text is well organized, ideas are put into the correct order that matches the main thesis, and adequately supported by evidence. She/ he also checks whether the composed sentences are consistent with the paragraph's topic sentence. Further, checking for the unity of an essay is an essential purpose of revising; that is, a writer discards the irrelevant or repeated sentences and checks for the use of appropriate transitions. Thoughtful revision of a written work leads to clarification of ideas, adding, replacing, removing sections, or rearranging parts to improve the overall flow of a manuscript. While a text/essay is being produced, writers have to read and revise it continually in order to create a text that meets their goals.
- C. **Editing:** editing is an important step because it helps writers to improve the overall quality of a text language; in that, they tidy their papers, check for sentence structure accuracy, diction, and grammatical mistakes, including subject verb agreement, verb tense, correct prepositions, correct article use, correct use of pronouns, appropriate vocabulary choice, and correct spelling. Further, writers check writing conventions and mechanics such as punctuation and capitalization. Checking for citations and references is also an aspect of editing.

2.1.3 Post writing phase

Publishing: Publishing refers to sharing the final copy of a piece of writing with an audience. It involves proofreading and setting final adjustments. It comes in different forms depending on the purpose of writing a paper. It may be submitted to instructors, school teachers, school journals, or public journals.

To conclude, all the above-mentioned activities of process writing are essential to enhancing the quality of written work. Riljaarsdam, Couzijn & Van (2004), Alamargot & Chanquoy, 2001, Flower & Hayes, 1981 Hayes (1996) say that during writing, process writing activities not only interact more or less simultaneously but also trigger one another.

2.2 Academic Essay

According to Mays et al. (2015) and Bayat (2014), an academic essay is a relatively short piece of non-fiction writing that is written with a strongly structured intellectual system with formal language and presentation. It articulates an idea or claim and supports it with details. It is generally developed in three main parts: an introduction, a body, and a conclusion. An introduction provides basic background information and tries to stimulate readers' interest or motivate them to read the whole argument. It states a thesis, which is an essay's main idea, main propositions, or claims. The second section of an essay is the body, which should illustrate the thesis by presenting support, analysis, evidence, and examples. It consists of at least one body paragraph or more. Each body paragraph should develop one of the specific claims introduced in the thesis. Body paragraphs should be sequenced logically to clarify and communicate ideas to the reader. The third or the final section of an academic essay is the conclusion. It should briefly wrap up the keys of the argument and demonstrate how the author's analysis has enabled him to draw a specific conclusion about the topic. The conclusion is written in the author's own voice. Generally, it does not include new quotations, neither does it assert new ideas.

2.3 Analytical reading

Analytical reading is a critical thinking skill. It involves splitting the text into interrelated components paying close attention to all the details (semantic, syntactic, stylistic, etc.). The main purpose of this kind of reading is "reading between the lines and unveiling the author's intentions. (Antonyan, & Bekaryan, 2015. Armand, 1996) state, "Analytical reading is a cognitive skill that stimulates brain work. It refers to an ability to approach a text critically by giving priority to the objectives that the author might have." (p. 71). Analytical reading helps examine and extract different aspects of texts. It starts with skimming and scanning the main idea and realizing its validity by studying the supporting parts. Analytical reading enables readers to explore how parts of a text fit together logically. Analysis helps determine the quality of the information being read.

When reading analytically, readers integrate their previous schemata into the newly written texts to achieve deeper understanding. He /she should distinguish opinions from facts to understand the author's core ideas. Heilman (1967) concludes that analytical reading is reading comprehension of words and parables from a text in order to grasp the main idea, connect the text's parts, and infer the hidden meaning from the author's point of view. While reading analytically, readers are involved in analyzing the structure of texts to realize how paragraphs and sentences fit each other and how they fit into the whole text. To achieve a full understanding of a text through analytical reading, a reader should analyze the content of the language and examine ideas, vocabulary, phrases, chunks of words, denotation, connotation, figurative language, and transitions. A reader tries to explore how those text elements impact communicating the meaning in the best form. Analytical readers should also notice the role writing conventions play in clarifying meaning and achieving coherence.

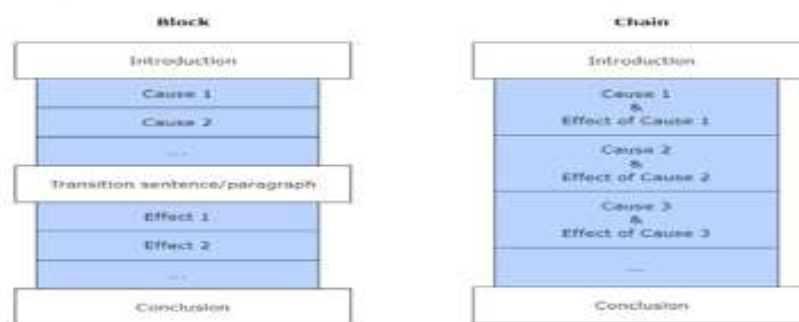
2.4 Informational Texts: Content ideas, language and structure

According to (Williams & Beam 2019 Hebert, Bohaty, Nelson, & Roehling, 2018), informational texts are non-fiction texts that aim to educate readers to define or explain something by providing factual information about specific topics. They are found in newspapers, academic essays, magazines, instruction manuals, textbook chapters, science and history books, event flyers, informational brochures, and online articles. Encyclopedias, scholarly journals, and class syllabi. Informational texts are structured according to the purpose addressed, and each genre has its own language and ideas.

2.5 Cause and Effect Essay

Cause and effect essay analyzes a situation, an action, or an event to explore the relation between a cause and consequences. The transition words used to create coherence among sentences and ideas are the following: Because of, as a result., this led to, so that, so, for this reason, in order to, then, The reasons why, therefore, consequently, due to, since, for, thus. As to the structure (Flachmann, Benander, and Smith, 2003) state that cause and effect essays can be structured in one of two forms: a block or a chain structure. For the block structure, all of the causes are listed first, and all of the effects are listed afterward. On the other hand, in the chain structure, each cause is followed immediately by its effect.

Figure 2: The two types of cause and effect essay structure.



Adopted from [HTTPS://www.eapfoundation.com/writing/essays/cande/](https://www.eapfoundation.com/writing/essays/cande/)

2.6 Chronological informational essay: Content ideas, language, and structure

Chronological text sequences events. It shows what happened first, what happened later, and how things ended up. Key phrases to be looked for when identifying a chronological text include: after that happened, following that, first, second, third, later, next, before, then, finally, after, later, when, since, now, and previously.

2.7 Comparison and contrast information text

Comparison and contrast of information texts discuss similarities and differences between various concepts. The structure of a compare and contrast essay can be done in two ways: point-by-point or block. In the point-by-point method, one aspect of each topic is discussed in a separate paragraph. The block method involves devoting one section to the aspects of one of the topics as a block and then comparing and contrasting them to the aspects of the other topic as a block, too. To analyze the language of a comparison and contrast informational text, readers should look for clue words like similarly, in contrast, however, yet, nevertheless, on the other hand, but, whereas, although, likewise, different, either/or, in the same way, and just as.

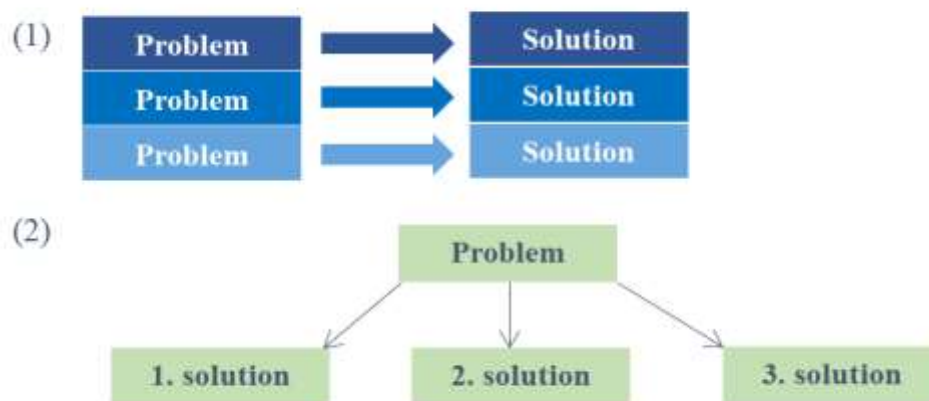
2.8 Descriptive information text

In a descriptive informational text, a writer describes a person, place, or event to the reader. (Kane 2000) claims that description is about sensory experience—how something looks, sounds, or tastes. Mostly, it is about visual experience. It expresses sensory information through touch, motion, vision, hearing, taste, and smell. Descriptive informational text is structured in the three main parts of an information essay: introduction, body paragraphs, and conclusion. Language features in a descriptive information text are represented with the wide use of adjectives that describe objects and the use of present simple and active verbs. Keywords used in a descriptive text are words and phrases like; in fact, for example, characteristics, for instance, such as, to illustrate size, color, taste, touch, and motion adjectives

2.9 Problem and Solution information text

Problem and solution information text describes a problem and then suggests at least one solution to the problem. It can be structured as a sequence of problems, each followed by its solution, or one problem followed by many solutions.

Figure 3 problem solution essay structures



2.10 Previous studies

Qin, & Liu,. (2021) examined the influence of reading argumentative texts on developing (L2) students' argumentative essay writing in terms of using argument elements. The participants were fifty-four Chinese sophomore English majors. Results showed that the quality of augmentative essays produced by the target students improved after they had practiced reading augmentative texts.

The current study by (Neumann, Leu, Donough, & Crawford, 2020). examined whether an accurate understanding of source information texts and the language used might improve students' writing skills, particularly the ideas they pick and the language they use. The results confirmed the hypothesis positively.

A study by Cho & Griffler (2015) showed that integrated reading and writing instruction positively affected students' reading comprehension and summary-writing abilities.

Habibi, Salleh, & Singh (2015) examined the effect of incorporating reading and analyzing texts to improve EFL students' writing skills. After the intervention, the findings revealed that the participants' writing abilities had been significantly promoted.

Escobar & Evans(2014) investigated the impact of reading mentor texts on improving the structure of academic texts. The study suggested that reading and analyzing mentor texts achieved a positive impact on producing academic writing texts.

Zainal & Pendidikan (2011) investigated the Effects of reading on writing performance among students of the faculty of civil engineering. Students were asked to write essays before reading as pre-tests. Then, they had a reading session related to the topics they would write about. After reading, the participants were asked to write their own essays (posttest). The results showed the positive effects of reading-related sessions on the students' writing.

Al-Furajji, (2022) investigated the Effects of the writing process on EFL Iraqi Students' academic writing performance. The findings showed that students who practiced the writing process scored higher levels of success than students who did not.

Kitjaroonchai & Sanitchai (2022) tested the effects of process genre-based writing and process writing approaches on Asian EFL pre-university students' academic writing performance. The results assured that the suggested approach had a positive effect on students' writing performance.

Husni Saputra & Aningsih (2022) explored the effectiveness of the process writing approach toward the participants' ability to write argumentative essays.

Dewi, U. (2021) investigated EFL students' perceptions of using the writing process approach in academic writing classes. The findings revealed that students had positive perceptions of the (WPA) on academic writing.

Sukanaya (2020) investigated the effect of the process writing approach on students' writing competency in an experimental study. The result of the study implied that the writing process was helpful for students' writing performance. Ho et al. (2020) investigated

the effects of the process writing approach on high school students' writing performances. Results revealed that employing a process approach to writing classes improved the high school students' essay writing skills.

Sholihah, Umamah & Hidayanti (2020) aimed to investigate the effect of the process writing approach on students' writing performance and writing anxiety. Students were assigned to write an argumentative essay under the topic 'Should national exam be banned?'. The findings indicated that students' writing anxiety was reduced, and writing performance improved.

Dokchandra (2018) examined the effects of the process writing approach (PWA) on the performance of crowded EFL writing university classes in Thailand. The participants' writing improved, and they expressed satisfaction with the PWA.

The writing process approach was suggested by (Samaranayake, 2017) as a means of scaffolding EFL students' writing ability. The study results revealed that the suggested approach achieved significant improvement in the participants' writing skills, and their writing performance improved significantly.

Faraj & Kamal (2015) conducted a study to examine the effect of scaffolding through process writing on EFL students' academic writing. The result showed significant improvement in students' writing. However, most of them have had difficulty in using writing elements, including grammar and writing conventions, which means that the writing process alone is not enough to improve writing quality.

The effect of the process writing approach on writing success and anxiety is a study conducted by (Bayat, 2014). The result of the study confirmed the hypothesis of the positive impact of the process writing approach on improving writing performance and reducing anxiety.

2.11 Commentary on the previous studies

An overwhelming agreement among scholars confirms that practicing reading of related resources before writing is a favorable activity that promotes students' writing skills and improves writing performance. Further, process writing escalates students' academic writing ability and eliminates writing anxiety and writing block. So, integrating reading with the writing process is an advisable strategy that boosts writing skills. On the other hand, Practicing the process writing approach alone is not enough to improve writing quality; that is, learners need to be aware of writing elements and conventions.

3. Methodology

The current research is a quasi-experimental one in which thirty Palestinian freshman English majors are the participants. The instruments used are a pre-posttest and a focus group discussion. The participants were asked to write a cause and effect essay about environmental pollution as a pretest and a posttest. (the statistical result of the pretest is stated below, Page 13). A focus group discussion was conducted with ten of the participants. The purpose was to recognize the participants' perceptions of writing tasks and the problems they encountered in writing. The pre intervention discussion with the focus group revealed that most participants found writing to be an embarrassing task; that is, they experience anxiety, confusion, absence of confidence, and writer's block. They do not know how to start, how to proceed with writing an academic essay, how to structure it, how to provide evidence, which language, and which sentence structure to use. Additionally, most of them stated that they were in shortage of content information required to build up their written work.

3.1 Intervention procedures

The intervention phase lasted for 4 weeks. It passed through three phases. The first phase focused on the analytical reading of five genres of informational texts: chronological, compare and contrast, problem solution, narrative, and cause and effect. It aimed to familiarize the participants with the structure, language features, and purposes of each genre. They worked in groups to make use of cooperative learning. The participants used the analysis list stated below to organize and arrange the information obtained through analytical reading.

Table (1) analysis list of informational texts

Genre	Purpose	Content/ main ideas	Structure	Language and transitions
Compare and contrast	Inform undergraduate students about advantages and disadvantages of both old and modern life	Difference between old and modern life	Point-By-Point Pattern Block Patter	nevertheless, on the other hand, but/whereas, similarly, although, also, likewise, different, in contrast/comparison, either/or, in the same way, just as.

In the second phase, the participants practiced detailed analytical reading of informational resources related to cause and effect topics. To accomplish that, students were put into 5 groups: each group was provided with an online link that discussed the causes and effects of a certain topic. While practicing analytical reading, the participants asked and answered analytical questions related to the content, e.g., What is the title about? What is the main idea? What is the purpose of the text in hands? What is the relation between the title and the introduction? What are the elements of the thesis of the text? How does it align with the text's main idea? How does a writer provide evidence to support his/her ideas? What important information is included in the text? Is it fact, opinion, or both? Does the writer use credible sources and cite them? While discussing the above-mentioned questions, the participants used the notes list in Table (1) to record the answers they got.

3.2 Language analysis

To analyze the language of text or essays, the following questions are asked: Which words are put in bold or in italics? What is the effect of words and phrases on communicating the writer's message? What are the connotations of words? Does the author select words effectively? How does he/she use transitions to sequence ideas and achieve coherence?

3.3 Essay Structure Analysis

Participants should recognize the structural forms of cause and effect essays, block or chain, and upper stated in order to select one of them to follow in writing their essays.

After finishing the analytical reading of the text/essays and collecting all needed information, each group uses LCD to show and discuss in public the information they have.

Third phase: The participants practiced the actual writing of cause and effect essays, integrating the information they had from analytical reading with the process of writing steps. They go step by step: brainstorming, clustering ideas, outlining ideas, drafting, revising, editing, and publishing. Each group had to construct a cause and effect essay based on one of the topics they read. The integration process was sequenced as follows:

In the prewriting phase, the participants were instructed to utilize the information they got from text/essay analysis as bases for brainstorming items, followed by picking the related information to be clustered in categories. Then, they were instructed on how to outline the components of the intended essay. The outlining plan should be based on the same information collected in the clustering step.

Drafting: when writing the first version, the participants had to choose one of the structure forms, either block or chain structure. They had to follow the outlined plan. They selected the information needed to construct the introduction, the thesis, and the body paragraphs from the information they had already collected while analytical reading, clustering, and outlining.

Further, while revising the written essay, the participants omitted irrelevant ideas or sentences, checked for unity, and whether the supporting ideas and the evidence were logical and aligned with the main idea.

When editing the language of the newly written essay, students checked for the transitions used to indicate the relation between causes and effects. They were advised to make use of highlighted and important words focused on the sample essays they analyzed. They also freed essays from grammatical and punctuation mistakes. The participants receive feedback from the instructor.

Finally, a posttest was administered to compare the results with the pretest results. Each student should write alone. Here is the posttest question: Write a complete cause and effect essay entitled "Causes and Effects of Environmental Pollution." You can make use of the process writing approach and the information you have got while practicing analytical reading of exemplars.

3.4 Statistical analysis of the results

T. test and descriptive statistics for the paper-based pre-test and post-test of the whole class were used. The table below compares the results of the pretest and the posttest.

A comparison between the results of the pretest and the post test

Scope		group	N	Mean	Std. Deviation	t	sig. value	sig. level
Introduction	hook	Pre test	30	0.733	0.450	8.572	0.000	sig. at 0.01
		post test	30	1.467	0.320			
	Supporting sentence	Pre test	30	1.100	0.736	7.624	0.000	sig. at 0.01
		post test	30	2.517	0.782			
	thesis	Pre test	30	1.083	0.683	7.215	0.000	sig. at 0.01
		post test	30	2.200	0.484			
Total	Pre test	30	2.783	1.541	9.643	0.000	sig. at 0.01	
	post test	30	5.983	1.405				
Body paragraph	Topic sentence	Pre test	30	0.867	0.556	6.420	0.000	sig. at 0.01
		post test	30	1.500	0.294			
	Supporting sentence	Pre test	30	1.150	0.658	9.836	0.000	sig. at 0.01
		post test	30	2.733	0.807			
	vocab	Pre test	30	1.033	0.524	4.489	0.000	sig. at 0.01
		post test	30	1.600	0.563			
Total	Pre test	30	3.283	1.298	8.839	0.000	sig. at 0.01	
	post test	30	5.700	1.412				
Total	Pre test	30	6.233	2.625	9.737	0.000	sig. at 0.01	
	post test	30	11.750	2.706				

"t" table value at (29) d f. at (0.05) sig. level equal 2.04

"t" table value at (29) d f. at (0.01) sig. level equal 2.75

The results in the table above show that there are significant differences at ($\alpha = 0.05$) between the overall mean scores of the pretest (mean=6.233)and posttest(mean=11.750). in favor of the posttest.

In answering the fourth question of the study, it is clear from the table stated above that the progress the participants made in the posttest at introduction writing is (5.983). It is almost double the scores achieved in the pretest(2.783).

In answering the fifth question of the study, it is evident from the table stated above that the progress the participants made in the post-test in body paragraph writing is (11.750). It is almost double the scores achieved in the pretest(6.233).

In answering the sixth question of the study, it is clear that the result of the focus group discussion conducted after the intervention procedures highly expressed the participants' satisfaction with the strategy followed. They expressed improved interest in academic writing, better confidence, and a lack of anxiety.

The Effect Size of intervention on the target group's Post-Test

scope	Skill	t value	η^2	d	Effect volum
Introduction	Hook	8.572	0.717	1.54	Large
	Supporting sentences	7.624	0.667	1.37	Large
	Thesis	7.215	0.642	1.30	Large
	Total mark	9.643	0.762	1.73	Large
Body paragraph	Topic sentence	6.420	0.587	1.15	Large
	Supporting sentences	9.836	0.769	1.77	Large
	Vocab	4.489	0.410	0.81	Large
	Total mark	8.839	0.729	1.59	Large
	total	9.737	0.766	1.75	large

The statistical results show that the positive effect size is large in introduction writing, including hook, supporting sentences, and thesis; additionally, the positive effect size is large in body paragraphs writing, including topic sentences, supporting sentences, and vocabulary.

4. Discussion

The significant progress the participants made in academic cause and effect essay writing is attributed to the integration of analytical reading of informational text/essays with the process writing approach. Such a strategy provides both needed information and safety. It enables students to practice analysis, deep thinking, learning, discovery, and synthesis. In one aspect of the strategy, practicing analytical reading of texts/essays related to the topics of essays the participants intend to write develops their awareness of text content, purpose, main ideas, appropriate vocabulary, phrases, and structure. Informational texts/essays stand as a rich source of needed content information. Furthermore, while reading, students develop an awareness of the value of conjunctions as a means of achieving coherence, unity, and holistic meaning. The other aspect of the strategy, which is process writing, is effective when students come to synthesize their essays; That is, they go systematically with distinct regular steps that move smoothly from brainstorming to clustering, outlining, drafting, editing, revising, and publishing. Leading the regular steps of process writing enhances participant confidence and enables them to discover their abilities to synthesize the information they got through analytical reading into well-built essays. Together, the results of analytical reading of informational texts that represent sources of needed information integrated with regular steps of process writing provide a comfortable writing environment. In such an environment, participants feel safe, confident, and motivated. Additionally, they discover their abilities to write well without suffering from block writing, confusion, or anxiety.

The strategy suggested in this research paper is supported by (Turcotte, & Caron, Neumann, Leu, Donough, & Crawford, 2020), who found that students who master structures through reading produce more coherent and richer texts (Cho & Griffler Habibi, Salleh, & Singh, 2015). Falk-Ross (2001) suggested that reading-writing connections results in producing better writing texts and essays. (Zainal & Pendidikan 2011) (Jackson 2009, Harl 2013) noted that the connections between reading and writing are based on constructing meaning from reading a text and constructing a text to convey meaning.

Furthermore, the importance of process writing as a means of promoting academic writing skills has been confirmed by researchers' upper mentioned such as.(Husni, Saputra, & Aningsih, Al-Furajji, 2022,),(Dewi, 2021) (Sukanaya, Ho et al., Kurniasi, Sholihah, Hidayanti Dokchandra, 2020), (Samaranayake, 2017), (Bayat, Alodwan, Ibnian, Alméciga, & Evans, 2014). They all highlight the value of the process writing approach as a means of enhancing writing skills.

It can be concluded that integrating analytical reading of informational text with a process writing approach is a favorable strategy that can promote academic writing skills.

4.1 Recommendations

Drawing on the result of the current study, the researcher recommends that teachers, people in charge of teaching EFL, stakeholders, and curriculum designers should take into consideration the necessity of incorporating process writing with analytical reading of informational texts in curricula and teaching methods to upgrade learners' writing skills and performance.

5. Conclusion

Inadequate ability to write academic essays is a challenge that English majors in Gaza universities encounter. The problem is addressed by integrating process writing with an analytical reading of informational texts; the objectives are to improve writing skills, particularly cause and effect essay writing, and to investigate the participants' attitudes toward academic essay writing, the statistical result of the posttest is significantly positive; that is, the participants produced cause and effect essays efficiently. Furthermore, their attitudes, confidence, and interest in academic essay writing have improved. Noteworthy that the effect size of the implemented strategy is large.

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