The present study intends to examine the utility of synthetic-based approach versus traditional approaches of writing among Iranian EFL learners. To achieve this end, ninety students at Upper-Intermediate level were randomly chosen from the English population of Kish and Gooyesh English Institutes. The students were divided into three groups. Group1 is asked to do a writing task based on product-based approach. A writing task based on process-oriented approach was administered to Group2; later on, Group3 was invited to write a composition to assess their performance based on synthetic-based approach. The result of the t test and two-way ANOVA revealed that the students performed better in writing using synthetic approach rather than traditional approaches to writing.