



## **Process-Genre Approach in Teaching Writing to Language Preparatory School Students at a Private University in Iraq**

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DOI: 10.53103/cjess.v2i5.64

### **Abstract**

Although voluminous studies have been conducted about product, process and genre approach in writing, only few studies have been observed to measure the effects of process-genre approach on students' writing performance in an Academic Writing course at a university level in Iraq. In this respect, this study investigated the effects of process genre-based approach on Academic Writing score of language preparatory school students over 12 weeks using pre-test and post-test. Considering this aim, 30 students were divided into two groups as control or experimental group through purposive sampling method. Experimental group students were exposed to process-genre approach, whereas control group students were engaged in product approach. Each student wrote an expository essay about 1 topic which was related to IELTS Writing Task 1 biweekly amounting to 5 topics during the study. Quantitative data were analyzed by IBM SPSS 23 through independent samples t test and paired samples t test both of which confirmed that the students in experimental group progressed more significantly than the students in control group. Furthermore, findings of the quantitative data were complemented by qualitative data with students' genuine opinions in the interview. Findings of this study may offer some novel ideas about integrating approaches to increase students' success and enthusiasm in Academic Writing courses on a global scale.

Keywords: Academic Writing, Genre-process Approach, Product Approach

### **Introduction**

Writing skill has essential functions in people's academic, social and professional lives as its role cannot be underestimated in communication. Writing has been regarded as a means to express ideas through words in a written format, so written communication can be held successfully (Schmandt, 2010).

People need to master writing to convey the meaning clearly. To illustrate it, students need to write well to get satisfactory results in their exams. Also, scores of authorities require candidates to write well developed essays to be admitted to the universities where they want to receive their degrees. Likewise, they type messages

through emails if they want to reach their teachers electronically. Furthermore, they write petitions to the relevant units if they have any problems at educational institutions. Apart from educational settings, writing takes up important place on social media platforms. The users need to type accurately to give the message, otherwise, misunderstandings can be inevitable on WhatsApp, Viber, Facebook Messenger, Twitter or Instagram (Galvin & Greenhow, 2020). When people embark on a new journey in their professional careers, they may need to report or prepare presentations, so being able to write matters a lot to keep their positions or be promoted. In addition, people need to be able to write well in their social lives, for example, they may miss an appointment, a meeting, a bus or a plane if the messages are not clear enough to grasp specific details.

Three types of approaches which are product, process and genre have been prevalent in Academic Writing courses. Product based approach preceded the others as a traditional approach. It has certain features to distinguish it from other approaches. Product based approach has been based on teaching writing through imitating the model text (Klimova, 2014). Students analyze the sample one in detail to make necessary changes while they are writing their own works. Although there are many advocates of it, it draws some criticism as well due to limiting students` creativity (Pritchard & Honeycutt, 2007). Subsequently, process based approach has arisen as a reaction to product approach. Process based approach values creativity and learning in a period with several drafts, getting feedback from the teacher and classmates, revising multiple times, and publishing to present as a public speaking activity (Faraj, 2015). These steps were supported by authorities and the teachers, so many textbooks have been published considering process based approach. The most recent approach in writing has been genre based approach which emphasizes teaching writing through certain genres such as essays, reports etc. in collaboration. It values the communicative purpose of writing especially for exams which measures levels of learners academically (Cope & Kalantzis, 2011). TOEFL, IELTS, PTE, B1 Preliminary, FCE, SAT exams can be given as examples to employ genre based approach. These exams require learners to write essays, illustrate a chart, answer some questions in a written format or summarize some points. Additionally, these topics have been chosen by considering learners` daily life issues, so real life connections can be ensured to capture learners` attention easily. For example, they can include habits of internet, excerpts from chemistry or biology class, predictions about the future or reasons to travel. Apart from adopting only one approach in writing, there has been a new trend to merge different approaches. Process genre approach is one of them to get the positive aspects of all previous approaches, so it is expected to get the highest benefit. It can be regarded as the combination of three approaches because it has some common qualities with them (Rusinovci, 2015). To illustrate it, model text takes up an important place which is the prerequisite in product approach. Likewise, brainstorming, joint construction, multiple feedbacks are important as in process approach. Additionally, a specific genre has

been chosen as a starting point which is the common feature of genre approach. Thus, process genre approach can be named as an eclectic one to get strengths of each approach and merge them by collaboration.

## **Literature Review**

### **Product, Process and Genre Based Approaches**

Although there are numerous studies about different types of approaches, a gap has been noticed in literature regarding process-genre based approach in Iraq, so this study was conducted to contribute to the literature as Iraq case which investigated the effects of process-genre approach on students' writing scores in an Academic Writing course precisely. Some historical reviews, published studies, advocates and critics of each approach were given in minute detail below.

Different approaches have been employed in Academic Writing course considering students' competence, the duration of the academic year and preference of the administrators or teachers. Different opinions have been postulated about product based approach which preceded all the others. For instance, Saeidi and Sahebkhair (2011) argue that model texts can enhance students' learning by learning new words and overall organization of the writing works. However, Pasand and Haghi's (2013) counter argument is that modelling does not allow students to unleash their creativity. The same conflict can be noticed in published articles. For example, Kara and Abdulrahman (2022) conducted a study on product approach at a university level in Iraq which culminated with a positive trend to increase students' success rate in an Academic Writing course. On the other hand, Pacello (2019) compared product approach with process one at a US college which displayed that process approach was more helpful for students to master writing.

Process approach has received positive comments for its numerous advantages. To illustrate it, Graham and Sandmel argue (2011) that the steps of process approach are balanced clearly, so students can progress step by step in a period without feeling anxious about the error-free final product. Likewise, Akinwamide (2012) conducted a study on secondary school students in Nigeria which revealed that process approach was more effective than product approach.

In the 1990s, the genre-based approach arose as a reaction to the weaknesses of the process approach. (Badger & White, 2000). Through a thorough analysis, it is unsubtle that Vygotsky's collaborative learning and Bruner's scaffolding views are central points of genre approach (Hyland, 2007). In other words, learning from each other and being independent after going through certain stages under the guidance of the teacher are essential in genre approach. There is a wealth of research on genre approach with different findings. To name a few, Ahn (2012) carried out a study on genre approach in Australia on primary school students which revealed that genre approach helped them to write better

essays and reports. In addition to academic success, the students' self-confidence and enthusiasm were boosted accordingly. Likewise, Rashtchi et al. (2019) conducted another study on university students which showed that genre approach was more effective than other approaches.

There has been an increasing inclination to comment on process genre approach positively for its possible advantages because it has some common features with previous three approaches as suggested Badger and White (2000). For instance, Pujianto (2014) conducted a study on Indonesian senior high school students which uncovered that genre based approach increased students' success in a writing class. Likewise, Nordin (2017) carried out another study to measure the effects of process genre approach on ESL students in Malaysia which disclosed that process genre approach was appreciated by the learners as they noticed that their levels in English changed positively.

### **Research Questions**

Two research questions were addressed in this study which can be seen clearly below.

- Does process genre approach affect students' success more dramatically than product approach in an Academic Writing course?
- Do students' ideas change on process genre approach in Academic Writing course after completing the study?

### **Methodology**

#### **Research Design**

A mixed method research design was employed in this study to test whether research questions were answered. Riazi and Candlin (2014) postulate that both quantitative and qualitative methods were combined in scientific studies to gain more trustable results and complement each other's weaknesses. Two writing exams and a semi structured interview were used to collect data in this study which were analyzed through t tests and content analysis respectively. Additionally, concurrent triangulation design was activated to test whether quantitative results were compatible with students' genuine opinions in the interview (Hashemi & Babaii, 2013). As can be noticed clearly, the study welcomed both quantitative and qualitative methods in harmony.

#### **Research Process**

This study was initiated and finalized by considering 6 fundamental stages which were illustrated in Figure 1. These stages were the backbones of the study, so utmost

attention was given to go through these stages.

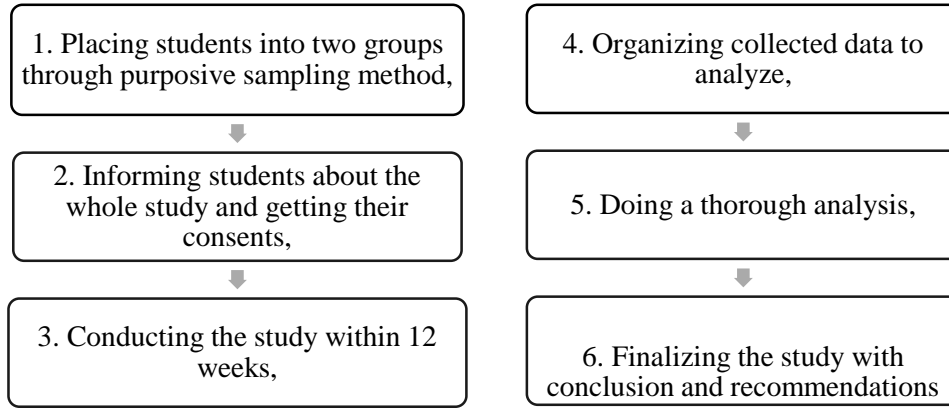


Figure 1: Stages of the study

As can be noticed clearly in Figure 1, the phases of the study were planned meticulously in order not to miss any fundamental points in the study.

### Setting

This study was carried out at a prestigious private university located in Erbil, Iraq. The university has been renowned for covering lessons only in English since 2008. Thanks to this advantage to be ahead of other candidates in the job market, an increasing number of students has been choosing this university. 5000 students have been studying at this university in 29 different departments ranging from dentistry to computer engineering. Additionally, the university welcomes more than 500 students from different countries, so it allows students to receive their education in a diverse community. The final point to emphasize is that the university's quality has been approved by Webometrics ranking (2021) as one of the best private universities in the region. The rationale to choose this university was that all the courses have been run by 100 % English, so students' enthusiasm was quite high to enhance their levels in English.

### Participants

In this study, 30 Language Preparatory School students of the same university were chosen to represent the population. 13 female and 17 male students joined the study. 35 % of the students studied in a public high school, whereas 65 % of the students studied in a private high school before enrolling at the university. Additionally, their nationalities varied from Kurdish to Turkish. The students at Language Preparatory School were placed

in this unit of the university after taking Proficiency Exam which classifies the students in different categories based on their current levels. These students' levels were not satisfactory enough to study in their departments, so they opted in learning English thoroughly spanning the whole year. In other words, they wanted to master English before being a freshman student in their departments they chose according to their marks in National University Entrance Exam. These students took Main Course, Vocabulary Builder, Speaking & Listening and Grammar lessons apart from Academic Writing course as 24 hours per week. Additionally, they had to read a story book and summarize it briefly within the instructor's office as one on one on a weekly basis. Regarding writing skill, 3 lessons were reserved weekly for Academic Writing course. The academic year lasted around 30 weeks starting in December and ending in September. First 15 weeks were allocated to teach basic items in writing, while the last 15 weeks were set aside for sharpening their skills in writing essays. Each student wrote the same work twice as prior to instructor's or peer feedback and after the instructor's or peer feedback, so the instructor allowed the students to learn from their mistakes and rewrite a relatively error-free essay next time.

### **Sampling Procedure**

In this study, the population included all the students who enrolled in Language Preparatory School at a private university in Erbil-Iraq in 2020-2021 academic year. There were 80 students who were classified in 4 classes in total. Purposive sampling method was used to choose sample from the population as the researcher could choose students to be placed equally in terms of their levels (Etikan et. al., 2016). In other words, the researcher placed students into two groups by balancing their average marks which were saved on the system previously in semester one. Each student took a 3 hour writing instruction weekly by an experienced instructor. Students' departments also varied which included 26 different departments, so the 26 departments out of 29 were represented in this study as well.

### **Instruments**

In this study, students joined the study for 12 weeks to make a comparison between process genre and product approach. 5 IELTS Academic Writing Task 1 topics related to describing the graph based on the given information were chosen through readily available materials on the internet. Two exams were held in week 1 and 12 respectively to use as pre-test and post-test.

In addition to 2 separate writing exams, two questions were directed to students through the interview to compare their pre-test opinions with the post-test ones. The exams were analyzed through SPSS 23, while the interview was analyzed through content

analysis. Finally, the recordings of the interview were classified by MAXODA software program, and notable ones were inserted into the article. Internal consistency was determined by Cronbach's alpha reliability test which was calculated as .81. Brown (2002) states that Cronbach alpha should be higher than 0.7 to show internal consistency which was met in our study.

Randomly given graphs to turn into a 4 paragraph description including 150+ words were as follows:

1. Reasons for using the internet
2. Highest grossing movies
3. Most popular sports in the world
4. Top 10 most visited countries in the world
5. Time spent on smartphones and tables by category

Although the study lasted for 12 weeks, the students studied these writing topics for 10 weeks. The remaining 2 weeks were reserved to have a workshop about each writing approach and conduct pre-test and post-test exams without having any conflicts with regular writing topics.

### **Procedure**

This study was conducted in 2020-2021 academic year and was finalized within 12 weeks. Each student took 3 hours of instruction weekly to sharpen their skills in writing during the year. All students had a solid background about writing in the first semester through paragraphs, reports, summaries, essays. Considering this fact, the study was conducted in the second semester, so the degree of difficulty was increased accordingly.

Students in experimental group followed a process genre approach to improve their skills in an Academic Writing course. Their main emphasis was on uncovering their creativity each passing day. In this regard, they followed this cycle for each writing topic:

- The students were lectured about necessary components of writing in terms of grammar and organization of the expository essay. In other words, the instructor checked whether minimum requirements were met to write similar essays.
- The students were introduced with similar models related to the given genre. They exploited them in detail to get some ideas in their own essays.
- They planned writing based on the outline they formed during brainstorming stage collaboratively.
- They wrote several drafts in a group under the guidance of the instructor to get valuable feedback from their peers and instructor separately.
- They modified their drafts based on the feedback.
- They finalized their essays and submitted to the instructor.

On the other hand, students in control group employed a product approach based writing instruction to enhance their learning. They tried to modify the model essays

according to their competence in English. In this respect, they followed this cycle for each writing topic:

- They grasped essential words, expressions, conjunctions in pre-writing stage.
- They brainstormed and outlined before writing the essay.
- They rewrote a similar essay by considering the model essay.
- They got precious feedback twice, so the instructor allowed them to learn from their mistakes and eliminate them in their second attempt for the same topic.

As it is clear in these cycles, process genre approach puts special emphasis on improvement in time, whereas product approach is strict to see error-free essays as a final product.

### Sample Lessons about Each Approach Respectively

#### Process Genre Approach

Model Expository Essay

Writing Prompt

The pie chart given below displays the data on how people spend their time by their smartphones or laptops with specific activities and percentages.

Give a brief summary to report and make comparisons to illustrate.

Write at least 150 words.

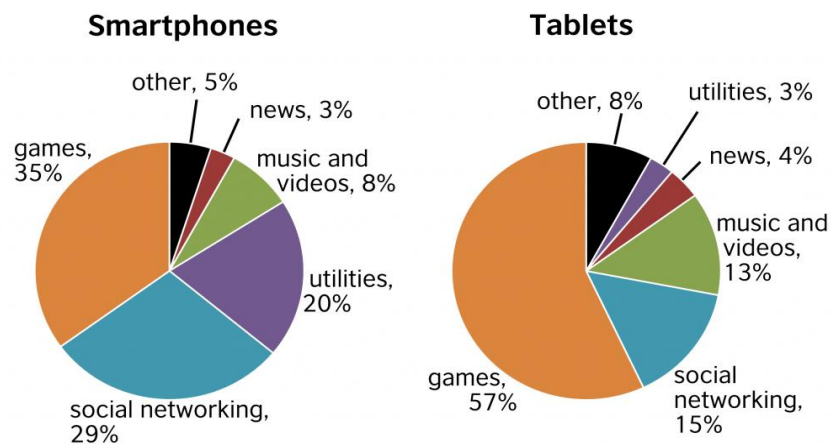


Figure 2: Time Spent on Smartphones and Tablets

Note: From British Council. Retrieved on July 18, 2022 from <https://learnenglish.britishcouncil.org/zh-hans/skills/writing/b2-writing/comparing-two-charts>



As can be observed precisely in Figure 2, the pie charts show percentages to use tablets or mobile phones respectively.

### **A Model Essay Written by the Instructor to Examine**

The pie chart depicts 6 different activities done on smartphones and tablets with their percentages clearly. When it was observed in general, the games stood out from all the others with their highest allotted time on both smartphones and tablets. On the other hand, it was obvious that news had the lowest figures in terms of smartphones, whereas utilities had the lowest figures in terms of tablets.

Considering the chart, games accounted for around 60 percent of activities on tablets, while it was 35 percent on smartphones. Subsequently, 29 % was spent by social media platforms on smartphones, whereas it was solely 15 % on tablets. After that, utilities ranked third on smartphones with 20 %, however, it was only 3 % on tablets.

In addition to games, social networking and utilities, three more categories were given in this chart. To illustrate it, they set aside 8 % for music and videos on smartphones, whereas it was higher with 13 % on tablets. The category called other was recorded as 8 % on tablets which was only 5 % on smartphones. Afterwards, tablet users spent more time on news than smartphone users.

Comparing the two charts, some comparisons can be made. Games were favored the most in each category, whereas the lowest ones vary which were not common.

### **Draft 1**

The pie chart depicts 6 different activities made at smartphones and tablets. My favorite gadgets are tablets to play games with a larger screen. When it observed in general, the games were listened more through tablets. In the other hand, it obvious that news were watched by more people through smartphones.

Considering the chart, games were played better by tablets because smartphones' screens were not wide enough. Subsequently, 29 % was spent by social media platforms on smartphones, whereas it was solely 15 % on tablets. After that, utilities ranked third on smartphones with 20 %, however, it was only 3 % on tablets.

Apart from games, social networking and utilities, three more categories were given in this chart. To illustrate it, they set aside 9 % for music and videos on smartphones, whereas it was higher with 15 % on tablets. The category called other was recorded as 8 % on tablets which was only 5 % on smartphones. Afterwards, tablet users spent more time on news than smartphone users.

Comparing the two chart, some comparisons can made. Games were favored the more in each category, whereas the lowest ones vary which were not common.

### Feedback Based on Draft 1

The pie chart depicts 6 different activities DONE OR MADE made at AT OR ON smartphones and tablets. My favorite gadgets are tablets to play games with a larger screen REMOVE PERSONAL OPINION- THERE IS NO PLACE FOR PERSONAL OPINION IN IELTS TASK 1! When it observed in general, the games were listened LISTENED OR PLAYED more through tablets. In IN OR ON the other hand, it obvious that news NEWS –UNCOUNTABLE! were watched by more people thorough SPELLING MISTAKE smartphones.

Considering the chart, games were played better by tablets because smartphones` screens were not wide enough. REMOVE PERSONAL OPINION- THERE IS NO PLACE FOR PERSONAL OPINION IN IELTS TASK 1. Subsequently, 29 % was spent by social media platforms on smartphones, whereas it was solely 15 % on tablets. After that, utilities ranked third on smartphones with 20 %, however, it was only 3 % on tablets MAKE SOME CHANGES- DO NOT COPY, PASTE MINE!

Apart from games, social networking and utilities, three more categories were given in this chart. To illustrate it, they set aside 9 % CHECK THE ACCURACY OF THE NUMBER THOROUGH THE CHART ONE MORE TIME for music and videos on smartphones, whereas it was higher with 15 % CHECK THE ACCURACY OF THE NUMBER THOROUGH THE CHART ONE MORE TIME on tablets. The category called other was recorded as 5 % on tablets which was only 8 % on smartphones YOU WRITE THE NUMBERS INCORRECTLY! CHECK THE CHART ONE MORE TIME. Afterwards, tablet users spent more time on news than smartphone users.

Comparing the two chart CHART OR CHARTS, some comparisons can made STUDY ON PASSIVE VOICE! Games were favored the more STUDY FOR SUPERLATIVE in each category, whereas the lowest ones vary which were not common.

Overall Comment: Double check the numbers before inserting into your essay, remove personal comments, make more comparisons, do not copy and paste my sentences.

### Final Draft

The pie chart displays 6 different reasons to use smartphones and tables with their percentages in an unsubtle way. When it was analyzed in general, it was clear that games captured both mobile phone users` and tablet users` attention more than any other activities. However, news and utilities were the least favorable one in terms of smartphone users and tablet users respectively.

According to the given information in the chart, tablet users played games more than smartphone users with a 22-point stark difference. Afterwards, social media platforms were used more through smartphones rather than tablets. Additionally, utilities which are related to gas, electricity and water services were the least favorite one for tablet users,

however, they accounted for 20 percent for smartphone users.

Three more categories were illustrated in this chart in addition to games, social networking and utilities. For instance, music and videos got a higher share for tablet users, whereas it was lower for smartphone users. Furthermore, the ``other`` category accounted for only 5 % smartphone users, whereas it was 8 for tablet users. In addition, news got more attention for tablet users, whereas it was less for smartphone users.

When two charts were compared, some comparisons could be made. Games were the most favorite ones in each category, while the lowest ones were different in each category.

### **A Regular Sequence of Product Based Approach**

#### **A Model Essay Written by the Instructor to Examine**

The pie charts show smartphone and tablet users` activities under 6 categories in an unsubtle way. Once it was examined in detail, it was noticed that games got the highest share in each group. On the contrary, news was the least favorite one for smartphone users which was utilities for tablet users.

According to the charts given, games were played by more tablet users than smartphone ones with a 22-point difference. In addition, smartphone users were ahead of tablet users in terms of social networking with a 14-point difference. After that, utilities accounted for 20 % for smartphone users, whereas it was the least one with 3 % for tablet users.

Apart from games, social networking and utilities, three more categories which were music and videos, news and other were illustrated in these charts. For instance, tablet users spent more time on music and videos with a 5-point difference. Likewise, tablet users followed the news more than smartphone users. The last category was ``other`` which got more attention by tablet users with a 3-point difference.

When two charts were considered in detail, it was obvious that games were the most favorable ones in both groups, whereas it ranged from news to utilities as the least favorable ones in each group respectively.

#### **First Draft**

The pie charts illustrate smartphone and tablet users activities under 6 category PLURALIZE in an unsubtle way. Once it is THERE IS NO TENSE HARMONY HERE- USE SIMPLE PAST FORMS! examined in detail, it was noticed that games got the highest share in each AFTER EACH USE A SINGULAR ITEM groups. On ON OR IN! contrast, news were WAS OR WERE the least favorite one for smartphone users which was utilities for tablet users.

according START A NEW SENTENCE ALWAYS BY A CAPITAL LETTER! to the charts gave GIVE GAVE GIVEN! games played by more tablet users then THEN OR THAN? smartphone ones with a 22-point difference. In addition, smartphone users were ahead of tablet users in terms of social networking with a 14-point difference. After that, utilities account TURN IT INTO PAST SIMPLE! for 20 % for smartphone users, whereas ADD A SUBJECT HERE! was the least one with 3 % for tablet users.

Apart from games, social networking and utilities, three more categories which were music and videos, news and other illustrated in these charts MAKE SOME CHANGES, DO NOT COPY AND PASTE MINE! For instance, tablet users spent more time on music and videos with a 5-point difference. Likewise, tablet users follow TURN IT INTO SIMPLE PAST the news more than smartphone users. The last category ADD AN AUXILIARY VERB HERE! ``other`` which got more attention by tablet users with a 3-point difference.

Overall comment: Turn your sentences into simple past where necessary, pay attention to spelling, punctuation and pluralization rules, double check to have grammatically correct sentences, do not copy and paste mine, make necessary changes.

When two charts were consider in detail, it obvious that games were the most favorable ones in both groups, whereas it ranged from news utilities as the least favorable ones in each group respectively.

### **Final Product of the Student**

The pie charts display smartphone and tablet users` activities with their percentages under 6 categories When it was focused on in detail, it was unsubtle that the percentage of games was the highest one in each group with 57 and 35 respectively. In contrast, the percentage of news was the lowest one for smartphone users which was utilities for tablet users.

According to the charts depicted, the difference between tablet users and smartphone users in terms of playing games was 22 point which was quite significant. Furthermore, smartphone users spent more time on social media platforms which was clear with a 14-point difference. Subsequently, there was a 17-point difference to activate utilities. Smartphone users activated utilities more than tablet users.

Apart from games, social networking and utilities, three more categories which were music and videos, news and other were depicted in these charts. For example, smartphone users spent less time on music and videos with a 5-point difference. Likewise, smartphone users followed the news less than tablet users. The last category was ``other`` which got less attention by smartphone users with a 3-point difference.

When two charts were examined in detail, it was clear that games were the most favorable ones regardless of being a smartphone or tablet users, whereas it varied from news to utilities as the least favorable ones in each group respectively.

Overall Comment: It is flawless. Congratulations.

### **The Order of Writing in IELTS Task 1**

Paragraph 1: The main themes of the charts are given with the highest and lowest activities.

Paragraph 2: Three activities were compared with each other.

Paragraph 3: The remaining 3 activities were compared in minute detail.

Paragraph 4: A final comparison was made to summarize the charts with their most distinctive qualities.

Writing rubric formed for this study can be seen clearly below in Figure 3.

<b>Grammatical Range and Accuracy</b>	<b>25 %</b>
<b>Lexical Resource</b>	<b>25 %</b>
<b>Coherence and Cohesion</b>	<b>25 %</b>
<b>Task Achievement</b>	<b>25 %</b>

Figure 3: Writing rubric

Note: Adapted from British Council website. Retrieved on July 18, 2022 from <https://www.ielts.org/-/media/pdfs/writing-band-descriptors-task-1.ashx>

As can be seen clearly in Figure 3, there were 4 categories in writing rubric. Grammatical range and accuracy referred to writing grammatically correct sentences. They also included paying attention to punctuation, spelling and capitalization. In addition, lexical resource meant being able to choose appropriate words which were compatible with the rules of formal English. Also, paraphrasing the given words had a significant place in this category. Subsequently, coherence and cohesion harmony had a pivotal role to get a high mark. The chosen expressions should be related to the given chart. Personal comments and irrelevant expressions can be the reason to lose considerable amount of points. Final point to consider in the rubric was the overall task achievement. The task should be completed thoroughly without leaving any missing points. Also, paraphrasing, transition words, lexical variety, personal comment-free sentences were examined in detail.

### **Data Analysis**

Quantitative data were analyzed through two SPSS measurement tests which were independent samples and paired samples ones. Independent samples t test has been used extensively to make a comparison between two sets of data (Rochon et al., 2012). On the other hand, paired samples t test has been used widely to measure each group within itself by comparing pre-test and post-test results (Derrick et al., 2017). In other words, it is used to compare each group's difference within itself.

Apart from quantitative data, qualitative data were collected through the questionnaire and the interview, so each one complemented each other successfully.

### Findings

The findings of the study were classified in 3 categories as the analysis of the independent samples t test, paired samples t test and the interview. The detailed analysis can be seen below for each category.

Independent samples t test analysis was illustrated in Table 1.

Table 1: Independent Samples T Test Analysis

Variables	Groups	N	Mean	SD	t	df	Sig
Pre-test	Experimental Group	15	55.67	7.037	-.398	28	.694
Pre-test	Control Group	15	56.67	6.726			
Post-test	Experimental Group	15	74	11.370	4.835	28	.000
Post-test	Control Group	15	58	5.916			

Note.  $P < 0.05$

Table 1 displays the results of independent samples t test based on pre-test and post-test. Control group's average increased only 1 point, whereas experimental group's average increased substantially with a 16-point difference. Likewise, these figures also affected independent samples t test results accordingly. When pre-test results were analyzed, it was seen that there was no significant difference since  $p = .694$  was higher than 0.05. On the other hand, a significant difference was noticed when post-test results were analyzed. Post-test results show that  $p = .000$  was less than 0.05, so we can conclude that null hypothesis which argues that there was no significant difference between each treatment was rejected. Alternative hypothesis which claims that there was a significant difference between each treatment was accepted. These results uncover that process-genre approach yielded better results to increase students' success as confirmed with a significant difference in independent samples t test.

### Paired Samples T Test Analysis in Each Group

Paired samples t test analysis in experimental group was illustrated in Table 2.

Table 2: Paired Samples T Test Analysis in Experimental Group

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Experimental Group Pre- test Post-test	-18.333	13.844	3.575	-26.000	-10.667	-5.129	14	.000

Table 2 displays that, paired samples test was run to measure whether there was a significant difference in each group separately by comparing means of pre-test and post-test. Paired samples t test results show that  $p = .000$  was less than 0.05, so there was a highly significant difference between each treatment in experimental group. Additionally, mean score, standard deviation, standard error mean, t value and df were observed as -18333, 13.844, 3.575, -5.129 and 14 respectively. It was confirmed once more that process-genre approach was more effective to increase students' success in this study.

Paired samples t test analysis in control group was illustrated in Table 3.

Table 3: Paired Samples T Test Analysis in Control Group

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Control Group Pre- test Post-test	-1.333	8.756	2.261	-6.182	3.156	-.590	14	.565

As can be seen precisely, the same procedure was conducted in control group as well. Paired samples t test results in Table 3 show that  $p = .565$  was higher than 0.05, so there was not a significant difference between each treatment in control group.

Additionally, mean score, standard deviation, standard error mean, t value and df were observed as -1.333, 8.756, 2.261, -.590 and 14 respectively. These figures were also in line with pre-test and post-test results in terms of independent samples t test.

### **Discussion, Conclusion and Recommendations**

Process genre approach and product approach were compared in this study which uncovered significant findings. Based on the gathered data through two exams related to IELTS Writing Task 1, experimental group students increased their success considerably by adopting process genre approach. On the other hand, the students' progress in control group with product approach was not satisfactory enough to consider. As a matter of fact, preparation, modeling, planning, joint construction, a two channel feedback policy from the peers and instructor, revision and final product contributed a lot for the improvement of the students with process genre approach. In other words, they learned in a welcoming atmosphere by different mechanisms to learn cooperatively as suggested by Rahimi and Zhang, (2021). However, the students in control group followed product approach strictly without leaving room for collaboration and creative writing. Another noticeable point to consider was about their fading motivation as conceded by Wale and Bogale, (2021). Students' motivation in control group faded as the time went by because they only imitated the model text without getting help from their peers. However, it was totally different in experimental group because they learned not only from their teachers but also from their peers through joint construction and multiple feedback period. Ultimately, process genre approach guided students to be a proficient writer with the help of their peers and the instructor. They progressed a lot to write by paying attention to the rules of formal English. Finally, the students cemented lasting relationship with their peers in experimental group because they shared a lot to increase their performance collaboratively. They sometimes wrote together, had online meetings to write better, met in the cafeteria to finalize their products, left their feedbacks on Padlet application to keep learning. Also, they used their mobile phones for educational purposes in the last 5 minutes of each lesson by sharing their ideas through Padlet platform which was suggested by Kara, (2020). These activities which were conducted completely in English help them to strengthen their friendship which affected classroom atmosphere positively as stated by Celik and Yildiz, (2019). Some students' ideas about the study in general were inserted below.

It was a challenge for me to join the study with the group to take process genre approach because I thought that it would be very confusing for me to merge two writing approaches. Later, I noticed that integrated approach increased our motivation and success considerably. Also, learning from our friends through different platforms was a very visionary idea. (Student U)

I had some prejudices about process genre approach in the past. I overcame them by this study because it was a very fruitful period for me. I developed good habits towards



writing in this study. Also, it was a great feeling to have one common goal with our friends collaboratively. (Student P)

I took part in the study by following a product approach writing instruction. It seemed very simple at first, but later I realized that product approach did not force me to improve my skills. I only made some changes, but it was not a creative task for me. I felt as if I was driving a car by a simulator. I did not have a feeling to drive a real car. Some points were missing while I was writing my essays. (Student R)

I started and finalized the study as the instructor. I noticed that students` in experimental group improved their personality and writing skills as they learned cooperatively. On the other hand, the students` enthusiasm was not stable in control group as they only imitated the model essay. Considering these observations, I can say that process genre approach offers ample opportunity to develop our students in many different ways. (The Instructor)

Considering this study, some recommendations can be made for future studies and stakeholders of education who are part of Academic English courses at a university level globally. Initially, this study was conducted to measure the effects of process genre approach on IELTS Writing Task 1 scores. Further studies can be done about independent sections of IELTS or TOEFL. Additionally, further studies can be done whether there is a correlation between their IELTS Task 1 score and their writing scores in the exams taken throughout the year. Furthermore, this study can be conducted on senior students who are expected to master English, so they can employ their Academic English skills more effectively. Final recommendation can be about the duration of the study which lasted 12 weeks. Mastering writing takes much time, so extending the period to 24 weeks or more can increase their success rate tremendously.

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