

## Undergraduate Students' Perceptions of the Modified Process Approach to Teaching Writing.

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Language usage is an area where many people have entrenched problems. This study explored University students' perceptions of the modified process approach with which they were taught and the learning processes which they experienced. In addition, it examined their actual writing performance to determine the correlation between their perceptions and their performance. The study was carried out in order to better inform an instructional method for teaching English. The approach was descriptive and detailed data were collected throughout the delivery of the course using data triangulation of a series of questionnaires, interviews, students' portfolios (teacher's report, student self-reflection), participant observation and peer response interaction. The data were qualitatively analyzed. Findings from the analysis of the students' responses and the continuous examination of their actual writing performance revealed students' support for the modified process approach. They all indicated that the approach was very helpful in that it did not only help them to improve in their writing skills but also to change their negative attitudes toward writing. Improvements were greatest in the areas of content and organization while grammar errors reduced but persisted. The growth in performance and

modified process approach in teaching students with entrenched language (writing) problems. With this approach, the conferencing strategy was particularly effective.

**Keywords:** Students' perceptions, modified process approach, writing skills, undergraduate pedagogy, students' portfolios, performance, attitudes, teacher's instructional styles, conferencing.