The Effectiveness of Process-Genre Approach as a Teaching Method of Academic Writing

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Abstract

This research aims to determine the effectiveness of a Process-Genre Approach in teaching O-level students academic writing. The researcher has done experimental research by using mix method approach and randomly selected two groups for the investigation. The chosen groups were designated as experimental and control groups, respectively. These two groups were given a proficiency test (pre-test) at the beginning of the research, and the results were recorded so their post-test results could be compared. After pre-test administration, the experimental group was taught for four weeks utilizing a process-genre method, whereas the control group was taught using the usual process technique. To evaluate the effectiveness of the process-genre strategy, the post-test (achievement test) outcomes for both groups were compared. Graphs were used to illustrate the results of the students' achievements as well as the differences between the two groups, which made it simpler to understand the study's findings. Based on the significant disparities in post-test findings between the two groups, the study's hypothesis proved the effectiveness of the process-genre approach. The results show that using a process-genre approach stimulated the students' interest in writing activities. It may help them become proficient writers and inspire them to write more.

Keywords: Process-Genre Approach, Effectiveness, Pre-Test, Post-Test, Academic Writing

Introduction

English is a widely spoken language in the world. Crystal (2012) acclaimed English as the most successful language of all time in his book *'English as a global language'* with over 1500 million native speakers worldwide. It is a language of powerful countries such as America, Britain, and Canada, it is being used as a communication medium around the world. English's prominence as a lingua franca and a method of worldwide communication necessitates its comprehension and learning of academic writing as a second language (Nguyen, 2019). The situation of Pakistan is no different in this regard. English is the official language of Pakistan and used widely in academia and government.

Academic writing is an essential component of learning, and it should be prioritized in preparing students to meet both communicative and academic needs. Writing is critical because it is widely used in education and the workplace (Zoghbor et al., 2020). Therefore, the term Teaching English Foreign Language (TEFL) or English Language Teaching (ELT) is used to refer to the process of teaching English. English is taught in educational institutions for academic purposes. Writing in English is essential for real-world circumstances, such as letters, messages, notifications, reports, and academic efforts, such as homework, research papers, and exams. Consequently, English language learners must strengthen their writing abilities (Haycraft, 1978).

For teaching writing skills, there are various approaches have been introduced by different pedagogy. Over the last four decades, writing in pedagogical research has undergone significant modifications, including product, process, genre, and the combined process-genre approach (Abate, 2019). When it comes to English second language (ESL) writing instruction, most secondary, intermediate, and pre-university students are taught using a method known as the Product Approach, which emphasizes memorizing pre-prepared replies and is focused on the instructor. In Pakistan, many approaches are utilized to teach English as a foreign language. Grammar translation is still used

in most public and private schools and institutions. However, in certain renowned schools, direct approach, audio-lingual approach, and communicative approach are used. The communicative approach is primarily employed in English language schools and institutes. However, alternative teaching techniques are used depending on the student's ability, need, and the context in which the lesson takes place (Muhammad, 2016).

Tribble (1996) explains that the process approach involves four stages: pre-writing, composing/drafting, revising, and editing. The writer evaluates the text's background, intended audience, and purpose during preparation. Caudery (1997) believes that generating several draughts is essential to the writing process. It is important to note that he follows a four-stage method, beginning with prewriting and ending with revision and editing. It has been noted by Badger and White (2000) that there is a lack of linguistic understanding in the process approach. In a process-oriented approach, students are expected to develop their ideas. One of the most difficult challenges students in a language school encounter is coming up with new ideas. In addition, most pupils have no idea what genre norms are. Students are left to depend on their ideas while using a process-oriented approach. Due to the difficulty in generating ideas, learners get demotivated in the writing process. One of the key drawbacks of the process approach is the lack of ideas.

Genre analysis is primarily concerned with discovering the text's purpose, and Hedge (2000) believes that discovering the text's purpose is critical to motivating students to accomplish their goals through language. Paltridge (2004) argued that the genre technique teaches students the exact genres they will need to communicate successfully in the real world. The Genre approach to writing, according to Cope and Kalantzis (2014), consists of three stages: modeling the goal genre for students, composing a work collaboratively with students, and having students write autonomously. As Badger and White (2000) pointed out, the use of genre as a teaching method weakens the writing process and makes learning seem to be an entirely passive activity. Most authors' procedures, including pre-writing, composition, editing, and revision, are excluded from the genre approach. Because of this, this strategy is not suitable for students. The students' originality is hampered, and they become passive in the writing process when they copy material, but writing is an active activity that requires students' involvement in the composition of a piece of text (Shafi, 2019; Ullah, Ali, & Shafi, 2022).

To summarise, each of the aforementioned methods for teaching writing has strengths and faults, and none of them is perfect. Instructors must employ a mixture of both techniques to balance out the disadvantages of one strategy with the benefits of the other. If pupils are taught using a process method, for example, they will have difficulties coming up with fresh ideas. With the help of a genre-based approach, learners may receive the knowledge they need to succeed. It implies that learners may be assisted, and their learning outcomes can be improved by combining diverse instructional strategies. Despite the teaching approaches limitations, Badger and White (2000) introduce the process-genre joint strategy; it is simply a combination of two models, the process-based approach and the genre-based approach, and it seems appropriate for composing texts in a familiar genre (Kim, 2006). This technique is also distinguished by its integration of all communication skills: listening, reading, writing, and speaking (Abate, 2019).

Xu and Li (2018) investigated a process-genre approach to teaching students advanced English as a foreign language (EFL). A doctorate English for Academic Purposes (EAP) curriculum was tested in 2009-2010 and 2010-2011 by conducting a series of 'reading to writing' activities and processes. Wahab (2020) studied the influence of the process genre approach on the reflective writing abilities and genre knowledge of EFL sophomore students. Sixty EFL sophomores from the Faculty of Specific Education at Zagazig University participated. The research used a quasi-experimental approach in which two groups, an experimental group (n=30) and a control group (n=30), were allocated. Based on these findings, EFL teachers must include the process-genre approach in the instruction of EFL writing skills. Furthermore, Researchers Ajmal and Irfan (2020) conducted a quasi-experimental study to examine the impact of the Process-Genre Approach (PGA) on writing anxiety in Pakistani ESL intermediate/pre-university students. Thematic analysis of large amounts of interview data further supports the finding that the therapy successfully reduced writing anxiety.

The effectiveness of PGA is very much prevalent in the aforementioned works. It has seen an increase in the use of the Process-Genre approach in Pakistan currently as well as around the world. The rise in the use of this hybrid technique has aroused controversy and raised questions about the

conventional ways of teaching. Ajmal and Irfan (2020) are some of the first Pakistani researchers to use the process-genre approach at the intermediate levels. However, there is a gap in research on how process-genre instruction affects students' writing skills, and hence it is necessary to investigate the efficacy of process-genre instruction on student writing abilities in Dera Ghazi Khan. In this research, the study aims to teach academic writing at the O-level using a process-genre approach. The primary goal of the researcher is to evaluate the effectiveness of a process-genre approach. Some of the world's best language teachers and experts have adopted this approach, which has worked well. Badger and White (2000) were the first to propose this approach for teaching academic writing. Using a combination of two teaching approaches is the best way to address this issue, as the strengths of the other can compensate for the weaknesses of one technique. This hybrid approach is the premise on which the current investigation is based.

Statement of the Problem

While developing the ability to produce high-quality written content is an integral part of the writing process, being a good writer is not simple for everyone, and many students face tremendous difficulties. Numerous local writing studies, such as Mesfin (2016) and Teshome (2007), have found Pupils' writing performances are at lower level. In this regard, students at International Islamic University Schools were similar to those previously investigated. Students' writing assignments and assessments indicate that they are performing at a lesser level. As a result, the researcher has taken tests of English at the O- level and noticed firsthand how deeply embedded the problem is.

One possible explanation for students' poor writing performance is the effectiveness of the pedagogical approach used in EFL (English Foreign Language) writing classes. As a result, incorporating process-genre writing instruction into EFL classrooms may aid in the development of students' writing abilities. The research intends to evaluate the effectiveness of the process-genre approach by comparing its findings to those of the process approach. The IIUI students will receive this process-genre intervention strategy. Although the impact of the process-genre writing approach at O-level part one has not yet been studied. As a result, examining the effect of process-genre instruction on students' writing skills will be determined to be critical.

Hypothesis

Academic writing abilities may increase if students are instructed to utilize a process-genre approach.

Objectives of the Study

The current study aims to:
   i.   Determine the efficacy of a Process-Genre Approach in teaching O-level students academic writing.

Research Questions

Following the aims mentioned above, the current study purposes the following question.
1.   What is the efficacy of the process-genre approach on the writing capabilities of students?

Significance of the Study

This research will add to the growing knowledge about the current teaching methods and students' learning. It will make readers aware of the changes that are occurring in the teaching methods. In Pakistan, Language teachers in the institutes rarely apply process-genre approaches, making the current study quite significant (Ajmal & Irfan, 2020). Teachers and students alike would benefit significantly from the findings of this study, such as the Process-Genre approach will enable learners to analyze the target genre. This teaching approach will help learners to determine the goal and purpose of the writings. This teaching approach will help learners be creative with their thoughts. Teachers can use this strategy to assist students in better understanding the process of composing a piece of writing, which should result in less stressed and more motivated learners (Abdullah, 2019). Through this approach, they may gain a stepwise understanding of the linguistic characteristics of many genres. With the application of this approach in teaching, there is an undiscovered gap in knowledge that needs to be filled to get the most out of this study. Teachers and learners of English as a second language may find this study's findings valuable in determining whether a hybrid approach to teaching writing yields the desired results. Teachers of academic writing outside of Pakistan will also benefit from this research. They can test the efficacy of this strategy in a variety of settings.

Delimitation of the Study

The present research is limited to O-level part one students at the Dera Ghazi Khan campus of the International Islamic University Islamabad Schools (IIUI); the genres students learn and compose include letter writing, story writing, paragraph writing, and essay writing. The research lasted four weeks, with one week devoted to each genre; pre- and post-tests were used to monitor and evaluate the students' performance.

Methodology

Theoretical Framework for Research Study

Process-Genre Approach

Badger and White (2000) described that a good writing technique must include understanding several approaches (product, process, and genre approaches). The process genre approach, according to Gao
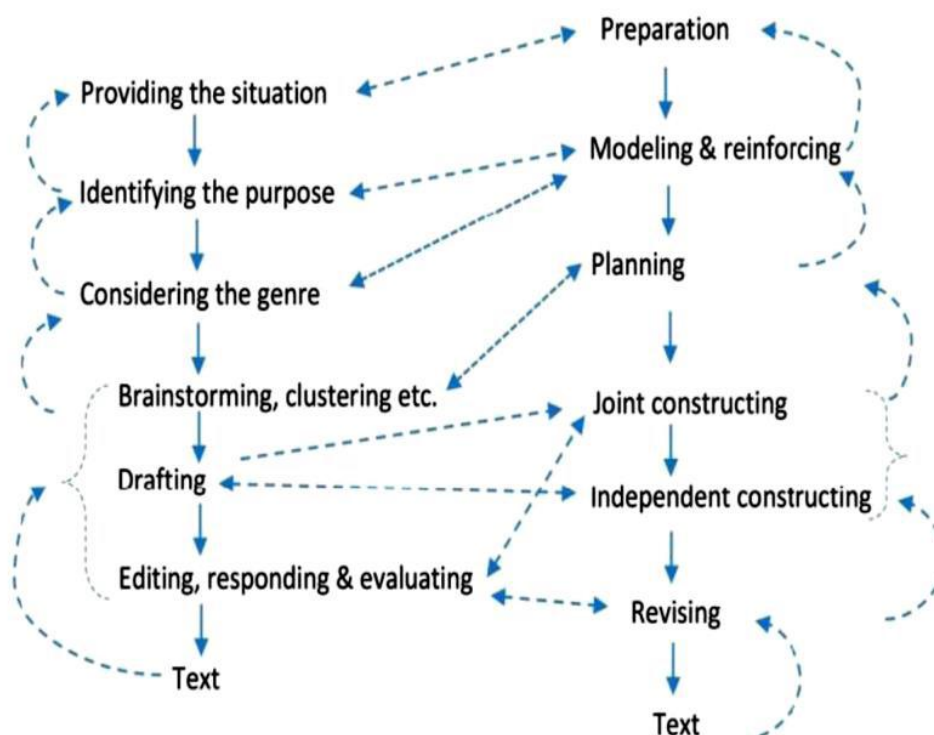
(2007); Babalola and Litinin (2012), is a mixture of two techniques that may aid in the development of students' writing talents. This strategy increases pupils' knowledge of various text formats and compositions.

In Badger and White (2000), the teaching technique for the process-genre approach may be summarised as follows.

Figure 1: The process-genre approach (Badger & White, 2000)

Preparation

In the preparation phase, the teacher sets the stage for the students' writing by supplying background information and outlining the genre. For instance, a teacher may supply students with newspaper advertising and ask them to create a piece of writing in response. If a student cannot produce a sufficient evaluation, the teacher will provide one.

Modeling

In the second phase, a sample text (for example, a letter of application) is introduced, and students are encouraged to analyse the document's purpose. Texts may explain, depict, narrate or provide arguments to persuade the audience. Structures and right words illustrate how the writer aims to attain his or her goal.

Planning

Planning is the third phase of the process genre approach. The instructor is activating students' schemata at this point. They come up with new ideas from brainstorming, debate, and research.

Promoting students' interest in the subject matter by connecting their experiences with the topic is the goal of engaging their schemata. Learning is more enjoyable and motivating when students can engage and contribute to classroom activities.

Joint Construction

In the fourth step, students work with their classmates and instructors to write the final product. It is a collaborative writing activity that includes brainstorming, drafting, and rewriting, among other writing processes. Teachers record their students' comments on the chalkboard, which they subsequently convey to the rest of the class. Students work together with their classmates and instructor to create a text.

Independent Construction

The fifth level involves autonomous text production. At this point, students will have collectively investigated and scrutinised model texts and created a piece in the genre. Class time might be given to autonomous composition so that the instructor is there to help, explain, or confer with students throughout the process. The writing assignment might also be offered as homework if class time runs out.

Revising

Finally, it is time to review and modify the pupils' draughts. It is up to the student, their classmates, or the instructor to revise and edit their work. Students may engage in peer-to-peer discussion, verification, and evaluation. The instructor also serves as a mentor, a guide, and a facilitator throughout this process.

Four Bases for Evaluating a Paragraph

John Langan (2009), in his book "*Exploring Writing: Sentences and Paragraphs*", has presented four criteria for evaluating any written material. The four base foundations are valuable and advantageous for both the language instructors and the language learners alike. Students response have analyzed on the basis of these four foundations.

Unity

In the first step, each paper's elements must link to the central argument provided in the initial subject line to establish cohesion. Each time the author considers adding anything, he or she must contribute to the fundamental argument.

Support

Support, the second foundation of good writing, gives particular instances that explain a paragraph's central theme. Readers want to see for themselves whether a writer is making a valid point about a subject or not, but we cannot do so without specific details. Every paragraph should be filled with vivid information! Using much support in writing can help learners speak more clearly and efficiently.

Coherence

Coherence is the third pillar of effective writing. There must be a consistent structure to the supporting thoughts and phrases for them to "stick together." Using transitions and other linking phrases as markers are important techniques for disparate binding pieces of information together.

Sentence skills

The writing will suffer if anyone makes spelling, grammar, punctuation, or sentence structure errors. This point is a requirement of the fourth essential pillar, 'sentence skills'. Readers can concentrate on the substance of a paragraph more when sentences are free of errors. When a writer's grammar and sentence structure are not up to the mark, it may detract from the meaning of a phrase or even make it unintelligible. So, a writer must be proficient in grammar, spelling, punctuation, and sentence structure.

Mixed-Method Approach

The mixed method approach is both qualitative and quantitative data collection and data analysis method. In comparison to a single technique or research method, their triangulation allowed a more nuanced, complete, and genuine and deep understanding of research problems (Creswell & Clark, 2017). The researcher has utilized both qualitative and quantitative research method for collection and analyzation of data.

Experimental Research

In the current study, the researcher used stratified random sampling and participants split into experimental and control groups. The researcher has updated the teaching approach, which is the process-genre approach. Four weeks have been spent teaching both sets of O-Level students with two

different teaching approaches. In the end, the size of the two groups has identical. There were 10 pupils in the experimental group and the same in the control group.

Research Design

The research design is a strategy that the researcher devises at the beginning of the study. Most mixed method study designs are organised, rigid, and stated in advance; they require intervention, manipulation, and control by the researcher over independent variables (Creswell & Creswell, 2018). In the current study, the researcher has used quasi experimental research design and converted into control group and experimental group for instance, the researcher controls and manipulates the independent variable like experimental group, the teaching approach (process-genre approach), to determine its efficacy. Other factors such as teaching time, number of lessons, and treatment duration have also been controlled.

Population

The population for this study consists of O-Level pupils from the IIUI school in Dera Ghazi Khan. The school offers two O-Level sections. Two pre-selections have been chosen for the sample by the researcher and labeled as control and experimental groups, respectively.

Sample

There were two O-Level sections in this session. By dividing students into control and experimental groups at random, any extraneous effects were checked out. A class of twenty pupils was invited to take seats. The pupils were split into two groups at random. Since each group had an equal number of students based on their academic achievements, stratified random selection was used in the research to ensure that any potential confounding variables were minimised.

Research Tools

The researcher used the pre-and post-tests included in Appendices A and B as research instruments. The 50-point pre-test was created to evaluate the students' writing and language skills. The pre-test consisted of writing a letter, a short story, a paragraph based on a given topic sentence, and a short essay. Four weeks after instruction or treatment, a 50-point post-test was administered. An achievement test is another name for the post-test. It has drawn on the same pattern. Interaction with the supervisor and department colleagues with the necessary information ensures the validity and reliability of the tests. The researcher used every effort to verify that the pre-test (proficiency test) given to both the control and experimental groups was valid and reliable. To ensure the validity and dependability of the pre-test, the researcher has accounted for the mentioned criteria. The students enrolled in this class had previously completed the same level study and passed their middle exams via Oxford courses. At this level, students are required to compose syntactically and semantically accurate phrases, paragraphs, and essays. These questions have been included into a pre-test or proficiency test by the researcher. In choosing and establishing the pre-test, the researcher also conferred with his supervisor and colleagues at IIUI. In addition, he has read the Allison's (1999) book titled *"Language Testing and Evaluation"* for direction and assistance. The learners in both groups completed the pre-test without any difficulty and provided responses to the majority of the questions. To determine the test's dependability, the researcher conducted the identical pre-test to both groups and discovered that their performance was comparable to that of the prior test.

Procedure

Stratified random sampling was used to divide the students into two groups: the control group and the experimental group. Students took a pre-test (a proficiency test), and the researcher recorded their scores. Both the control and experimental groups received the treatment. This course included content from books '*Exploring Writing Sentences and Paragraphs, A Handbook for Letter Writing, Introduction to Short Story Guidebook*' to teach students how to write in four different genres: formal letters, short stories, expository paragraphs, and essays. After four weeks of therapy, both groups were given a post-test (achievement test). The test results were recorded and compared to the children's pre-test and post-test.

Data Analysis

Various graphs, tables, and thorough explanations were used to examine the data collected during the pre-and post-testing phases. In order to find out how well the students performed, the researcher has compared the results of controlled and experimental groups, and the differences have been presented in graphs.

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Data Analysis and Major Findings

This chapter examines the data collection equipment used by the researcher. Instruments used in this investigation include a pre-test and a post-test. After dividing the students into control and experimental groups, the researcher performed a pre-test. The pre-test consisted of four questions designed to gauge the students' level of competency in the area of composition. All four questions of the pre-test (assessment test) required learners in the control group to write about each of the subjects provided. Test categories included "A paragraph, a letter, a story, and a linking word exercise." These four questions were worth 50 marks. Ten students from the control group and ten students from the experimental group attempted the test. After analyzing their written work, the instructor identified the students' strengths and areas for improvement.

Analysis of Results of Pre-Test

Students' tests were evaluated based on the given points: unity, coherence, cohesion, sentence competence, and variety of writing. Control group consisted of ten students. One out of ten students in the control group attained a score of 8; two students obtained a score of 13, three students scored 19 marks, two students achieved 20 and 21 marks and two obtained 27 and 29 marks. Similarly, the experimental group consisted of ten pupils. Out of these ten pupils, one received 11 marks, three students received 16 and 17 marks respectively, three received 18 and 20 marks, two received 22 and 23 marks respectively and one received 30 marks.

a)   The lowest score students Zeta and Lambda did not comprehend the topic sentence. As a consequence, he penned sentences that were irrelevant to the topic. This point demonstrated the lack of cohesion in the writing since the supporting phrases were irrelevant. In addition, there was no coherence in the writing. Also, cohesive devices were not used. In addition to grammatical, spelling, and punctuation issues, there were few technical flaws. Even he composed the whole text using informal language and grammatically incorrect fragments, such as, "so well with **there** language **&** behaviour", "**The** were well-known with the location", "we **was**," and other spelling errors: '**vactions, adress, and togather**'. These highlighted words show the wrong words error such as he used there instead of their, & instead of and, The instead of they.

b)   Delta, Pi, Mu, Xi and Kappa students who scored 13 to 17 marks. When analysing the tests attempted by these learners, it was evident that they comprehended the primary phrase and attempted to construct statements that supported it. In these cases, however, learners lacked text cohesion and produced irrelevant and unclear statements. There was also a lack of consistency in the learners' responses, such as Kappa wrote, "**I was travelling from Lahore to Islamabad,**" and then added, **"I met a family on the bus who were staying in Islamabad before travelling to Murree. We were travelling with them "**. Therefore, it has clearly shown in the paragraph's unstructured sequence of events. In addition, there was a lack of flow in the texts owing to the infrequent employment of cohesion devices. These students often composed statements in the present tense when the subject sentence indicated that the past tense had been used, as in **"He takes, we were talked (error in past continuous), we are studying (moved toward present), and a trip for my friends was scheduled (past continuous and subject-verb agreement error) ".** There were several subject-verb disagreements, such as **'My friends was (instead of 'were' he used was), my family are (instead of past tense sudden move to present), and nobody has (instead of had he used has)'**.

c)   Alpha, Beta, Upsilon, Tau, Nu and Epsilon, both group students, obtained 18 to 20 marks. When these students' answers were evaluated, it was evident that they had achieved coherence and unity of thought. The subject sentences are located at the beginning of the texts. The students used cohesive devices such as in the first question "First (described the trip's location), Second (described the persons they met), Third or the next day, and Fourth" to organise the sequence of events. However, there were several technical errors, including misspellings, punctuation, and improper collocation. They made spelling blunders such as "**situions, studing, muree, affactionately, principel and cancealed** " in the text. They had numerous problems with collocation, missing commas, and incomplete sentences, such as "when i went to the shop i suddenly saw my friends were buying some drinks', then he told i came with my family here i made money for family". The students added some supporting

phrases, but these were insufficient. In addition, there was no ending or closing sentence, another essential feature of text composition.

d) In the pre-test, Rho, Sigma, Theta, and Lota, obtained 20 to 23 marks respectively. The textual analysis of their responses revealed that they could attain coherence and conceptual unity. Infrequently, cohesion-promoting devices were also used. However, few technical errors, such as incorrect prepositions and word choice, such as "At his action I **made** an Ahmad fan, **swum** in the lake, and **driven** across the bridge". Here 'made, swum, driven' were not suitable verbs which the students employed. There were other errors in tense, verb form, and punctuation, such as "**They we** all decided **to spent** the vacation on the same family spot". The thoughts were insufficient to support the main statement, and there were no concluding sentences.

e) The control group's last two students, Eta, Gamma and Omicron scored 27 to 30 marks respectively. They had achieved unity, coherence, and cohesiveness, as shown by the analysis of their answers. There were no grammatical or spelling errors to be found in their writing. In addition, they penned a concluding sentence as well. A few technical flaws may be rectified if the learners were challenged and their mistakes were marked for correction, such as unnecessary commas, unrelated thoughts, and minor grammar issues (some punctuation, form of the verbs mistakes). There should have been a more significant number of relevant supporting arguments. However, their writings were far more readable and intelligible than other students of the both groups.

S/NO	Student's Name	Total Marks	Marks Obtained	Percentage
Table1. Results of Pre-test of Control and Experimental Group				
1	Alpha	50	19	38%
2	Beta	50	19	38%
3	Gamma	50	27	54%
4	Delta	50	13	26%
5	Epsilon	50	19	38%
6	Zeta	50	8	16%
7	Eta	50	29	58%
8	Theta	50	20	40%
9	Lota	50	21	42%
10	Kappa	50	13	40%
11	Lambda	50	11	22%
12	Mu	50	17	34%
13	Nu	50	20	40%
14	Xi	50	17	34%
15	Omicron	50	30	60%
16	Pi	50	16	32%
17	Rho	50	23	46%
18	Sigma	50	22	44%
19	Tau	50	20	40%
20	Upsilon	50	18	36%

Results Analysis of Pre-test of Control and Experimental Group

Twenty students comprised both the control and experimental groups. In the control group, ten students were present. The findings of the control group indicate that the best grade a student received was 29, and the percentage was 58%; the lowest grade a student received was 08, and the percentage was 16%. On the other hand, the experimental group had the same number of students, ten. The maximum score on the pre-test (proficiency test) was 30, and the percentage was 60%, while the lowest score was 11 and the percentage was 22%. The researcher observed that most pupils were incapable of writing sentences with good grammar. However, they had prior knowledge of paragraph, letter, story and essay writing. However, the students' writing lacked consistency, cohesiveness, and support. In addition, they were unaware of the text's purpose and intended audience. It was apparent from their submissions that most students were trained using a product approach, but a few students were able to develop unique ideas. This point demonstrated that they were also trained using the process approach.

Analysis of Post-Test of Controlled Group

A post-test or achievement test was taken by ten pupils from the control group. Four writing genres—letter writing, story writing, paragraph writing, and essay writing—were taught to the control group. The process approach method was used to teach these students. Despite receiving training for four weeks, this group took a post-test. The learners' scores showed an improvement in their writing skills. Nevertheless, there were still certain issues that would be dealt with during the course, and it is expected that weak points in one's writing skills would be strengthened.

All four questions of the post-test (achievement test) required learners in the control group to write about each of the subjects provided. Test categories included "A paragraph, a letter, a story, and a linking word exercise." These four questions were worth 50 marks. Ten students from the control group took the exam. After analyzing their written work, the instructor identified the students' strengths and areas for improvement.

a. Zeta obtained ten marks, and Delta and Kappa in the control group received 15 marks in the post-test. When the students' answers were studied, it was clear that these students had not successfully achieved coherence and unity of thought. It demonstrated that their responses lacked extraneous notions and made sense to the reader. However, learners used less support and supporting phrases. In addition, learners had not regularly utilised cohesive devices. Common examples of incorrect grammatical constructions are "I was reached the hiking area" and "We were took lunch while hiking." Minor spelling and punctuation errors were also observed in these students' responses. They made many mistakes in the fourth question, such as, The linking word sentence given in the fourth question was, "I am sending you my curriculum vitae, as well as other information. _____you will have a chance to study it before the interview". They responded like "In case of", "Whenever", "Then". The phrase "In case of" was used when a condition is specified. In addition to a time and a condition, "whenever" was also used. Learners used "then" to indicate a temporal sequence inside a process or series of occurrences.

b. Alpha, Beta, and Epsilon were the other three students who took the post-test and scored 20 and 21 points, respectively. It was clear while analysing these students' scripts that they could attain unity of thought and not include any extraneous information. Because the students' writing was generally cohesive, they could communicate their ideas well. Furthermore, students supported the primary principles, but this support was insufficient to earn them the highest possible grades. They need to enhance their use of cohesive devices and incorrect use of verbs and tense, such as the learners using present tense instead of the past tense in their writing. Also, the text had a few incorrect linking verb mistakes in the fourth question. The appropriate words were "As", "Since", and "Because". These students made errors and typed responses such as "Therefore," "Therefore," and "Therefore."

c. On the post-test, two students scored 22 and 23 marks each: Theta and Lota. When these students' scripts were studied, it was discovered that they could unite their concepts and that their writings made some sense to the reader. Additionally, cohesive devices were used, but their frequency was limited. The students committed several technical errors, including misspellings, prepositions, incorrect terms, improper use of articles, extraneous pronouns, incorrect tense, and incorrect capitalization when applicable, such as punctuation mistakes like capitalization ", sentences started with small letters", wrong use of words like "give examination" instead of "took admission" etc. there were a few spelling mistakes like the spelling "becaus" was written instead of "because". These students could not provide sufficient supporting sentences in the body of the writing.

d. Two students, Gamma and Eta, scored 29 and 35 in the post-test (achievement test). When the scripts of these students were studied, it was discovered that the students had achieved unity of ideas, that the texts were coherent and thus made sense to the reader, that cohesive techniques were utilised, and that there were several supporting phrases. A few technical errors were made by the students, including incorrect words, incorrect collocations, and some unnecessary words or phrases.

Analysis of Post-Test of Experimental Group

A post-test or achievement test was taken by ten pupils from the experimental group. Four writing genres—letter writing, story writing, paragraph writing, and essay writing—were also taught to the

experimental group. These pupils were told to approach their writing in a process-genre approach. Despite receive the teaching for four weeks, this group took a post-test. The results of the learners revealed that their writing abilities had significantly improved. However, certain areas would still be addressed throughout the course, and it is anticipated that students' inadequate writing skills would improve.

In the experimental group, ten students took the post-test. Two of these 10 students obtained 19 and 21 marks each, two students achieved 25 marks each, two scored 28 marks each, and four earned 40 and 45 marks, respectively. When these learners' scripts were evaluated, it was shown that their writing abilities had improved. However, few minor mechanical errors need attention and correction.

a. Two students, lambda and pi, scored 19 and 21 on the post-test question. When the writings of these pupils were examined, it was found that they could connect their ideas and that the reader could make some sense of what they were writing. Cohesive devices were employed, but infrequently. Spelling, prepositions, incorrect terms, improper use of articles and pronouns, and erroneous capitalization were among the technical faults. Several pupils' essays lacked enough supporting words in the body. Additionally, they made a lot of errors on the fourth question of the post-test, including: In the test's initial question, it was asked: "These matters are difficult to deal with in writing. _____ we feel that it would be better for us to have a meeting". They produced responses such as "And" and "In spite of". The correct response offered by the other eight students is "Therefore."

b. Mu and Xi scored 25 points in the post-tests, two students of experimental group. It was found that their texts had a strong sense of coherence and unity of thought. Cohesive devices were also provided to ensure that the text flowed smoothly. Each of their pieces had a clear flow from start to end, which requires a well-structured piece of writing. Additionally, they had written an insufficient number of supporting phrases. However, they made some technical errors, like misspellings, incorrect prepositions, and punctuation.

c. Both Sigma and Tau received a score of 40 in the post-test. According to the evaluation of their texts, they were able to establish a sense of unity, consistency, and coherence. The texts were also completed with adequate supporting phrases. All three parts, introduction, body, and conclusion of their work were present and correct. There were, however, a few grammatical errors, such as misspellings of words 'peoples, vactions' and incorrect prepositions such as 'I cannot **agree to you** that a home without family love is possible' rather than **agree with you**.

d. Nu and upsilon scored 34 points each in the post-test or achievement test. Analysis of their testing showed that they could establish unity, cohesion, and cohesive devices. In addition, they had provided sufficient evidence in the body of the writings. There were starting with a proper introduction, middle, and endpoints in each of their writings. Mechanical errors, such as misspellings, incorrect prepositions, and erroneous nouns and verbs, were not avoided. For example, spelling errors which were most common 'storyed, colones, principle, treking'. Some of their other noun-verb mistakes were 'Four days are too short for a trip,' which refers to "four days" as a collective time unit rather than five discrete time units of one day each similarly, the correct form is: 'Four days is too short for a trip'.

e. In the experimental group, there were two students, Omicron and Rho, who scored 45 marks on the Post-test. The study of their scripts demonstrated that they acquired a sense of unity, coherence, and cohesiveness. They have a beginning, middle, and conclusion to their writings. Minor mechanical errors were inconsequential at this level. They acquired top grades in their writings since they supported their arguments well amid the text and concluded their essays appropriately.

Table.2. Results of Post-Test of Control and Experimental Group

S/NO	Student's Name	Total Marks	Marks Obtained	Percentage
1	Alpha	50	20	40%
2	Beta	50	21	42%
3	Gamma	50	29	58%
4	Delta	50	15	30%
5	Epsilon	50	21	42%

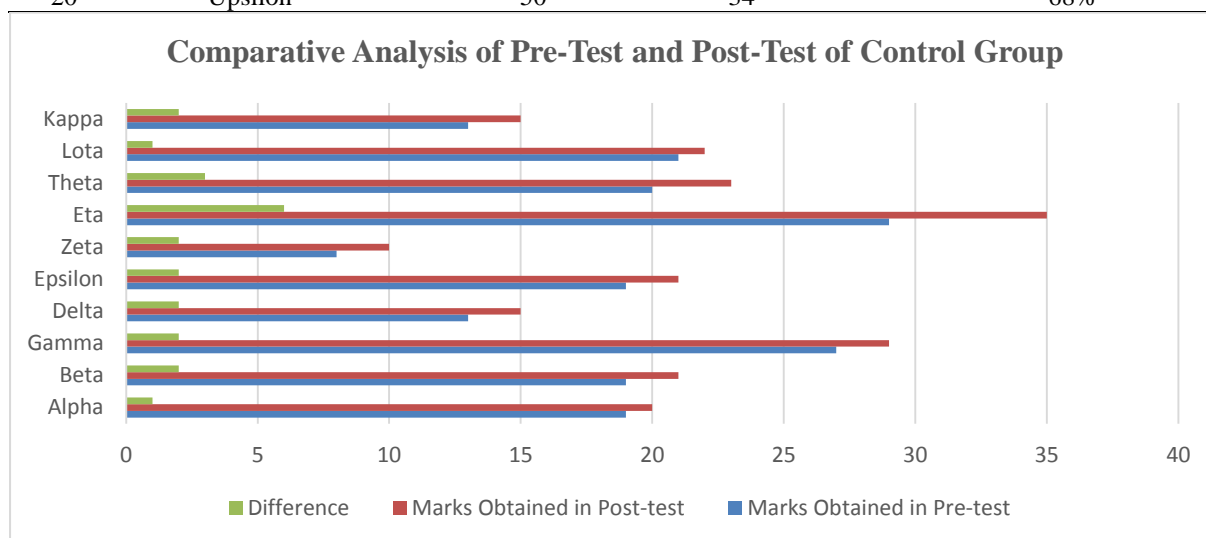| 6	Zeta	50	10	20%
7	Eta	50	30	60%
8	Theta	50	22	44%
9	Lota	50	22	44%
10	Kappa	50	15	30%
11	Lambda	50	19	38%
12	Mu	50	25	50%
13	Nu	50	34	68%
14	Xi	50	25	50%
15	Omicron	50	45	90%
16	Pi	50	19	38%
17	Rho	50	45	90%
18	Sigma	50	40	80%
19	Tau	50	40	80%
20	Upsilon	50	34	68%

Figure 2. Comparative Analysis of Pre-Test and Post-Test of Control Group

Comparative Analysis of the Results Pre-Test and Post-Test of Control Group
The findings of the control group reveal that learners have improved their writing abilities and fluency in the use of the language. However, the majority of students were unable to demonstrate significant differences. The largest and lowest differences between pre-test and post-test scores were 06 and -01 respectively. This variation reveals a range in the pupils' performance from -01 to 06. Despite the fact that these improvements are not statistically significant, the differences in the results show that the students' writing skills have improved. Less attention was also displayed by the students in the control group compared to the experimental group.
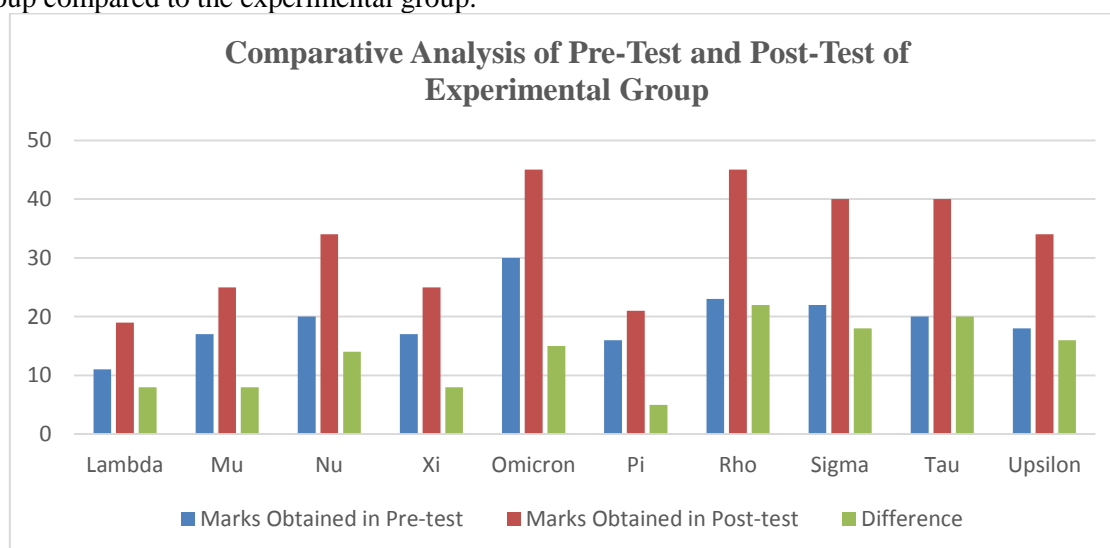

Figure 3. Comparative Analysis of Pre-Test and Post-Test of Experimental Group

Comparative Analysis of the Results Pre-Test and Post-Test of Experimental Group

When pre-test and post-test scores for the experimental group were compared, it became clear that most students' language and writing skills had significantly improved. The largest and smallest differences between pre- and post-test scores were 22 and 05 points, respectively. This variation shows that the students' performance ranged widely, from 05 to 22. The differences in the findings indicate that the students' writing abilities varied significantly. Hence, the hypothesis is proven here via results. Using a process-genre approach stimulated the students' interest in writing activities. The students had a great deal of interest in genre analysis and were able to acquire a variety of structures and vocabulary words as a result. In addition, students were acquainted with the structure and layout of many genres.

Conclusions and Recommendations

The process-genre approach has improved the students' writing skills. Following the post-test, it was discovered that the experimental had performed better than the control group. The students in the control group, on the other hand, show significantly less improvement in their writing. This comparison demonstrated that the students' performance was enhanced using the appropriate instructional strategy. The learning result of the learners has been enhanced by obtaining information about the genre utilised in a given situation and its purpose, for instance. Their schemas have been triggered, and their answers have been written on the board. The instructor has also allowed students to assess the study genre via modeling. The students have recorded the numerous language characteristics they need to accomplish a particular objective. The students observed the distinct language qualities required to accomplish a specific goal. Teachers must choose an acceptable approach based on variables such as students' language proficiency, their needs, and the curriculum's goals, aims, and objectives. Similarly, in the secondary and intermediate levels, process-genre instruction is required for students. Teachers must offer a diagnostic writing exam at the beginning of the semester to determine the students' writing strengths and weaknesses. Writing classes should concentrate on students, not instructors. Students should rewrite and evaluate their textual work to improve it through peer and instructor feedback and self-and peer-evaluation.

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