

A METHODOLOGICAL MODEL OF THE FIVE-STEP WRITING PROCESS IN LANGUAGE LITERACY TEACHING

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Abstract: This paper provides an overview of the five-step writing process as a methodological model in language literacy teaching, starting from the understanding of writing as a complex, gradual, and learning-dependent process. Rather than focusing solely on the final written product, the paper emphasizes the writing process itself and its methodological value in developing students' language and communication competencies. The five-step writing process—idea generation, planning, drafting, revising, and publishing—is presented as an open and flexible methodological framework, adaptable to different age groups and instructional contexts, in both primary and subject-based teaching. Each stage of the process is examined from a didactic and methodological perspective, with particular attention to its role in classroom practice and its contribution to the development of language literacy. Special attention is given to the teacher's role as an organizer, guide, and source of support throughout the writing process, as well as to the active role of students, who through process-oriented writing develop skills in planning, self-reflection, and responsibility for their own texts. The paper emphasizes the importance of adapting instructional activities to students' age, prior knowledge, and interests, and of creating a supportive environment for writing. The paper also considers the potential role of modern digital tools, including artificial intelligence, in the writing teaching process, reflecting on their possibilities for supporting both students and teachers, as well as on the challenges and ethical aspects of their use. Viewing writing as a process enables continuous improvement of written expression, encourages peer and self-assessment, and contributes to more meaningful and functional language learning. The aim of the paper is to highlight the methodological potential of process-oriented writing and to affirm the five-step writing process as a pedagogically grounded and applicable model in contemporary language literacy teaching, with consideration of modern digital tools and their integration possibilities.

Keywords: language literacy, five-step writing process, methodological model, language and literature teaching, digital tools

1. WRITING AND CONTEMPORARY LANGUAGE AND LITERATURE TEACHING

In contemporary language and literature teaching, writing should not be regarded merely as a technical skill for recording thoughts, but as a complex linguistic, cognitive, and communicative activity that plays a central role in the development of students' literacy. Through writing, students not only master the rules of the standard language, but also develop the ability to structure ideas, organize content, formulate arguments, and express personal experiences. Writing thus serves simultaneously as a means of learning, a mode of thinking, and a form of communication, occupying a prominent position within the teaching process. Despite its importance, writing is often marginalized or reduced to a mere assessment of knowledge, with emphasis placed solely on the final product rather than the process of its creation. Such an approach overlooks the fact that writing is not an innate skill, but one that is learned and gradually developed through methodological support and conscious understanding of the stages it entails. For this reason, modern methodologies in language and literature teaching emphasize the need for a systematic, process-oriented approach to writing, in which students actively participate in all stages of text production.

A methodological approach to writing involves the planned and structured guidance of students through the various phases of text development, transforming writing from a one-off task into a developmental process. In this way, students acquire not only linguistic confidence but also an awareness of writing as an activity that requires reflection, organization, revision, and refinement. Simultaneously, their metacognitive skills are fostered, as students learn to monitor, evaluate, and improve their own texts. It is also essential to highlight that a thoughtfully designed methodological approach contributes to the functional understanding of language and its purposeful use, thereby enabling language and literature teaching to achieve one of its fundamental objectives: preparing students for clear, meaningful, and purposeful expression. Writing is thus affirmed as a core competence, not only within the subject itself but also within a broader educational and social context.

2. THE WRITING PROCESS AND THE CURRICULUM

In traditional language and literature teaching, writing was largely reduced to a culture of expression that methodologically involved one lesson of oral expression as preparation for a subsequent lesson of written work. Such an organization of the teaching process was based on the assumption that oral preparation constituted a sufficient foundation for the independent production of written texts, with writing being treated as a final activity

rather than as a process that requires guidance, practice, and gradual development. Under these circumstances, students did not develop skills in planning, organizing, or structuring texts, nor did they acquire confidence in their own writing abilities. Instead of fostering concrete linguistic competencies, this model often generated feelings of effort, uncertainty, and stress among students, as they were confronted with the requirement to produce a text independently without adequate methodological support. Writing was perceived primarily as a test of ability rather than as an opportunity for learning, which further diminished motivation and self-confidence. Frequently, students sought assistance from others when completing written assignments, thereby hindering authentic learning and individual progress. Due to the absence of clearly defined stages and a developmental dimension in writing, this approach did not lead to the achievement of specific educational objectives in linguistic literacy. Writing remained an isolated activity, stripped of its processual, cognitive, and communicative functions, leaving its full educational potential underutilized.

Modern methodological approaches in language and literature teaching represent a departure from the traditional conception of writing and focus on learning and developing writing skills through the five-step writing process, applicable to all grade levels in primary and secondary schools. In the new curricula for primary schools and high schools in the Zenica-Doboj Canton, outcomes related to linguistic literacy from the third grade of primary school onwards are designed to ensure that students "create clear and meaningful texts in which content, organization, and style are appropriate to the task, purpose, and audience," while also "writing texts by improving them through planning, revision, editing, or attempting a new approach." These outcomes clearly indicate the necessity of a carefully structured methodological approach to guide students through the writing process, highlighting the importance of the process itself rather than solely the final product.

3. THE FIVE-STEP WRITING PROCESS

The five-step writing process represents a methodological model that conceptualizes writing as a gradual, structured, and developmental activity, rather than a one-off task. This model encompasses the phases of planning, drafting, revising, editing, and publishing, with each phase playing a specific role in shaping the final written product (see Smith, 2021; Indriyani, 2024). Preceding these phases is the deconstruction of a model text, an activity in which students analyze examples of texts of the same type that they are expected to produce themselves. Such an approach enables students to gradually develop their ideas, improve the organization of their texts, and cultivate an awareness of language as a tool for clear and purposeful communication. A process-oriented approach to writing emphasizes the active role of students in all stages of text production, transforming writing from a reproductive activity into one of meaning-making (see Chen, 2024). Research indicates that this model contributes to the development of linguistic competence, critical thinking, and the ability to independently shape a text, as students are given opportunities to reflect on, revise, and improve their work (Rahman et al., 2024; Wirtu et al., 2025). As a result, writing becomes not only a means of assessment but also a tool for learning and personal development. The five-step writing process thus constitutes an effective methodological framework for systematically developing literacy, enabling students to understand writing as a complex yet manageable process that unfolds through guided practice and continuous refinement.

Text Deconstruction

In the contemporary process-oriented approach to writing, the planning phase is preceded by an important methodological step known as text deconstruction, which involves the analysis of model texts of the same type that students are expected to produce independently. The aim of this phase is for students to become familiar with the fundamental characteristics of a given text type, its structure, linguistic features, and communicative purpose, thereby creating a clear foundation for their own writing. The process-oriented approach emphasizes that students develop writing skills more effectively when they have the opportunity to analyze and understand text models, as this allows them to internalize organizational and expressive patterns characteristic of a particular genre (see Smith, 2021; Chen, 2024). The deconstruction process can be applied in teaching through both literary and informational texts. Text deconstruction involves guided analysis of a selected model text or text excerpt, in which students, independently or with teacher support, identify key elements such as structure (introduction, development, conclusion), the development of ideas, use of linguistic devices, and stylistic techniques. For example, when analyzing a character description, students observe how the description is organized, which linguistic structures are employed, and how vivid imagery is achieved. When analyzing a narrative text, they identify the sequence of events, the role of the narrator, and the way experiences are conveyed. Such analysis enables students to develop an understanding of the conventions of a particular text type and their communicative functions (see Indriyani, 2024).

This phase is particularly important because it reduces student uncertainty and provides a clear framework for writing, transforming the task from an abstract requirement into a structured and comprehensible activity. Research indicates that students who analyze text models demonstrate greater ability to organize their own writing and

achieve higher outcomes, as they better understand the expectations and criteria of the specific text type (see Rahman et al., 2024; Wirtu et al., 2025). Text deconstruction, therefore, represents a crucial introductory methodological step in the writing process, enabling students to acquire knowledge about text types, their structure, and linguistic features, thereby laying the groundwork for successful planning and composition. In this way, students not only learn the rules of writing for a given text type but also develop a functional understanding of textual patterns and their application in various communicative contexts.

The Planning Phase (Prewriting)

The planning phase represents the initial and one of the most critical stages in the writing process, as it allows the student to establish the foundation of the future text through reflection on the topic, purpose, and structure of expression. At this stage, writing is not yet focused on linguistic accuracy but on generating and organizing ideas that will later be developed into a complete text. The process-oriented writing model emphasizes that the quality of the written product largely depends on the quality of planning, as this phase provides students with a clear conceptual framework for further work (see Smith, 2021; Indriyani, 2024). Planning involves activating prior knowledge, defining the purpose of writing, and identifying the intended audience, thereby orienting writing toward a specific communicative goal. In this phase, students develop an awareness of what they want to convey and how to express it most effectively, which reduces uncertainty and facilitates text development. The process-oriented approach highlights that planning contributes to better content organization and textual coherence, as students can structure their ideas in advance (see Chen, 2024; Rahman et al., 2024).

From a methodological perspective, the effectiveness of this phase depends on the use of appropriate strategies that foster creative thinking and content organization. One of the most used strategies is brainstorming, or the free generation of ideas without immediate evaluation, which encourages spontaneity and active student engagement in the writing process. A similar function is served by mind mapping, which allows for the visual connection of ideas and their relationships, facilitating the structuring of the future text (see Indriyani, 2024). Another effective strategy is the creation of a conceptual plan or text outline, in which students determine the main components of the text, their sequence, and content. This strategy contributes to the development of organizational and logical structuring skills, a key component of high-quality writing. Additionally, the strategy of guided questioning (e.g., Who? What? Why? How? For whom am I writing?) has proven useful in helping students clarify the topic and develop the content (see Smith, 2021). The application of these strategies promotes student independence and confidence, as it enables them to begin writing with a clear conceptual basis. Research confirms that students who systematically engage in the planning phase produce more organized and higher-quality texts, as well as demonstrate greater ability to manage their own writing process (Wirtu et al., 2025). Consequently, the planning phase constitutes the foundation of the entire writing process and represents an essential methodological step in the development of linguistic literacy.

The Drafting Phase

The drafting phase represents the stage in which students begin to concretely shape their ideas into text, moving from abstract plans to actual content. Unlike the planning phase, which focuses on idea generation and organization, in drafting students start translating their envisioned structure into written sentences, paying attention to the flow of thought and the basic logic of the text (see Smith, 2021; Indriyani, 2024). Drafting does not require immediate linguistic perfection or stylistic refinement, as its primary goal is to create initial material that will later undergo revision and editing. During this phase, students are encouraged to write freely, without self-censorship, so that ideas can be expressed without hindrance, while simultaneously following their previously developed plan or outline to maintain coherence and logical flow. It is often useful for students to construct the text gradually, writing separate sections—introduction, development, and conclusion, which are later combined into a cohesive whole. Additionally, it is important for students to organize the physical or digital space of their text, leaving blank lines between sentences and paragraphs, allowing for visible corrections and additions during the revision phase. Such spatial organization enables teachers to formatively monitor the process of text improvement, providing students with a comprehensive view of their own revision practices and fostering metacognitive awareness of the writing process. During drafting, students may also use guided questions, such as “What do I want the reader to understand?” or “How will these ideas be connected?”, which help clarify key messages and maintain focus on the main elements of the text (see Rahman et al., 2024; Wirtu et al., 2025; Chen, 2024; Indriyani, 2024). This strategy encourages metacognitive reflection, as students consider not only what they are writing, but also how they organize and present their ideas, thereby increasing awareness of their own writing process.

The drafting phase also includes experimentation with linguistic and stylistic devices. Students are encouraged to test different modes of expression, the use of metaphors, descriptive elements, or narrative techniques, without fear of making mistakes. This approach fosters creativity and confidence in their linguistic abilities, which is particularly important for producing authentic and expressive texts. Research confirms that students who systematically engage

in the drafting phase produce texts that are more coherent, better organized, and demonstrate a stronger ability to connect ideas. Moreover, they are better prepared for subsequent revision and editing, as they already have a concrete foundation for analysis and improvement (Rahman et al., 2024; Wirtu et al., 2025). The drafting phase thus constitutes a crucial step in the writing process, enabling the transition from planned ideas to actual text without pressure for perfection, thereby promoting creativity, independence, and responsibility for one's own work.

The Revision Phase

The revision phase represents a crucial step in the writing process, during which students review and improve their text following the drafting stage. At this stage, attention is focused on content, organization, coherence, and clarity of expression, rather than on grammatical or orthographic accuracy, which is addressed later in the editing phase (see Smith, 2021; Indriyani, 2024). Revision allows students to view their text from the reader's perspective, identify weaknesses in the development of ideas, logical sequencing, and paragraph connections, and adjust the text to align with its intended purpose. It is particularly important that students utilize the blank spaces left during drafting for corrections, additions, or improvement suggestions. These interventions can be marked using different colors, providing a clear visualization of changes and facilitating formative monitoring by the teacher, as well as self-assessment of their own corrections. Additionally, students can receive peer feedback, which enables them to consider the text from another perspective, recognize shortcomings they may have overlooked, and further refine their work (see Rahman et al., 2024; Wirtu et al., 2025). During revision, it is also essential that students return to the deconstructed model texts they previously analyzed to verify whether their own writing adheres to the principles of organization and composition characteristic of the specific text type. This comparison allows students to identify deviations and adjust structure, style, and linguistic choices so that the text becomes functional and aligned with its communicative purpose (see Chen, 2024; Indriyani, 2024).

Revision is also an opportunity for the development of critical thinking and reflective skills, as students do not merely correct their initial draft but also re-evaluate decisions regarding content organization, word choice, and stylistic solutions. Through this process, students learn that writing is not a one-time activity but a dynamic process in which ideas are shaped, reviewed, and improved through interaction with models, planning, peer feedback, and the text itself. Research shows that systematic revision enhances text quality, as students who carefully analyze and correct their drafts develop stronger competencies in coherent and structured expression, while also strengthening independence and self-assessment skills in writing (see Rahman et al., 2024; Wirtu et al., 2025). Thus, the revision phase represents a key methodological component of the writing process, enabling students to continuously refine their work and develop awareness of their own writing and learning processes.

The Editing / Proofreading Phase

The editing phase represents the stage in the writing process where students focus on the linguistic and stylistic refinement of the text, after content, structure, and organization have been shaped through planning, drafting, and revision (see Smith, 2021; Indriyani, 2024). Unlike revision, which emphasizes the development of ideas and the logical flow of the text, editing is concerned with language accuracy, correct application of grammar and orthography rules, and stylistic devices that enrich the text. During editing, students often use checklists to systematically verify the correctness of their writing. These checklists include rules that students have already mastered in grammar and orthography lessons (e.g., correct capitalization, punctuation, agreement between verbs and nouns). Simultaneously, checklists may include stylistic criteria, such as the presence and quality of metaphors, epithets, comparisons, and other rhetorical devices. If students notice insufficient or improperly used stylistic elements, they revise and enhance them, thereby partially revisiting the revision phase to make the text more expressive and functional.

This phase enables students to develop independence and metacognitive awareness of their own writing, as they learn to apply linguistic and stylistic rules to concrete texts, identify and correct errors, and enrich their expressive meanings. Research indicates that thorough application of the editing phase significantly improves the clarity, precision, and stylistic quality of written expression, while strengthening students' competence in autonomous language use (see Chen, 2024; Indriyani, 2024). Editing, therefore, represents the final key step in the writing process, where students shape their text to be linguistically and stylistically correct, expressive, and ready for presentation, publication, or evaluation.

The Publishing Phase

The publishing phase represents the final stage of the writing process, in which students bring their text to its final form, ready to be shared with an audience or evaluated (see Smith, 2021; Indriyani, 2024). After developing the text through planning, drafting, revising, and editing—achieving a coherent structure, clearly expressed ideas, correct language use, and appropriate stylistic devices—publishing allows students to present their work and experience writing as a form of communication rather than merely an academic task. This phase also provides teachers with the opportunity to formatively assess both the final product and the process the student has undergone, as the completed

text reflects all preceding stages—from planning and drafting to revision and linguistic and stylistic editing. Students thus receive feedback on the effectiveness of their strategies and knowledge application, further fostering reflection and literacy development.

Publishing can take various forms, depending on the students' age and the teaching context. It may involve a formal class presentation, a display on a bulletin board or school magazine, publication in a digital environment, collaborative work in online publications, or the creation of a collection of texts. Regardless of the format, the key value of publishing lies in enabling students to see the real purpose of their text and experience a sense of achievement, which enhances motivation and the quality of their writing. Research indicates that the publishing phase significantly impacts student motivation and engagement, as it allows them to perceive writing as a communicative act with a concrete purpose, rather than merely an evaluative task (Chen, 2024; Indriyani, 2024). Publishing completes the five-step writing process, consolidating the knowledge and skills acquired in previous stages and ensuring that students understand writing as a complex yet manageable process.

The Use of Digital Technologies and Artificial Intelligence in the Writing Process

The integration of digital technologies and artificial intelligence (AI) tools can significantly enhance all stages of the writing process, providing students with additional resources and feedback, while giving teachers a more precise overview of students' progress (Chen, 2024; Indriyani, 2024). These tools support students in developing their ideas, organizing text, and independently checking content and style, while allowing teachers to monitor and guide the entire process.

During the initial planning phase, students can use MindMup or Coggle to create mind maps, and Google Keep or OneNote for collecting notes and ideas. These tools help students structure their thoughts clearly, while teachers can observe the development of ideas, provide suggestions, and assist in organizing content more effectively. As students move on to drafting, Google Docs becomes a central tool. Students can write and edit their text, while teachers monitor progress in real time, leave comments, and suggest additional ideas. AI tools such as ChatGPT can support students in generating sentence proposals, synonyms, or creative formulations, yet final decisions remain with the students, promoting autonomous text development. It is essential to introduce digital tools and AI gradually, as students are already exposed to these technologies. Teaching them to use these resources purposefully and responsibly ensures proper application rather than incorrect or uncontrolled usage without understanding acceptable practices. In the revising phase, students return to their text to verify whether the content and structure align with the deconstructed model of the same text type. Google Docs enables tracking changes and comments, while digital checklists and Forms help students verify the presence of key textual elements and give teachers a clear insight into progress and common errors. This allows teachers to monitor how students review their work, highlight inconsistencies, and provide specific guidance to improve content. During the editing phase, the focus shifts to linguistic and stylistic precision. Tools like LanguageTool help students correct spelling and grammar errors, with additional support from the language check features in Word and Google Docs. Teachers can observe patterns in students' mistakes and provide targeted feedback, helping students develop accuracy in writing and independent recognition of stylistic weaknesses. Finally, in the publishing phase, students can use tools such as Canva, Padlet, or Google Sites to visually present their text and share it with peers and the school community. Teachers evaluate the quality of the presentation, check whether students apply learned organizational and stylistic principles, and provide final feedback.

In conclusion, digital technologies and AI enable a comprehensive, guided, and transparent writing process, where students develop creativity, linguistic and stylistic literacy, while teachers formatively monitor progress and guide students through all stages—from planning to publishing. Gradual and purposeful integration of these technologies ensures students learn to use them correctly and responsibly, fostering their digital competence and awareness of appropriate tool usage in an educational context.

4. CONCLUSION

The five-step writing process represents a methodological framework that enables students to understand writing as a complex, gradual, and developmental process, rather than a one-time activity. Through the stages of text deconstruction, planning, drafting, revising, editing, and publishing, students progressively develop their ideas, organize content, acquire linguistic and stylistic norms, and cultivate critical thinking and autonomy in shaping their texts.

The integration of digital technologies and artificial intelligence tools further enriches this process. Tools such as Google Docs, OneNote, MindMup, LanguageTool, and AI systems like ChatGPT facilitate students in planning, drafting, and revising their texts, while providing teachers with opportunities for formative monitoring, feedback, and systematic tracking of progress. Gradual implementation of these technologies ensures that students learn to use digital tools purposefully and responsibly, enhancing their digital, linguistic, and stylistic competencies.

Applying this methodological model in schools not only improves the quality of written work but also fosters lasting skills in literacy, self-assessment, and creative expression. The process-oriented five-step writing approach proves to be an effective, comprehensive, and adaptable framework that allows students to perceive writing as a tool for learning, expression, and critical reflection, while providing teachers with structured guidance and oversight at every stage of literacy development.

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