



The Effects of Process-Genre Approach on Academic Writing

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This study intends to find out the effectiveness of Process-genre Approach (PGA) on academic writing in English as a second language Students' essay writing. The purpose of this paper is to determine how far this current global approach can be of benefit for the development of academic writing skills of the university students who are learning English as a second or foreign language. The participants were subjected to pre-test and post-test before and after intervention respectively. The experimental group was taught with the Process-genre approach while the control group was taught with the product (traditional) approach. The two groups went through 6 weeks of training with the different approach. The participants are university undergraduate students. The groups had 40 students each. The data was analyzed by using analysis of Covariance (ANCOVA) to compare the scores of the experimental group with that of the control group. The findings of the study show that, the experimental group outperformed the control group proving that PGA is effective in teaching academic writing in tertiary institutions. The participants are homogeneous at the beginning of the intervention with no significant difference in the pre-test scores of the two groups while there is significant difference in the post test of the two groups. The PGA group scored higher than the PA group proving that there is an impressive performance of the students in academic essay writing of the PGA group of students. Therefore, PGA is an effective approach to teaching academic writing if properly applied.

INTRODUCTION

Academic writing skill is now an issue of concern and contention in higher education particularly at university all over the globe. According to Fauziah and Rahim (2015), to fulfill the requirement of higher certificates writing essay, class assignment, thesis, write exams and articles as part of evidence that students have mastered academic writing course contents and master programmes of their interest. In academic writing the focus is on the language use, structure of the text, organization, grammar, and punctuation marks. The content, discourse, knowledge and general ability to reason and criticize are issues of contention in academic writing. University students are expected to learn the skills of academic writing based on their learning programmes in the university, the students are often expected to write thesis on topics of their choice in the learning programme, produce or write for assessment especially at the postgraduate level Adedimeji (2012). Recently, according to Sani (2016), lecturers are conceptualizing the purpose and nature of academic writing of students and the quality teaching and learning the skills of composition particularly in academic writing.

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Historically, in higher institutions writing has been emphasized in formal writing classes or as an activity in other discipline-based courses where a model is presented to learners to imitate. In this context the focus is on specific types of writing such as narrative, argumentative, descriptive, and expository, letter writing, and report writing with the application of process-genre approach to teaching writing, the conscious and unconscious decision to communicate with the right audience and for different purposes based on content, organization, expression, and mechanics are the concern of this study. Therefore, for learners to be good writers planning what to write on by deciding which topic to write on and the breakdown of the topic (subtopics) are very important [Amasa \(2014\)](#) [Umar \(2014\)](#). Thus, after generating ideas, the ideas should be well organized in sequential order to be discussed in paragraphs as the body of the essay. [Adedimeji \(2012\)](#) adds that a good writer should use simple and coincide statements to drive out points, the ideas should be conveyed in a clear and readable language with the use of appropriate devices to connect the ideas in the essay.

The features of the academic essay writing should be well adhered to by writers. These are the introduction, the main body and the conclusion of the essay. The introduction which is the beginning should introduce the readers to what the write-up contains. That is, the opening paragraph of an essay which identifies the topic arouses interest and prepares the readers for what to expect in the body of the essay. The body of the essay contains many paragraphs of which each discusses a particular idea related to the topic. The ideas are linked up by using transition words or phrases to produce smooth coherent discussion moving from one idea to another from one paragraph to another. The conclusion sums up the essay for the readers to have a sense of closure and showing the writer's stand on the issue of contention.

There are numerous problems affecting academic writing, especially in the second language context according to [Oraif \(2016\)](#), [Babalola \(2012\)](#), [Muraina et al. \(2014\)](#) revealing that students are not doing very well in the English language, particularly in academic writing. [Chokwe \(2011\)](#) affirmed that the performance of students in academic writing is very poor, and it calls for the attention of the stakeholders in the education. [Elton \(2010\)](#) contended that the unpreparedness of students is from their educational background, competing family and work demands, and lack of English language competency.

[Babalola \(2012\)](#) and [Muraina et al. \(2014\)](#) therefore, concluded that the training students get at undergraduate level seems not adequate enough for the academic writing task they will be facing particularly in writing thesis that they are likely going to face at the postgraduate levels. It is also added that under-preparedness in writing does not only come from the students alone and that it occurs with the teacher too. Under-qualified, under-prepared and insufficient experience to handle the course are some of the lapses of the writing teachers. To overcome these problems, teachers of writing should be well-trained to handle the course with the ethics of handling stu-

dents and helping them to acquire the required knowledge of academic writing. Students on their part no longer actively participate in writing right from secondary level due to media chat which could lead to the poor performance of students in academic writing skills.

Another problem is the poor political and economic situation of a country can contribute to backwardness in academic writing performance of students as a result of strikes for non-payment of salary to teachers in some countries where teachers are not motivated their performance will diminish. Students on their parts are, under-prepared due to inadequate schooling experiences, work demand, lack of competency in English language on how institutions work. Some students are not exposed to writing right from the beginning of their education and find it difficult when academic writing is introduced at a later stage. The inadequate mastering of English language also contributes to poor academic writing by students. Practically, where English language is the medium of instruction and where insufficient English language prevails. The majority of such students come from educationally underprepared backgrounds, without access to e-libraries and books basically on academic writing.

The unequipped students who are in academic writing class are as a result of their previous education and experiences with tertiary literacy which is a big problem in academic writing class. Such students will be unable to manage rigorous academic tasks [Chokwe \(2011\)](#). On the other hand, the under-preparedness of teachers could be as a result of too much workload and some may not be professional and qualified for the subject they are teaching due to lack of enough teachers. Therefore, teachers should have a think for better ways to teach the students by applying the appropriate approach for the development of ESL students' academic writing.

Finally, the socio-economic factor of students and parents is also a factor that can affect students learning especially in academic writing. For example, [Sanchez and Paulson \(2008\)](#) asserted that in the United States, learners that offered transitional English courses are usually backward in learning. It is believed that students that went through substandard schools in rural and township are poor writers at the universities due to exposure to social media. Despite this problem, the university should have a role to play in developing students' academic writing by monitoring the activities of both the students and the teachers. Generally, students should be supported to improve in academic writing competency to function effectively not only in academic writing but in all aspects of learning.

The low performance of students in writing skill calls for urgent attention by stakeholders around the world [Steele \(2004\)](#); [Mccrimmon \(2005\)](#) [Jahin \(2012\)](#) [Sarala et al. \(2015\)](#). Places like Nigeria, Asia, South Africa, US, Philippines, UAE, Jordan to mention a few confirmed the low performance of students in academic writing especially when it comes to writing thesis and article as part of the requirement to qualify for the intended certificate. In the United Kingdom, [Lee \(2013\)](#)

and [Munro \(2003\)](#) assert that academic writing standard

at all levels of education is very poor and that to effectively deal with students essay writing is a challenge all over the world. Therefore, the poor performance in academic writing is attributed to the approach of teaching it at schools among other factors [Munro \(2003\)](#) [Lillis and Scott \(2007\)](#) [Ivanic and Lea \(2006\)](#) [Ivanic and Lea \(2006\)](#) [Babalola \(2012\)](#) [Akinwamide \(2012\)](#). Their studies show that the problem of English as a second language students particularly in tertiary institutions is the teaching and learning of academic writing skills.

METHODS

The study was carried out in the normal classroom setting at a college. The 80-year one degree students were grouped into two of 40 students in the experimental and control group. The experimental group was taught with PGA while the control group was taught with PA. The decision on which group will be PGA or PA was carried out with throwing coin up for head or tail to know which class will be experimental and control group. Two English lecturers who are colleagues of the researcher and are senior lecturers with 10 and above years of experience were employed to assist the researcher in carrying out the intervention: one lecturer for the experimental group using process-genre approach and the second teacher handled the control group. The two groups were taught by the two lecturers who are experienced teachers of English language with Ph.D. and Master Qualifications respectively. They were picked based on the findings of the interview conducted by the researcher to determine who to handle which group. The intervention took place on weekends while the researcher monitored the activities in the classroom to be sure that it was properly carried out. The students were subjected to essay writing at the beginning of the intervention and after the intervention and the marking of the scripts were carried out by the teachers.

Eight weeks were spent for the intervention, the first week was for orientation of the lecturers and students and pre-test, 6 weeks for classroom teaching and the last week was for post-test and marking. The intervention lessons took place twice a week for 2 hours each for 6 weeks. After which they were given post-test to see the effects of PGA on the essay writing of the experimental group.

The activities of the intervention included teaching the types of essay writing using process-genre approach focusing on content, organization, expression, and mechanics. Five essay questions from the past West Africa Examination Council (WAEC) questions were presented for students to answer one question of their choice to write on and were marked and scored using the analytic format for marking essay by the lecturers. The two groups were taught how to generate ideas for the content of an essay focusing on the narrative essay. The participants in the experimental group were trained to generate ideas by themselves by brainstorming while the control group was given a model to follow and imitate. The teacher in the experimental group took time to engage the students in brain-

storming for the ideas by themselves, and they were asked to read out their ideas individually for peers' contributions. After every lesson, they were given an assessment on the topic they were taught. The participants' writing were examined from the perspective of content, organization, expression, and mechanics. The quantitative data were analyzed using the mean and standard deviation and analysis of variance (ANCOVA) with SPSS software.

All the 80 year one undergraduate students of the college is the population of this study. The students were grouped into two by dividing the number of students with As, Bs and Cs pass marks of the English language result from WAEC, NECO, NAPTEB. This shows that in the two groups have equal numbers of grades. In the experimental group, there were 3 A credits, 15 B credits and 22 C credits making 40 students in the group. Also in the control group, there were 3 A credits, 15 B credits and 22 C credits making a total of 40.

To ascertain the validity of the instrument and to test the reliability of the instrument, a trial test of the instrument was carried out on students from a different college and the results showed that the instrument is reliable. According to [Li \(2011\)](#) and [Ary et al. \(2013\)](#), reliability is measuring instrument to find the degree of consistency of the measurement. In other words, reliability is the reoccurring and the suitability of the instrument in generating the same result over a variety of condition can be obtained. The instrument was adopted from the WAEC past examination questions because the questions were carefully designed by experts. [Muraina et al. \(2014\)](#) is also of the view that WAEC examination questions are valid and reliable. Besides, it has been used by past researchers. However, Cronbach's alpha shows that the alpha coefficient of the construct reliability was .861 which is above the recommended .70. According to [Hair et al. \(2010\)](#), the Cronbach's alpha value .70 is acceptable and sufficient. This suggests that the instrument used for assessing the participants in this study is reliable and valid.

Table 1 presents the results of the reliability test for the construct employed in the study. The measurement model indicates a satisfactory fit: RMSEA (root mean square error of approximation) of $0.056 < 0.08$; CFI (comparative fit index) of $0.905 > 0.90$; IFI (incremental fit index) of $0.906 > 0.90$, and TLI (Tucker-Lewis index) of $0.901 > 0.90$ [Hair et al. \(2010\)](#) [Tabachnick and Fidell \(2012\)](#).

TABLE 1 | Reliability Test of Instrument

Vari-ables	Cronbach's Alpha	Mean	Std. Devia-tion	Construct Reliability
Pre	.835	2.0513	.75911	
Post	.838	3.4103	.78532	
Content	.828	5.4615	1.29465	
Pre	.829	3.8462	1.03970	
Post	.837	4.0256	.70663	
Organi-sation	.843	7.8718	1.62512	
Pre	.826	2.9231	.73930	
Post	.834	3.6667	.57735	
Expres-sion	.820	6.5897	1.22942	
Pre	.851	2.6410	.62774	
Post	.846	2.7436	.54858	
Mechanic	.848	5.3846	.96287	
Average for all the construct				.861

Source: Author's Computation

In Table 1 the average variances extracted (AVEs) for each construct range from 0.820 to 0.860, indicating adequate construct convergent validity (Hair, Tatham, Anderson, & Black, 2010). Researchers compared the AVE for each construct with the squared correlation estimates Hair et al. (2010). The results show good discriminant validity for each construct. Meanwhile, Cronbach's alpha measurement is higher than 0.70, showing adequate internal consistency that is suitable for most research purposes Hair et al. (2010). The Cronbach's Alpha of the constructs of the study: content, organization, expression and mechanic are .828, .843, .820, and .848 which is greater than 0.70 so the validity to confirm that all the constructs are reliable. Additionally, Cronbach's Alpha for all the constructs on average is 0.861 supporting the fact that the constructs are reliable.

The essays of the participants were marked using analytic scoring rubric which was adopted from WAEC which is the country's external examination bodies for school certificate examination. The marking was based on content, organization, expression, and mechanical/grammatical accuracy. The variables of the study were graded as follows ;

- Content of essay.....10 marks
- Organization of facts.....10 marks
- Expression of ideas20 marks
- Mechanical accuracy10 marks

The graded scores were interpreted as Table 2 based on the conventional 100% format but for this study, it was divided by 2 to make it 50%. Table 2 is the grading format:

TABLE 2 | Grading Formats

SCORES	GRADES
43-50	very high
34-42	high
25-33	average
16-24	low
0-15	very low

The above table shows the scores that generate the grades awarded to participants. Students who scored between 43 to 50 had very high, 34 to 42 was high, 25 to 33 was average, 16 to 24 was low, while 0 to 15 was very low. The scores of the respondents were analyzed using mean scores and standard deviation with analysis of variance.

Data Analysis

Homogeneity of variance is an assumption test related with the analysis of covariance. In the assumption, the scores between the two groups should be the same Tabachnick and Fidell (2012). If the result of Levene's test of equality of variance is significant (less .05) the assumption of homogeneity of variance has been violated Pallant (2011). On the other hand, the assumption is not violated if the result of Levene's test is not significant (i.e. above .05). Therefore, the Levene's test this study was not significant as shown in Table 3.

Levene's Test of Equality of Error Variances

TABLE 3 | Dependent Variable: Post Content

F	df1	df2	Sig.
5.400	1	78	.723

Table 3 shows that the result of Levenes is insignificant meaning that the test of equality between the two groups in content is not significant. Therefore, the assumption is not violated.

TABLE 4 | Dependent Variable: Post Organization

F	df1	df2	Sig.
.014	1	78	.999

Table 4 also shows that the result of Levenes is insignificant meaning that the test of equality between the two groups in organization is not significant. Therefore, the assumption is not violated.

TABLE 5 | Dependent Variable: Post Expression

F	df1	df2	Sig.
.082	1	78	.775

Table 5 shows that the result of Levenes is insignificant, meaning that the test of equality between the two groups in expression is not significant. Therefore, the assumption is not violated.

TABLE 6 | *Dependent Variable: Post Mechanics*

F	df1	df2	Sig.
2.915	1	78	.092

Table 6 shows that the result of Levenes is insignificant, meaning that the test of equality between the two groups in mechanics is not significant. Therefore, the assumption is not violated. In other words, the results of the Levene’s tables above show that the result of Levene’s test of equality of variance between the groups was not significant. Since the results are not significant (i.e. above .05) the assumption is not violated.

Homogeneity of regression is checked to see whether there is relationship between the experimental treatment and covariate. If the result is significant, the assumption is violated but if it is not significant the assumption is not violated. Therefore, the interaction effect in this study for all the skills (i.e., content, organization, expression, and mechanics) was not statistically significant, the significant level is greater than .05.

TABLE 7 | *Interactive Effects for Overall Performance*

Source	Type III Sum of Squares	Df	Mean Square	F	Sig
Corrected Model	8573.763	3	2857.921	502.740	.000
Intercept	1087.294	1	1087.294	191.267	.000
Group	173.466	1	173.466	30.515	.000
PreOP	2.194	1	2.194	.386	.536
Group PreOP	1.575	1	1.575	.277	.600
Error	432.037	76	5.685		
Total	69726.000	80			
Corrected Total	9005.800	79			

a. R Square = .925 (Adjusted R Squared = .950)

Table 7 shows that the sum squares of post overall test are 1.575 with the mean square of 1.575 and significant at .600, meaning that the result is not statistically significant. This reveals that the result of overall performance of the participants in post-test is statistically significant since the interactive effects are not violated. Therefore, the PGA is statistically significant to teaching academic writing skills at the higher level of education.

Testing of Hypotheses

The following are the research hypotheses addressed in the study to find out the effects of process genre approach on academic writing;

H1: There is no significant difference in the essay writing of the degree students of CAILS when taught using the product and process-genre approaches in terms of the content of the write-up.

H2: There is no significant difference in the essay writing of degree students of CAILS when taught using the product and process-genre approach in terms of organization of ideas.

H3: There is no significant difference in the essay writing of degree students of CAILS when taught using the product and process-genre approach in terms of expression.

H4: There is no significant difference in essay writing of degree students of CAILS when taught using the product and process-genre approach in terms of mechanics.

H5: There is no significant effect of process-genre approach on Essay writing of the degree students of CAILS in experimental group after the intervention.

Research Hypothesis 1

Research hypothesis 1 states that ‘ There is no significant difference in the essay writing of the degree students of CAILS when taught using the product and process-genre approaches in terms of content ’.

TABLE 8 | *Descriptive statistics for pre-test and post-test performance for content*

Source	Mini-mum	Maxi-mum	Mean	SD
Control group				
Pre-test	1	2	2.23	.552
Post-test	1	4	2.79	.906
Experimental group				
Pre-test	2	4	3.25	.639
Post-test	7	9	8.17	.677

Table 8 shows the pre-test and post-test scores for both the control and experimental groups in content. The participants in the control and experimental groups have the pre-test M=2.23 and M=3.25 respectively, showing no significant difference. Since there is no significant difference between the scores of the two groups, it means that the participants in the two groups are the same. The table also revealed that the experimental group did better with M= 8.17, SD=.677) than the control group (M= 2.79, SD= .906) in post-test with maximum scores 9 for experimental post-test and 4 for control post-test. To know whether this difference is statistically significant, **Table 9** should be consulted.

R Squared = .924 (Adjusted R Squared = .922)

The results of ANCOVA in **Table 9** revealed that after adjusting or controlling for initial differences in essay writing of respondents in the two groups (experimental and control) there was statistically significant difference between the essay writing of experimental and control in term of content F (1, 77) =590.27, P =.000. Therefore, the effect size is .885 which is equivalent to 89% in favour of the experimental group. The hypothesis was rejected.

Research Hypothesis 2

Research hypothesis 2 states that ‘ There is no significant difference in the essay writing of the degree students of CAILS when taught using the product and process-genre approaches

TABLE 9 | Descriptive statistics for pre-test and post-test performance for content

Source	Type III Sum of Squares	Df	Mean Sq.	F	Sig.	Partial Eta Squared
Corrected Model	595.302 ^a	2	297.651	471.123	.000	.924
Intercept	134.937	1	134.937	213.579	.000	.735
PreCont	1.252	1	1.252	1.982	.163	.025
Group	372.925	1	372.925	590.268	.000	.885
Error	48.648	77	.632			
Total	2828.000	80				
Corrected Total	643.950	79				

in terms of the organization'. To address this research hypothesis is described in **Table 10**.

TABLE 10 | Descriptive Statistics for Pre-test and Post-test Performance for Organization

Source	Minimum	Maximum	Mean	SD
Control group				
Pre-test	1	4	3.04	.832
Post-test	1	4	2.79	.906
Experimental				
Pre-test	2	4	3.26	.733
Post-test	7	9	8.30	.694

Table 10 shows the pre-test and post-test scores for the two groups. The participants in the control and experimental groups have the pre-test $M=2.79$ and $M=3.26$ respectively, showing no significant difference. Since there is no significant difference between the scores of the two groups, it means that the participants in the two groups were homogeneous in the organization of essay. The table revealed that the experimental group did better ($M= 8.30$, $SD=.694$) than the control group ($M= 2.79$, $SD= .906$) in post-test while there was little difference in the pre-test mean score.

R Squared = .842 (Adjusted R Squared = .838)

The results of ANCOVA in **Table 11** revealed that after adjusting or controlling for initial differences in essay writing of respondents in the two groups (experimental and control) there was statistically significant difference between the essay writing of experimental and control in term of organization $F(1, 77) = 397.505$, $P = .000$. Therefore, the effect size is .838 which is equivalent to 83% in favour of experimental group meaning that the hypothesis was rejected.

Research Hypothesis 3

The research hypothesis 3 states that 'There is no significant difference in the essay writing of the degree students of CAILS when taught using the product and process-genre approaches in terms of expression'. To address this research hypothesis, please see **Table 12**.

Table 12 shows the pre-test and post-test scores for both the control and experimental groups. The participants in the control and experimental groups have the pre-test $M=3.09$ and $M=3.15$ respectively, showing no significant difference. Since

there is no significant difference between the scores of the two groups, it means that the participants in the two groups were homogeneous in expression. The table also revealed that the experimental group did better ($M= 15.16$, $SD=1.454$) than the control group ($M= 6.30$, $SD= 1.500$) in post-test while there was little difference in the pre-test mean score. **Table 13** shows the difference is statistically significant.

a. R Squared = .903 (Adjusted R Squared = .900)

The results of ANCOVA in **Table 13** revealed that after adjusting or controlling for initial differences in essay writing of respondents in the two groups (experimental and control) there was statistically significant difference between the essay writing of experimental and control in term of expression $F(1, 77) = 707.481$, $P = .000$. Therefore, the effect size is .902 which is equivalent to 90% in favour of the experimental group showing that the hypothesis is rejected.

Research Hypothesis 4

Research hypothesis 4 states that 'There is no significant difference in the essay writing of the degree students when taught using the product and process-genre approaches in terms of mechanics'. In order to address this research hypothesis see **Table 14**.

TABLE 14 | Descriptive Statistics for Pre-test and Post-test Performance for Mechanics

Source	Minimum	Maximum	Mean	SD
Control group				
Pre-test	1	4	2.89	.736
Post-test	3	6	4.92	.834
Experimental group				
Pre-test	1	5	3.61	.966
Post-test	5	9	7.55	1.174

Table 14 shows the pre-test and post-test scores for both the control and experimental groups. The participants in the control and experimental groups have the pre-test $M=2.89$ and $M=3.61$ respectively, showing no significant difference. Since there is no significant difference between the scores of the two groups, it means that the participants in the two groups were

TABLE 11 | ANCOVA Result for between experimental and control groups for organization

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	296.529 ^a	2	148.265	205.070	.000	.842
Intercept	193.654	1	193.654	267.849	.000	.777
PreOrg	.079	1	.079	.110	.741	.001
Group	287.394	1	287.394	397.505	.000	.838
Error	55.671	77	.723			
Total	3378.000	80				
Corrected Total	352.200	79				

TABLE 12 | Descriptive Statistics for Pre-test and Post-test Performance for Expression

Source	Minimum	Maximum	Mean	SD
Control group				
Pre-test	1	4	3.09	.844
Post-test	1	9	6.30	1.500
Experimental group				
Pre-test	2	4	3.15	.639
Post-test	12	17	15.16	1.454

TABLE 13 | ANCOVA Result for between Experimental and Control Groups for Expression

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1575.712 ^a	2	787.856	357.323	.000	.903
Intercept	490.308	1	490.308	222.374	.000	.743
PreExp	.399	1	.399	.181	.672	.002
Group	1559.912	1	1559.912	707.481	.000	.902
Error	169.776	77	2.205			
Total	10171.000	80				
Corrected Total	1745.487	79				

TABLE 15 | ANCOVA Result for between Experimental and Control groups for Mechanics

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	127.791 ^a	2	63.895	61.044	.000	.613
Intercept	195.604	1	195.604	186.875	.000	.708
PreMac	.278	1	.278	.266	.608	.003
Group	107.229	1	107.229	102.443	.000	.571
Error	80.597	77	1.047			
Total	3005.000	80				
Corrected Total	208.387	79				

homogeneous in mechanics. The table revealed that the experimental group performed better with (M= 7.55, SD=1.174) than the control group (M= 4.92, SD= .834) in post-test while there was little difference in the pre-test mean score. **Table 15** shows whether this difference is statistically significant;

a. R Squared = .613 (Adjusted R Squared = .603)

The results of ANCOVA in **Table 15** revealed that after adjusting or controlling for initial differences in essay writing of respondents in the two groups (experimental and control) there was statistically significant difference between the essay writing of experimental and control in term of mechanics $F(1, 77) = 102.443, P = .000$. Therefore, the effect size is .571 which is equivalent to 57% in favour of the experimental group and the hypothesis rejected.

Research Hypothesis 5

Research hypothesis 5 states that ‘ There is no significant effect of process-genre approach in overall performance in essay writing of the degree students of CAILS in experimental group compare with the control group after the intervention ’.

TABLE 16 | Descriptive Statistics for Overall Pre-test and Post-test Performance in the Two Groups

Source	Minimum	Maximum	Mean	SD
Control group				
Pre-test	6	13	10.76	1.436
Post-test	12	23	17.99	2.473
Experimental				
Pre-test	9	15	12.81	1.509
Post-test	33	43	38.62	2.251

Table 16 shows the pre-test and post-test scores for both the control and experimental groups. The participants in the control and experimental groups have the pre-test M=10.76 and M=12.81 respectively, showing no significant difference. Since there is no significant difference between the scores of the two groups, The table revealed that the experimental group did better (M= 38.62, SD=2.251) than the control group (M= 17.99, SD=2.472) in post-test while there was little difference in the pre-test mean score. To know whether this difference is statistically significant see **Table 17** .

a. R Squared = .952 (Adjusted R Squared = .951)

The results of ANCOVA in **Table 17** revealed that after adjusting or controlling for initial differences in essay writing of respondents in the two groups (experimental and control) there was a statistically significant difference between the essay writing of experimental and control in term of overall performance $F(1, 77) = 1048.904, P = .000$

DISCUSSION

The analysis of data on essay writing before intervention revealed that there is a big challenge in the efficiency of making

sense from what the students wrote with poor expressions and organization of ideas. This was because all the participants in the pre-test recorded very poor results which characterize the prevailing competency level of these students in writing a composition and accurate essay. As can be found in research question five, the overall performance of participants in the groups, had a mean score of 38.62 for the experimental group and mean score of 17.99 for the control group which no doubt indicates very poor performance. The findings further confirm the position of [Akinwamide \(2012\)](#), [Sarala et al. \(2015\)](#) who separately asserts that the performance of students’ writing is very low and it could be as a result of the teaching method adopted by the writing teachers which is also a constraint in their academic performance.

[Chokwe \(2011\)](#) also had it that, students are not well equipped with academic writing in their previous education and the experience with tertiary literacy shows that there is a problem with academic writing and learners are often seen as unable to cope with rigorous academic tasks. Under preparedness of teachers could be as a result of too much workload and some are highly qualified in a specific subject but had little training on how to teach the subject. They are teaching English language writing due to lack of enough teachers in the field. Therefore, teachers should think about their practices to be conscious of what is right or wrong about their activities in their classroom. So teachers with the same background as the students are required in the educational sectors for the better development of ESL students’ academic writing. That is, teachers of the second language should be made to teach students learning English as a second language.

Furthermore, Students’ writing skills can be greatly influenced by the school attended by students and played a critical role in developing students’ writing. If learners’ writing is not adequately addressed at elementary and secondary levels, tertiary institutions will be filled with students who are underprepared academically in writing. Researches have shown that ESL students from such schools hardly use English in their daily activities; most African schools are over-crowded with over hundred students in a classroom attending lectures with poor facilities [Martins et al. \(2007\)](#) .

Therefore, according to [Oraif \(2016\)](#) , [Babalola \(2012\)](#), and [Muraina et al. \(2014\)](#) in their research work claim that, a lot of complaints have been laid on the poor standard of education around the world, In Nigeria research showed that students are not doing well in English language most especially in essay writing. In fact, that all the students performed very low in writing an essay in this study, suggest a lack of ability to write well due to teachers’ approach to teaching it which needs to be changed to make writing easy for ESL learners who are faced with teacher centered approach. The result of pre-test showed the degree of poor performance of the participants in writing which was also confirmed by [Agnes \(2015\)](#), [Gee \(2011\)](#), and [Babalola \(2012\)](#) in their various experimental studies on using process and product approach in teaching writing. The results of their pre-test supported the fact that, the performance

TABLE 17 | ANCOVA Result for Overall Performance between Experimental and Control Groups

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	8572.188 ^a	2	4286.094	761.117	.000	
Intercept	1085.721	1	1085.721	192.800	.000	
PreOP	2.388	1	2.388	.424	.517	
Group	5906.717	1	5906.717	1048.904	.000	.952 .715 .005 .932
Error	433.612	77	5.631			
Total	69726.000	80				
Corrected Total	9005.800	79				

of students in writing is very low.

CONCLUSION

The effective use of process-genre approach to teaching academic writing can influence students writing skills in tertiary institutions seeing that the performance of students in academic writing is very low which is traced to teachers' approaches to teaching it. This study found that if the approach is well practiced can enhance students' performance in academic writing. The teacher will also benefit from the teaching if the activities are well implemented. In the past, the teacher of language teaching particularly in academic writing was an authoritative controller and director. However, in recent time there is advocacy to move away from the teacher-centered approach to the student-centered approach for the development of communicative language skills. The approach where there is more emphasis on student-student collaboration and strategies based instruction. Therefore, to develop and produce writers usually take time. It requires writing teachers to address the needs of the different students in the classroom who required personal feedback on the writing activities to know students' weaknesses and strength. Academic writing worth's teaching despite its difficulties as it is a key to success. Therefore, if the writing teacher had professional development training the students' writing performance will be improved. The writing skills of the teacher who participated in the process

of teaching writing will personal improve in writing and in the role of a writing teacher.

The study is not without limitation. For instance, comparing data of two or more tertiary institutions for the variables of students' performance in academic writing could not be made possible in this study. The period of the experimental intervention was limited to six weeks of teaching for two hours per week, which was not adequate enough, in other words, the long-time experimental study can help to reveal more about the approach to academic writing, especially with other rubrics that were not covered in this study.

This study was based on the teaching of essay writing using the process-genre approach for degree students. Considering the findings and limitations of this study, future researchers can direct further studies on a similar study on primary and secondary school students, students of polytechnics, colleges of education, and universities. The effects of other factors apart from approaches to academic writing can also be investigated. Also relevant for future research is the role of feedback and peer review in developing academic writing in higher institutions. Furthermore, the influence of gender on the part of teachers and students of writing at any level of education in any part of the world is also a good research topic. In addition, the influence of family background and school type on writing performance of students is also a researchable topic. Lastly, the role of teaching writing skills on teachers' development of academic writing can be researched.

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