

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**THE EFFECT OF PROCESS-GENRE WRITING APPROACH ON
STUDENTS' ESSAY AT A COLLEGE IN KWARA STATE,
NIGERIA**



ALABERE RABIAT AJOKE

UUM
Universiti Utara Malaysia

**DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
2018**



Awang Had Salleh
Graduate School
of Arts And Sciences

Universiti Utara Malaysia

PERAKUAN KERJA TESIS / DISERTASI
(*Certification of thesis / dissertation*)

Kami, yang bertandatangan, memperakukan bahawa
(*We, the undersigned, certify that*)

ALABERE RABIAT AJOKE

calon untuk Ijazah
(*candidate for the degree of*)

PhD

telah mengemukakan tesis / disertasi yang bertajuk:
(*has presented his/her thesis / dissertation of the following title:*)

**"THE EFFECT OF PROCESS-GENRE WRITING APPROACH ON STUDENTS' ESSAY AT A
COLLEGE IN KWARA STATE, NIGERIA"**

seperti yang tercatat di muka surat tajuk dan kulit tesis / disertasi.
(*as it appears on the title page and front cover of the thesis / dissertation.*)

Bahawa tesis/disertasi tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan, sebagaimana yang ditunjukkan oleh calon dalam ujian lisan yang diadakan pada : **07 Disember 2017.**

That the said thesis/dissertation is acceptable in form and content and displays a satisfactory knowledge of the field of study as demonstrated by the candidate through an oral examination held on: December 07, 2017.

Pengerusi Viva:
(*Chairman for VIVA*)

Assoc. Prof. Dr. Ariffin Abdul Mutalib

Tandatangan
(*Signature*)

Pemeriksa Luar:
(*External Examiner*)

Assoc. Prof. Dr. Raja Nor Safinas Raja Harun

Tandatangan
(*Signature*)

Pemeriksa Dalam:
(*Internal Examiner*)

Dr. Sarimah Shaik Abdullah

Tandatangan
(*Signature*)

Nama Penyelia/Penyelia-penyelia:
(*Name of Supervisor/Supervisors*)

Dr. Aspalila Shapii

Tandatangan
(*Signature*)

Tarikh:
(*Date*) **December 07, 2017**

Permission to Use

In presenting this thesis in fulfilment of the requirements for a postgraduate degree from Universiti Utara Malaysia, I agree that the Universiti Library may make it freely available for inspection. I further agree that permission for the copying of this thesis in any manner, in whole or in part, for scholarly purpose may be granted by my supervisor or, in her absent, by the Dean of Awang Had Salleh Graduate School of Arts and Sciences. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to University Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Requests for permission to copy or to make other use of materials in this thesis, in whole or in part should be addressed to:

Dean of Awang Had Salleh Graduate School of Arts and Sciences

UUM College of Arts and Sciences

Universiti Utara Malaysia

06010 UUM Sintok

Abstrak

Prestasi buruk pelajar dalam inggeris terutamanya dalam esei mengadakan kajian semula pendekatan pengajaran penulisan. Kajian ini berfokuskan tentang kesan Pendekatan Proses- genre terhadap penulisan esei pelajar dalam konteks Bahasa Inggeris sebagai Bahasa kedua di sebuah kolej di Nigeria. Kajian ini menggunakan rekabentuk kuasi-eksperimental melibatkan pra dan selepas ujian serta kaedah intervensi. Intervensi mengambil masa enam minggu untuk mengkaji keberkesanan Pendekatan Proses-genre dalam membantu para pelajar membina kemahiran penulisan dari aspek kandungan, organisasi, ekspresi dan mekanik. Bahan yang digunakan untuk intervensi adalah buku teks bertajuk *English for Tertiary Institutions* dan soalan esei untuk pra dan selepas ujian yang diambil dari *West Africa Examination Council (WAEC)*. 80 pelajar sarjana muda di CAILS dan dua guru Bahasa Inggeris di kolej tersebut, terlibat dalam kajian ini. *Data* dianalisa menggunakan analisis *covariance (ANCOVA)* untuk menguji secara statistik samada terdapat perbezaan signifikan di antara kumpulan eksperimen yang menggunakan Pendekatan Proses-genre dan kumpulan kawalan yang menggunakan Pendekatan Produk dari aspek prestasi kemahiran penulisan esei. Dapatan menunjukkan tiada perbezaan signifikan di antara skor sebelum ujian kawalan dan kumpulan eksperimen, di mana ia menunjukkan persamaan dari segi prestasi dan kemahiran bahasa sebelum proses intervensi dilakukan. Dapatan juga menunjukkan tiada perbezaan di antara skor sebelum dan selepas bagi peserta kumpulan kawalan berbanding kumpulan eksperimen di mana perbezaan yang ketara dapat dilihat bagi skor ujian sebelum dan selepas. Ini menunjukkan bahawa Pendekatan Proses-genre yang melibatkan penulisan beberapa draf, mengambil kira konteks dan pembaca memberikan kesan terhadap prestasi penulisan esei pelajar terutamanya dari aspek kandungan, penyusunan, ekspresi dan mekanik dengan keseluruhan skor purata 38.62 hingga 17.99 untuk kumpulan Pendekatan Produk. Pelaksanaan Pendekatan proses-genre dalam pengajaran penulisan didapati memberi kesan positif dalam perubahan sosial serta penambahbaikan dalam penulisan esei.

Kata kunci: Pendekatan Proses, Pendekatan Produk, Pendekatan Genre, Pendekatan Proses-genre, Penulisan esei, Kuasi-eksperimen

Abstract

The poor performance of university students in the English language particularly in essay calls for the review of the approach to teaching writing. This research focuses on the effects of Process-Genre Approach on students' essay in English as a second language context at a College in Nigeria. This study used the quasi-experimental design involving a pre-test and post-test. The intervention took six weeks to examine the effectiveness of the Process Genre Approach in enhancing writing skills in terms of content, organization, expression, and mechanics. The materials used for the intervention were the English for tertiary Institutions textbook and the essay questions for the pre and post tests were taken from the West Africa Examination Council (WAEC). 80 undergraduate degree students and two English language teachers at the college participated in the study. The data were analyzed using analysis of covariance (ANCOVA) to test for statistically significant difference between the experimental group taught with Process-Genre Approach and the control group taught with the Product Approach. The findings indicated that no statistically significant difference between the pre-test scores of the control and the experimental groups showing homogeneity in their performance and language abilities prior to the interventions. The findings also indicated no difference between the pre-test and post-test scores of the participants in the control group compared to the experimental group with a remarkable difference in the pre-test and post-test scores. These suggested that the Process-Genre Approach to writing in several drafts, considering the context and reader had effects on the students' performance in an essay in the content, organization, expression, and mechanics with overall mean scores of 38.62 to 17.99 for Product Approach group. The implementation of the Process-Genre Approach to teaching essay has a positive impact on social change and improvement in writing.

Universiti Utara Malaysia

Keywords: Process approach, product approach, process-genre approach, essay writing, quasi-experimental.

Acknowledgement

I give thanks to Almighty Allah for the successful completion of this work. May He continue to shower His mercy on His Prophet and messenger, Salallahu Alayim Wasalam.

First of all, my immense appreciation goes to my supervisor, Dr. Aspalila Bt. Shapii of Universiti of Utara Malaysia for her efforts, commitment in making this work a successful one. May Allah reward you and your family abundantly. I also want to use this opportunity to thank my External and internal examiners Assoc. Prof. Dr. Raja Nor Safinas Raja Harun and Dr. Sarimah Shaik Abdullah respectively, Prof. Dr. Abdull Sukor Shaari, and a host of others. May Almighty Allah continue to guide and guard every one of you.

I want to also appreciate the contributions of my colleagues, Dr, Abdulkadir Imam and Mr. Adekunle Sikiru Babaita for teaching the experimental and control groups on my behalf and the students who sacrificed their time for the intervention to take place. I also thank my senior colleagues: Dr. Isa Ahmed, Dr Imam Zakariya Nafiu, Dr. Imam Abdulrazaq Solagberu, Dr. Yaqub Abdullahi, Dr. Musa Abdullahi, Dr. Abdulrauf Tosho, Alhaji Muhammed Manzuma, and a host of others for giving me moral support.

I also wish to acknowledge the financial, moral and spiritual support of my late parents, Alhaji Abdulkadir Adebayo Jimoh, Alhaja Hawawu Agbeke Jimoh while they were alive, My gratitude goes to my uncles, late Prof. Shehu Ahmad Jimoh who encouraged me to obtain form for the commencement of this program but do not live to see me start the programme, and late Navy Captain AbdulRahman Omonyan Jimoh for his love and care during his lifetime. I appreciate Nana, my sisters, and brothers, my entire family for their moral support. My sincere gratitude goes to my Son Abdulkadir Folorunsho Adebayo Ayinla Hanafi Alabere for his endurance, and his Father Alhaji Yunus Hanafi Alabere. Special thanks to Kulthum Bola Jimoh, Afusat AbdulSalam, Rihanat Abdulkareem and others for your care and love to reach this height. I say Jazakallahu khairan.

Dedication

I hereby dedicate this thesis to Almighty Allah and to my lovely son: Abdulkadir Adebayo Folorunsho Hanafi Alabere.



Table of Contents

Permission to Use	i
Abstrak	ii
Abstract	iii
Acknowledgement	iv
Dedication	v
Table of Contents	vi
List of Tables	x
List of Figures	xii
List of Appendices	xiii
List of Abbreviations	xiv
CHAPTER ONE INTRODUCTION	1
1.1 Introduction	1
1.2 Background of the Study	1
1.3 The Meaning and Status of English Language in Nigeria	11
1.4 Problem Statement of the Study	13
1.5 Research Objectives of the Study	19
1.6 Research Questions of the Study	19
1.7 Research Hypotheses	20
1.8 Significance of the study	23
1.8.1 Theoretical Significance	24
1.8.2 Practical Significance	24
1.8.3 Methodological Significance	25
1.9 Scope of the Study	26
1.10 Operational Definition of Terms	26
1.11 Organization of the Thesis	29
1.12 Summary	30
CHAPTER TWO LITERATURE REVIEW	32
2.1 Introduction	32
2.2 Functions of English Language	32
2.2.1 Issues in Learning a Second Language	34

2.2.2	Issues of Bilingualism in Nigeria	35
2.2.3	Language Competence and Performance	37
2.3	Approaches to Teaching Writing Skills	39
2.3.1	Product Approach Method	40
2.4	Process Approach to Teaching Writing	45
2.3.1	Implementation of Process Approach	49
2.4.2	The Differences between Product and Process Approaches	51
2.4.3	Writing Process Model	52
2.5	Genre Approach to Teaching Writing Skills	53
2.5.1	The Relationships between Process Approach and Genre Approach	55
2.5.2	How to Apply Genre Approach to Writing	57
2.5.3.	The Problems and Benefits of Genre Approach to Teaching Writing	58
2.5.4	Approach for Teaching Summary and Essay Writing	60
2.6	Writing from Lectures and readings on Students' Writing Skills	64
2.6.1	Cornell Method for Enhancing writing	65
2.6.2	Palmatier's Unified Writing System	65
2.6.3	Split-Page Method of Writing	66
2.7	Theories of Writing	66
2.7.1	Theoretical Framework	68
2.8	Pedagogical Background to Writing	73
2.8.1	The Purpose of Writing in the Classroom	74
2.8.2	External Storage	77
2.8.3	Encoding information	77
2.8.4	Benefits of Writing by Students in the University	78
2.8.5	Creative Writing in English Language	79
2.8.6	Writing and Comprehension in Academic Performance	80
2.8.7	Writing from Lectures and Readings in Enhancing Writing Skills	84
2.8.8	Past Studies on Writing and Advantages on Students' Performance	87
2.9	Factors that Affect Academic Writing Performance	90
2.9.1	Assessment of writing Performance	93
2.9.2	The Usefulness of Writing in Data Management	96
2.9.3	Students' Knowledge of the World in Writing Essay	96
2.10	Past Studies on Process and genre Approaches to Teaching Writing	97

2.11	The Role of Reading and Writing Skills	100
2.11.1	The Role of Speaking on Writing Skill	102
2.11.2	Study Skills Approach to Teaching and Learning Writing	103
2.11.3	Academic Socialization in Writing	105
2.11.4	The Multi-literacy Model	106
2.11.5	Steps in Enhancing Students Academic Writing	107
2.12	Academic Writing at Tertiary School	108
2.12.1	The Problems of Impacting Academic Writing	110
2.12.2	The Difference between Skilled and Unskilled Writing	112
2.13	Concepts of ESL writing for Advanced Writing	115
2.14	Summary	116
CHAPTER THREE METHODOLOGY		117
3.1	Introduction	117
3.2	Research Design	117
3.2.1	Experimental Research	120
3.2.2	Procedure for Data Collection	121
3.2.3	Research Conceptual Framework	134
3.2.4	Population and Sample	136
3.3	Demographic Characteristics of the Participants	138
3.4	Methodology for the Main Study	139
3.4.1	Validity and Reliability of the Instrument	141
3.4.2	Intervention	142
3.4.3	Instrumentation	144
3.4.4	Tools for this Study	145
3.5	Data Collection Plan	147
3.5.1	Data Analysis of this Study	150
3.5.2	Analytic Scoring Rubrics	151
3.5.3	Interpretive Analysis of Qualitative Data	152
3.5.4	Results of the Pilot Study	154
3.6	Findings for Pilot	158
3.7	Analysis of the Main Study	159
3.8	Assumptions of One-way ANCOVA	161
3.8.1	Test of Normality for the Main Study	161

3.8.2	Homogeneity of Variance	164
3.9	Influence of Treatment on Covariate Measurement	166
3.9.1	Reliability of Covariates	166
3.9.2	Construct Reliability Test	167
3.9.3	Correlations among Covariates	169
3.9.4	Homogeneity of Regression	169
3.10	Limitations of the Study	172
3.11	Summary of the Chapter	173
CHAPTER FOUR FINDINGS		174
4.1	Introduction	174
4.2	Testing of Hypotheses	175
4.3	The Interpretation of interview Answers for the Lecturers	183
4.4	Interpretive Analysis of Students Interview Questions	184
4.5	Discussion of Findings	186
4.6	Summary of the Findings	195
CHAPTER FIVE CONCLUSION, IMPLICATION AND RECOMMENDATIONS		197
5.1	Introduction	197
5.2	Overview of the findings	197
5.3	The Impact of the Development of Writing skill on Teachers of Writing	200
5.4	Implications of the Study	207
5.4.1	Theoretical Implication	207
5.4.2	Practical Implication	207
5.5	Recommendations	208
5.6	Suggestions for Further Study	211
	References	212

List of Tables

Table 1.1	Research Objectives and Questions	22
Table 2.1	Comparison of Process and Product Approaches to Writing by Streete (2004)	51
Table 2.2	Presents the orientation of the process and genre approach.	59
Table 2.3	The differences between Skilled and Unskilled Writer	114
Table 3.1	Lesson Plan on Content of Essay	123
Table 3.2	Lesson Plan on Organization	125
Table 3.3	Lesson plan on Mechanics of Essay	127
Table 3.4	Lesson plan on Expression in Essay Writng	129
Table 3.5	Lesson Plan on Genre of Essay	131
Table 3.6	Distribution of Participants by Gender	139
Table 3.7	Summary of Intervention Activities	146
Table 3.8	Data Collection Lesson and Data Collection Plan	149
Table 3.9	Grading Format	151
Table 3.10	The Format for Interview with Colleagues and Students	153
Table 3.11	The Format for Interview with Students	154
Table 3.12	Students' Performance in Writing Skill before intervention in Process genre and product Approach Groups	155
Table 3.13	The Difference in the Performance of Process Genre and Product Approach Groups of Students Based on Content	155
Table 3.14	The Difference in the Performance of Process Genre and Product Approach Groups	156
Table 3.15	The Difference in the Performance of Process Genre and Product Approach Groups of Students Based on Expression of ideas	156
Table 3.16	The Difference in the Performance of Process Genre and Product Approach Groups of Students Based on Mechanics	157
Table 3.17	Effect of Process-Genre Approach and Product Approach on Students' Performance in Writing Skill after Intervention	157
Table 3.18	Pairwise Comparisons Analysis Showing the Effect of the Treatment on Students' Performance in Writing	158
Table 3.19	Normality Test Showing Skewness and Kurtosis	163
Table 3.20	Dependent Variable: Post Content	164

Table 3.21	Dependent Variable: Post Organization	165
Table 3.22	Dependent Variable: Post Expression	165
Table 3.23	Dependent Variable: Post Mechanics	165
Table 3.24	Case Processing Summary	167
Table 3.25	Reliability Test	168
Table 3.26	Interaction Effects for Content	169
Table 3.27	Interaction Effects for Organization	170
Table 3.28	Interaction Effects for Expression	171
Table 3.29	Interaction Effects for Mechanics	171
Table 3.30	Interactive Effects for Overall Performance	172
Table 4.1	Descriptive statistics for pre-test and post-test performance for content	176
Table 4.2	ANCOVA Result for between experimental and control groups for Content	176
Table 4.3	Descriptive Statistics for Pre-test and Post-test Performance for Organization	177
Table 4.4	ANCOVA Result for between experimental and control groups for Organization	178
Table 4.5	Descriptive Statistics for Pre-test and Post-test Performance for Expression	179
Table 4.6	ANCOVA Result for between Experimental and Control Groups for Expression	179
Table 4.7	Descriptive Statistics for Pre-test and Post-test Performance for Mechanics	180
Table 4.8	ANCOVA Result for between Experimental and Control groups for Mechanics	181
Table 4.9	Descriptive Statistics for Overall Pre-test and Post-test Performance in the Two Groups	182
Table 4.10	ANCOVA Result for Overall Performance between Experimental and Control Groups	182

List of Figures

Figure 2.1.	Steele Model Adopted from Sarala et. al. (2015)	42
Figure 2.2.	Adapted from Badger and White (2000) and White and Arndt (1991)	50
Figure 2.3.	Writing Process Adapted from Murray and Johanson (1990)	53
Figure 3.1.	Framework for this Study	134



List of Appendices

Appendix A	Questions Selected from Past WAEC/NECO Examination	236
Appendix B	Lesson Plan on Content	238
Appendix C	Lesson Plan on Organization	240
Appendix D	Lesson Plan on Mechanics	242
Appendix E	Lesson Plan on Expression	244
Appendix F	Lesson Plan on Genre of Essay	246
Appendix G	Teachers Information Guide (TID)	248
Appendix H	Marking Guide for Writing	250
Appendix I	Rating Guide	251
Appendix J	Lesson and Data Collection Plan	253
Appendix K	Nigeria Marking Guide	254
Appendix L	Nigeria Grading System	255
Appendix M	Questions and Response of the Interview	256
Appendix N	Permission Letter	258
Appendix O	Proposed Data Collection Gantt Chart	259
Appendix P	Descriptive Analysis	261
Appendix Q	The Reliability Test	267
Appendix R	Normality Test Showing Skewness and Kurtosis	269
Appendix S	Normality Histogram	271
Appendix T	Analysis of Variance	277
Appendix U	Tests of Between-Subjects Effects	281
Appendix V	Letter for Data Collection	284
Appendix W	The Image of Cails Entrance	285
Appendix X	The Image of the Centre for Degree and Professional Programmes	286
Appendix Y	The Image of Students in the Writing Class during the Intervention	287

List of Abbreviations

AGEL.	Australian Genre-based Educational Linguistic
ANCOVA.	Analysis of Co-variance
BA.	Bachelor of Arts
CAILS.	College of Arabic and Islamic Legal Studies
CAS.	College of Arts and Social Sciences
CLT.	Cognitive Learning Theories
ELL.	English Language Learning
ESL.	English as a Second Language
ESP.	English for Specific Purpose
EFL.	English as a Foreign Language
GPA.	Grade Point Average
GCE.	General Certificate Examination
IPT.	Information Processing Theory
ICT.	Information Communication Technology
JAMB.	Joint Admission Matriculation Board
L1.	First Language
L2.	Second Language
NANR.	North American New Rhetoric
NATEB.	National Business and Technical Examination Board
NCE.	National Certificate in Education
ND.	No Date
NECO.	National Examination Council
NUC.	National Universities Commission
RO.	Research Objective
RQ.	Research Questions
SIS.	Students' Information System
SPSS.	Statistical Package for the Social Sciences
SSC.	Secondary School Certificate
UUM.	Universiti Utara Malaysia
WAEC.	West Africa Examination Council

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter highlights the basic information about this research and a brief discussion on overview of its contents. On this basis, this chapter has the following contents: introduction, the background of the study, the meaning and status of English language in Nigeria, the research problem, the research questions, the research objectives, the research hypotheses, significance of the study, the operational definition of words, the organization of the thesis, and summary of the chapter.

1.2 Background of the Study

The English language is the accepted language for communication in Nigeria as an official medium of interaction among the diverged people with a different cultural background. Its importance has also been given a significant attention in Nigeria. The English language performs the official function as the language of communication. In Nigeria, it has greatly assisted in transmitting and projecting indigenous cultures and values to the outside world. Indeed, its role in the education sector cannot be underestimated. It is the language of instructions from the primary school to the tertiary level. The language got to Nigeria during the first contact between the British and some ethnic groups in Southern Nigeria since 1553 when they paid visits to the shores of Nigeria, particularly the ports of Ancient Benin and old Calabar (Fiona & Constant 2016 citing Fafuwa, 1976). It is also believed that it was in the record that the Portuguese were quite friendly that they opened a seaport in Gwarto in the ancient Benin Kingdom. Their cordial relationship grew to the extent that the Oba of Benin

sent an ambassador to Portugal and in return, Portugal sent some agent to Benin (Preye Adekoya 2016). Thomas Windham was said to have visited Benin with some English sailors but went back and left behind many English seamen (Spencer, 1971). On their arrival communication was a problem, they, therefore, made various attempts to communicate with the natives, the mixture of Portuguese and the various indigenous languages gave rise to another version of the English language called the Pidgin English.

Nigeria is a nation with an estimated population of about 190 million people as of 2017, covering about 356, 669 square miles (countrymeters.info, 2017; and Daily Almanac, 2009). It comprises of three major regions brought together in 1914 by the colonialist with three major languages, that is the Hausa language in the North, Yoruba language in the West, and the Igbo language in the Eastern part of the country. These differences led to the need for the English language as the only unifying language. It serves as a solution to the new nation in 1914 while about 40 other languages are regarded as minority languages (Shaibu, 2013). Though English is a foreign language, it has helped to bring together the different races that comprise Nigeria, a country with about 450 indigenous languages. Based on this, Nigerian traders sent their sons to England to learn English language and other skills. These students returned from England and established schools where basic English language was taught. The impact of the missionaries in the emergence of the English language in Nigeria was quite enormous. The converts who were recruited for some essential roles foresaw that, for them to perform their roles satisfactorily, they needed to understand and use the English language. After 1914, the use of English language became the official language and many newspapers in the English language sprang

up, such early papers are The Lagos Observer, The Times of Nigeria, West African Pilot and so forth.

The adoption of the English language as the official language in Nigeria is not to relegate the indigenous language to the background, but rather to avert confusion. Nigeria has numerous ethnic groups with different languages, so the language is used to bridge the communication gap that would have existed among the ethnic groups. Hence, the role of the English language in unifying and integrating the various ethnic groups is important. The English language also plays an important role in the country's educational system, particularly at the tertiary and post-primary levels. The English language is not only used for instruction but a subject that must be studied by students in an attempt by the Federal Government to increase learners' language competence.

However, it is evident that among the challenges of students of English as Second Language in the teaching and learning environment in Nigeria and all over the world, is writing most especially in higher institutions (Lillis & Scott 2007; Ivanic & Lea 2008; Chow 2015). In the context of second language teaching, writing is a vital skill which should be possessed by students at any level of education. According to Nation, (2009) and Knapp and Watkins (2005), writing skills engaged students in meaning and language learning focus on fluency development. It is the ability to tell readers about something and write it in such a way that they will accept the said information.

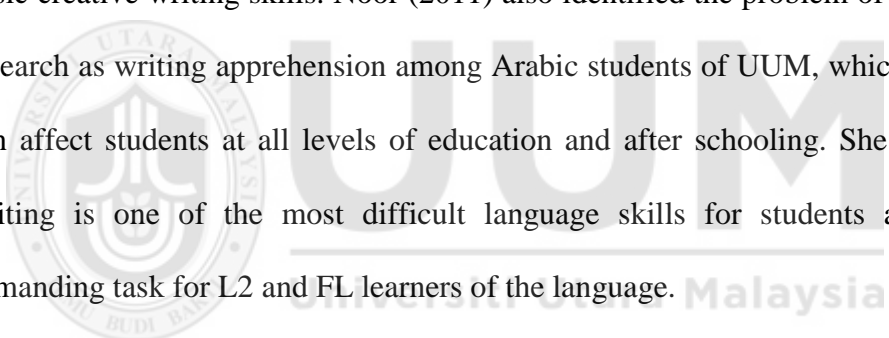
Students at tertiary institutions need to be competent in writing for the fact that they need to write essay, examinations, test, and thesis. After graduation, the writing skills

they acquired would help them in their workplaces as well as keep records of their daily activities. According to Akinwamide (2012) studies have shown that students are particularly poor in essay writing. In addition, he puts it that the poor ability to communicate in writing by students could be as a result of the teaching approach and students' willingness to learn. Therefore, the adopted product approach by teachers of writing for teaching essay writing which is a teacher-centered approach that they were trained during their time is a contributing factor. Akinwamide (2012), Babalola (2012), and Sarala et al. (2015) are also a concern with a large number of students in writing class. In Nigeria situation, over 80 students are in a writing class which makes it difficult for the teacher who will teach through processes and practices needed for mastering it. It is difficult where the teacher had to correct and mark the scripts of the students based on the rubrics of writing.

From the views of Michael (2016), few students are taught the basic skills of writing, undermining the importance and students' expectation to write creatively and extensively at the university. They concluded that students should be taught the basic skills of writing so that they can be efficient and effective writers. Kiewra et al (1991) are also of the same opinion that, in institutes of higher learning, writing is fundamental to students' success. The report of their study indicated that though 98% of students of higher institutions are involved in writing 40% of the student writers are unskilled, even when it results in better performance in exams than verbal ability. Michael (2016) established two key importance of writing to be a source of external storage of information that served the purpose of revision. The recall of what was heard in the class or what was read in the book is as a result of writing and it

helps to facilitate integrating, synthesizing and transforming knowledge into meaningful essay form.

According to Ammara and Syeda (2017), students' academic performance is enhanced through the effective use of the knowledge acquired and the application of writing skills. The poor writing performance of post-secondary school students according to Ammara and Syeda (2017) is due to inadequate writing skills. In other words, writing is the most prevailing skill that is required for successful academic life. Armbruster (2009) was of the opinion that students not taught the skills of writing effectively in the classroom is a problem with writing performance and the basic creative writing skills. Noor (2011) also identified the problem of writing in her research as writing apprehension among Arabic students of UUM, which she claimed can affect students at all levels of education and after schooling. She believed that writing is one of the most difficult language skills for students and the most demanding task for L2 and FL learners of the language.



According to Peregoy and Boyle (2013), if students are academically sound, they deserve adequate skills especially writing to enable them to cope with any learning situation. Writing is vital in the daily activities and its use cannot be separated from other skills, all the skills of language work hand in hand. The four language skills are united and are basically of mutual support, the learning of one skill adds to the development of another skill (Peregoy & Boyle, 2013). They also added that writing is a contributing factor to the intellectual growth of students and a factor to their success and ability to write. It is the most important skill that students can have. Studies have stressed the importance of writing in academic contexts as having

the ability to write an essay in a second language (L2). Therefore, before students can be admitted into any higher institutions they must have at least a credit pass in the English language. The English language examination paper is usually classified into sections: objective questions which are the lexis and structure, comprehension, summary, and essay writing. The essay writing part of the paper which is the focus of this study is graded using the analytical grading format by the examination bodies.

The format is adopted by the researcher's college in assessing students' essay writing. Students' performance in English language examination results with other relevant subjects determined the programme they would be offered. The researcher personally observed that the performance of the majority of the students in the essay part of the English language examination paper was very low. The yearly performance of students in the external and internal examinations in the English language became worrisome to all stakeholders in education. In order to pass this subject, most students indulge in various means of passing the subject, which is not encouraged by any country that wants to attain international standard. No developing country in the world would like to be relegated to the background in terms of English language usage. Therefore, the various strategies for enhancing the academic development of learners in Nigeria are the concern of the government.

Writing performance according to Edward (2006) is the actual writing of students which received a good range of scores. It is, therefore students' ability to write critical and creative composition by expressing themselves freely considering the audience and the social context. However, Product approach to teaching writing as viewed by Yan (2005) is when teachers give a model of an essay to students to imitate and

measures it with the basis of adequate vocabulary and grammar, good expression, content, and organization holistically. Yan (2005) added that it is an approach that focuses on imitation that intends to bring out a perfect product in the first draft which is not possible with many people. Therefore, product approach is the process whereby the teacher assigns a topic to learners to write, collect and correct or award grade and give back to them to do the correction. It is a system that affects students' motivation and self-esteem in writing. The performance of students in writing remains very poor in Kwara state generally and CAILS in particular due to the use of product approach.

Despite the fact that writing is retained as students' activity in their daily life as well as in the classroom during and after lecture, when doing personal reading from texts, and when writing exams their performance is very low (Brazeau, 2006; Castello & Monereo, 2005; & Williams & Eggert, 2002). This is so because writing is an effective way of enhancing comprehension, retaining, recalling what has been learned and become a creative writer. Halima (2011) also highlighted the ways writing can help students in knowing the course content of their learning programmes as it is incorporated into the curriculum at the different course level. Therefore, process writing can lead to the development of thinking; critical reasoning and evaluation among students. Process writing enhances students' second language learning through the stages of writing. Therefore, the stages of writing help students to develop the skills for academic essay writing and future careers.

The Process Approach to Lee (2013) is the development of writing skills usually through the marking of several drafts of text. Four stages of writing were specified.

That is brainstorming, planning, first draft, revising and editing for the final draft. It is motivating to both the teachers and students and it encourages peer feedback in the classroom. Writing is a skill like all skills which has to be mastered through constant process practicing. According to the West African Examinations Council (WAEC) in a few years back, the results show that in 2011 30.70%; 2012, 37.97; 2013, 29.17%; and 2014, 29.37% as breakdown results of senior secondary school students in Nigeria. This revealed that the academic performance of students in the English language was below average which was the concern of stakeholders in the education sector. The causes of the poor and high rates of students' failure in the English language in both internal and external examinations are a reflection of the instructional quality of the schools (Muraina, Nyorere, & Eman, 2014). The performance of the undergraduate students of CAILS in essay writing is very low due to their poor educational background as Arabic language students. Therefore, to compensate for the defect intervention such as using process-genre approach to teach writing was employed in this study. To help the students in collaborative writing with the view to attaining the skills of organization, expression, content, and mechanical accuracy as dimensions for writing better essay seem to contribute to knowledge.

Vanessa (2004) asserted that the product approach does not give room for students to brainstorm on their own independently. Therefore, this study intended to find out how process-genre approach can help students to develop creativity in writing based on imagination and experience which can help them to be ready for academic writing at the university. Satisfy the global demand for writing, meet the requirement of the teaching syllabus and examinations, and make the process of teaching and learning essay writing an inspiring forum for better performance.

Therefore, teaching writing with the appropriate approach can lead to a good command of writing skills especially in CAILS where the writing performance of the students is very low. The college was established in 1992 by the Kwara State Government as a result of the request by the Kwara State Muslim Community to make provision for the graduates of private Arabic schools in the state to be integrated into the formal Western Education System. This brought about the establishment of the College of Arabic and Islamic Studies in Jebba, Ilorin, Buhanna and Okene (the ones in Jebba and Okene are now in Niger and Kogi States respectively). Later Kwara State College of Arabic and Islamic Legal Studies (CAILS) was established to provide the colleges and other similar institutions with a place to further their education. It was established to serve as a forum for training instructors of Arabic language, Islamic studies, and legal personnel, to enhance research and growth of science and learning, to serve as a place for intellectual research based on founding principles, to coordinate education of a higher standard, to motivate and invite people from different cultural background to pursue their ambition in education, and to act in accordance with the instructions of the governing council and objectives of the college. In 2012/2013 academic session through the help of the National Universities Commission (NUC), approval was granted to run the degree programs for B.A (Hons) in Arabic and in Islamic Studies on full-time basis affiliated to Bayero University, Kano. In other words, CAILS became a degree awarding institutions in Nigeria following the reforms in higher education in the country.

However, Abdulkareem and Fasasi (2012) defined reform as a development in the existing practice. It is a form of correcting the ill ideas, getting rid of the bad behaviors by introducing new and modern ways to encourage, reorganized, and to

improve the socio-economic and political systems in the society. Therefore, reform in education means to correct the wrong things in the educational programs and other activities in the system in order to enforce a modern and progressive way of life to improve the socio-economic and political system of the society. Thus, reform in higher education has to do with enhancement in the different facets of education at tertiary institutions. This form of education has witnessed tremendous reform during the colonial, military and civilian governments in the Nation. Since society is dynamic, education too should be dynamic to make it relevant to the needs of students which are the focus of any Government reform agenda at any moment of national development (Abdulkareem & Fasasi, 2012). If education is relevant to the society, it is going to be profitable and yield high dividend since its relevance determines the use, which is the educational benefits (Obanya, 2007).

In other words, to Adesina (2005), the Asbby Commission in 1959 reported some specific recommendations on higher education reform in Nigeria and this brought about the new universities with curricular and the mode of operations differ from that of the existing University College, in Ibadan. Nigerian higher education system witnessed a series of innovations with the conception and innovations of the National Policy on Education in 1977. In the 20th century, many changes were introduced into Nigerian higher education system. Therefore, Azekwezili (2006) and Igbafe (2016) assert that the nation's education sector at all levels was suffering from a systematic instability and the Ministry of Education swapped into action to bring sanity into the system then.

The reforms in higher education include resuscitation of National Open University of Nigeria, teaching through Information and Communication Technology (ICT), research in teaching and learning; Unified Tertiary Matriculation Examination (UTME), and Teachers Registration Council. It was also added that the least teaching certification would be Nigerian Certificate in Education (NCE) and encouraged teachers should be academically certified. Granting some colleges and polytechnics the power to award degree certificates in Nigeria (FRN, 2004; Babalola, 2007; & Lawal, 2011). Reform continued to be initiated and implemented as people and government see the need for it. Moreover, technological development has made the universe a mini village by bringing the nations, cities, and villages closer to one another, and changes in one place quickly affect other places. Omolewa (2008) posted that human beings are constantly stimulated by a desire for improvement, an eagerness for reformation and a responsive search for progress and development.

1.3 The Meaning and Status of English Language in Nigeria

Language is a country's most valuable and important characteristic. There is no country without a unified language for unity among the different races, togetherness, and growth. There must be a language acceptable to all in running the nation's affairs (Alabere, Hasan & Shapii, 2015). Nigeria being a multilingual nation is comprised of different races. It is a nation with the population of about 150 million people, covering about 356, 669 square miles Daily almanac (2009). Nigeria consists of three major regions brought together in 1914 by the colonialist with three major languages, which are Hausa, Yoruba, and Igbo languages in the North, West, and Eastern regions respectively. These differences led to the need for unifying language to bridge the

linguistic gap in the new nation in 1914 while over 40 other languages are regarded as minority languages (Shaibu, 2013).

Though English is a foreign language, it has helped to bring together the different races that comprise Nigeria, a country with about 450 indigenous languages. Shaibu adds that the English language came into the country with colonialism in the mid-nineteenth century and the European missionaries started setting up schools, not for the purpose of education but to train those who are going to be intermediaries between the church and the people. William (1961) has it that, it should be remembered that the Christian religion purpose for education then was to develop manpower that was to serve as clerks in the church, so the formal learning then was the study of the sacred writing for the performance of their religious duties. So the English language learned then was for church. So, the English language entered the Nation through the mission school as the language of official transactions. English as a second language in Nigeria to Danladi (2013), should be standardized despite the fact that it is a colonial heritage; it has been nurtured, conserved and guided.

The history of the English language as a second language can be traced to the time of missionaries' adventure to Nigeria with the introduction of formal Education. The language that started in such a humble way has assumed an important role and achieved a greater status for itself in the country today. According to Adedimeji (2003), the English language has appeared as a prosperous language that helped to unify the Nation. He further observes that the target language is used for trade and commerce, missionary activities, educational policies, constitutions etc. the language

was successfully embedded since there was no indigenous language that could perform the functions of the English language in the nation.

The National Policy on Educational has it that in pre-primary school pupils should be taught with the mother tongue (L1) and the language of the immediate community, also at the primary school until at the later stage when the English language will be introduced. In the secondary schools, the English language should be one of the core subjects along with others and the medium of instruction in secondary and tertiary institutions should be English language (Shaibu, 2013). With all these information, this study examined the effects of process-genre approach to teaching writing skills at tertiary institutions for better improvement in the academic writing performance of students.

1.4 Problem Statement of the Study

Studies have reported the low performance of learners in writing (Steele, 2004; McCrimmon, 2005; Mourtaga, 2004; Jahin, 2012; Sarala, Fauziah, and Abdul Rahim, 2015). For instance, in places like Asia, South Africa, US, Philippines, UAE, Nigeria to mention a few confirmed the low performance of students in writing especially in the essay and academic writing which is attributed to the approach of teaching it at schools among other factors. According to Munro (2003), Lillis and Scott (2007), Ivanic and Lea (2008), Babalola (2012), Akinwamide (2012), and Chow (2015) in their studies showed that the problem of students of English as a second language especially in tertiary institutions is the teaching and learning of writing skills. In the United Kingdom, Lea and Street (1987) and Munro (2003) asserted that writing

standard in all levels of education is very poor and that to effectively deal with students poor essay writing is a challenge all over the world.

Moving away from the worldview down to Africa generally and Nigeria in particular, it is reported that the rate of students' poor writing skills is so high that it calls for the attention of stakeholders in education. News 24 and WAEC 2014 alleged that students' entry performance into higher institutions is very poor and studies have shown the effects of their performance on essay writing (Moutlana, 2007; Banda, 2007; Akinwamide, 2012; Babalola, 2012; Muraina, 2014; Olanipekun, 2015, Chow, 2015 & Noura, 2015). They also revealed that the approach used to teach writing at secondary school and tertiary level is inadequate and there should be a rethink in the methods used in teaching writing in the schools. Akinwamide (2012), Babalola (2012), Olanopekun (2015) are also of the views that students, particularly in Nigeria, are generally poor in writing, most especially in essay writing and these poor writing skills by students are due to the teaching method or approach and learners' readiness to learn. In other words, the teachers of writing adopted the traditional method which they were trained during in their time (Sarala et al., 2014). They are also overwhelmed by the large class size where more than 50 students are to be taught writing which needs constant practice to be mastered and where the teacher needs to read and correct the drafts and scripts of the students. Thereby making the teaching and learning of writing skills more difficult in such a condition where the teacher cannot satisfy the demand of process approach. Therefore, the findings of the researchers recommended that writing process on the part of the teachers and the students should change to the conceptualized process of brainstorming and problem solving for the purpose of communication instead of product approach.

Practically, the performance of students in writing especially in WAEC/NECO is very poor in Nigeria and generally all over the world. For instance, the performance of students in essay writing as part of qualifying exams is also very poor year in year out and this has effects on students' overall performance. This also shows that there is a problem with students' academic writing skills which call for urgent attention and intervention. Akinwamide (2012) Muraina (2014) and Olanipekun (2015) reported the remarks of West African Examinations Council (WAEC) in a few years back on the performance of students in English language results for 2011 as 30.70% pass out of the candidates that sat for the examination; in 2012 only 37.97% passed; in 2013 only 29.17% passed; and in 2014 only 29.37% passed respectively as breakdown results of senior secondary school students in Nigeria. Consequently, the mass failure in public examination in English particularly in the essay section of the examination could lead to the inability of learners of tertiary institutions to write academic papers and examination due to poor writing ability and poor academic background.

Kwara State is not left out as Olanipekun (2015) described the situation in the state as a shameful failure that is noticed in the public's unhappiness following the annual release of WAEC results. It is obvious that the performance of students in the English language is atrociously low. The situation in the state and in the nation generally, where the government cannot pay salary, provide adequate teachers, and infrastructures to cope with the increasing number of enrolment in schools have effects on the outcome of students at the universities and colleges. Today the English language result is a monstrous in the state and the country generally.

Theoretically, in Nigeria and most other countries as highlighted above showed that the teachers of writing use the traditional approach while the performance of the students remains very poor. The fact that the approach does not train students to be independent in their writing is a problem. Most students cannot think and brainstorm ideas to make them creative writers. But merely copy other peoples work leading to plagiarism (Akinwamide, 2012; Muraina, 2014; & Sarala, et al. 2015). In view of this process-genre approach was employed in this study to examine its effect on students' performance in writing an essay and to introduce another dimension to essay writing in tertiary institutions.

Consequently, with the increase in the number of tertiary institutions, students studying at home and overseas, where English is used as the language of instructions. The potential to write academically is, therefore, an influential part of the proficiency of tertiary students (Mckay, 2006). Babalola (2012), Muraina et al. (2014), and Olanipekun (2015) then concluded that the discouraging and low performance of students in Nigeria especially in English language and writing is of concern to stakeholders in education. The problem has led to tagging the country's standard of education as fallen when students' performance is not encouraging.

In addition, Elton (2010), Grami (2010), Chokwe (2011), Akinwamide (2012), Babalola (2012), and Muraina et al. (2014) among others are also of the view that the performance of students in the writing class is very poor due to the fact that, the English language is a foreign language with different culture and as L2 the culture of L1 is already established in the speakers of L2, while ESL teachers have their own limitation due to the influence of mother tongue. The four basic language skills

become more important in the teaching and learning of English language as reading and writing at higher institutions need conscious effort to be taught and learned.

Therefore, Musa, Lie, and Azman (2012), Akinwamide (2012), and Sarala and Rahmin (2015) have it that the poor performance of students in essay writing in Nigeria and Malaysia is a reflection of their poor English background which could have negative effects on their overall results. This poor academic background has contributed to the poor performance and writing ability of students in college. So, in learning the skills of writing at the tertiary institutions, students are expected to master the different dimensions of writing especially essay writing which is a preparatory step for future academic writing. In the process of writing an essay according to Babalola (2012), Akinwamide (2012), Cope and Kalantzis (2014), Noura (2015), Chokwe (2016), Dixon and Hawe (2017), students usually encounter problems of generating ideas, planning, and organizing ideas. In terms of formatting, learners make mistakes in the structure of essay while in planning. They do not put the ideas and information in the proper way and makes it difficult for the reader to get the message persuasively and clearly with a lot of misstates in the language used by the students to convey their message in writing.

The early researchers on writing, such as Labarrete (2016), Hyland (2016), Hilda (2013), Borich (2004), Badger and White (2000), Vanessa (1992), and Murray and Johanson (1990), contended that establishing the new approach to writing when the old approach to writing became a thing of concern all over is necessary. The studies helped to propagate process approach theory which many educationists imbibed into their curriculum but despite their propagation teachers still, continue to use the

traditional approach to teaching. However, the controversy in the approach to adopt for teaching writing between product and process approaches, Zeng (2005), Gao (2007), Chow (2007), Elson (2011), Hilda (2013), and Thomas (2015) therefore, ascertained that using process approach in teaching writing is concerned with planning and several drafts, unlike product approach that focuses on grammar and structure of the essay. This brings about the genre approach which is the social aspect of composition writing because social situation gives rise to the genre as the currently used pedagogical approach to writing. According to White and Arndt (1919), George (2001), Sadiq (2011), Hilda (2013), Gupitasari (2013), and Chokwe (2016) the writing instruction that gives attention to either of the approaches' input on students is limited, unbalanced, and inaccurate to write a composition. However, they suggested that the three approaches be integrated into the process of teaching writing composition so that the good aspects of the approaches can be adopted.

Therefore, to help the students out of these problems, a new approach to teaching writing should be adopted by teachers of writing. Adopting the process-genre approach to teaching writing, students will practice the process of prewriting, drafting, revision, and editing while the genre approach is based on the context, the reason, and the diction for writing a particular essay. In other words, this research focused on using the process-genre approach instead of product approach to teaching essay writing in Nigeria ESL context where the use of product approach still prevails. The implication of this research is to encourage the application of the process-genre approach among teachers of writing. Teaching writing through brainstorming and problem-solving process make students more active in the process of writing in group

and collaboration, which is a contribution to the existing knowledge and literature. Therefore, the following are the objectives of the study.

1.5 Research Objectives of the Study

This study aimed at addressing the effectiveness of the process-genre approach to teaching writing skills with the view to authenticating the viability of the approach in essay writing. This study specifically intended to find out the following:

1. To determine whether there is a difference in essay writing of degree students when taught using process-genre approach and product approach in terms of content.
2. To investigate whether there is a difference in essay writing of the degree students when taught using process-genre approach and product approach in terms of organization.
3. To verify whether there is a difference in essay writing of the degree students when taught using process-genre approach and product approach in terms of expression.
4. To identify whether there is a difference in essay writing of the degree students when taught using process-genre approach and product approach in terms of mechanics.
5. To examine whether the process-genre approach is more effective for teaching essay writing than product approach after the intervention.
6. To investigate the respondents' views on using process-genre and product approaches in teaching them.

1.6 Research Questions of the Study

The purpose of this research was to gather data on the effectiveness of process-genre approach on essay writing of the degree students of a college and to find out whether process-genre approach has significant effects on the quality of the students' essay

writing compared to product approach. The overall aim of this research was to compare the performance of the experimental and control groups based on essay writing and are translated into more specific forms below:

1. Is there any significant difference in essay writing of the degree students when taught using the product and process-genre approaches in terms of content?
2. Is there any significant difference in essay writing of degree students when taught using the product and process-genre approach in terms of organization?
3. Is there any significant difference in essay writing of degree students when taught using the product and process-genre approach in terms of expression?
4. Is there any significant difference in essay writing of degree students when taught using the product and process-genre approach in terms of mechanics?
5. Is there any significant effect of process-genre approach on Essay writing of the students in the experimental group after the intervention?
6. What are the views of respondents in the experimental and control groups?

1.7 Research Hypotheses

1. There is no significant difference in essay writing of the degree students when taught using the product and process-genre approaches in terms of content.
2. There is no significant difference in essay writing of degree students when taught using the product and process-genre approach in terms of organization.
3. There is no significant difference in essay writing of degree students when taught using the product and process-genre approach in terms of expression.
4. There is no significant difference in essay writing of degree students when taught using the product and process-genre approach in terms of mechanics.

5. There is no significant effect of process-genre approach in Essay writing of the degree students in experimental and control groups after the intervention.

The table below briefly explains the research questions, the research objective and the method for data collection.



Table 1.1

Research Objectives and Questions

Research Objectives (ROs)	Research Questions (RQs)	Research Hypotheses	Data Collection Methods
To determine whether there is a difference in writing an essay by degree students when taught using process-genre approach and product approach in terms of content.	Is there any difference in the essay writing of degree students when taught using process-genre approach and product approach in terms of content?	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 content.	Pre- and post-test Quantitative
To investigate whether there is a difference in essay writing performance of the degree students when taught using process-genre approach and product approach in terms of organization.	Is there any difference in essay writing performance of degree students when taught using process-genre approach and product approach in terms of organization?	There is no significant difference in essay writing of degree students when taught using the product and process-genre approach in terms of organization.	Quantitative Pre- and post-test
To verify whether there is a difference in essay writing performance of the degree students when taught using process-genre approach and product approach in terms of expression.	Is there any difference exist in essay writing performance of degree students when taught using process-genre approach and product approach in terms of expression?	There is no significant difference in essay writing of degree students when taught using the product and process-genre approach in terms of expression.	Pre- and post-test

Table 1.1 continued

To identify whether there is a difference in essay writing of the degree students when taught with the process-genre approach and product approach in terms of mechanics.	Is there any a difference in essay writing performance of degree students when taught using process-genre approach and product approach in terms of mechanics?	There is no significant difference in essay writing of degree students when taught using the product and process-genre approach in terms of mechanics.	Quantitative Pre- and post-test
To examine whether the process-genre approach is more effective for teaching essay writing than product approach after the intervention.	Is there any effect of process-genre approach on Essay writing of the students in experimental group after the intervention?	There is no significant effect of process-genre approach on Essay writing performance of the degree students in experimental group after the intervention.	Quantitative Post-test
To investigate the respondents' views in using process-genre and product approach in teaching them.	What are the views of the respondents in the two experimental and control groups?		Qualitative (Interview)

The above table is used to represent the research objectives, research questioned and the research hypothesis which can be glanced through at one view.

1.8 Significance of the study

This research aimed at emphasizing the aspect in which the research would be beneficial. The outcome of this research: the effects of process-genre approach on

writing skills of the undergraduate students will be of benefit in many ways and are discussed from theoretical, practical, and methodological perspective.

1.8.1 Theoretical Significance

In view of the theoretical contribution of this study, the main theories that are mostly used for teaching writing composition are the traditional perspective and the cognitive perspective. This study thereby incorporates the social perspective of composing essay in line with Vygotsky's view of scaffolding and building block theory which contributed to the teaching of writing skills through the process of practice by writing multiple drafts before the final draft with social interaction among learners.

Therefore, this study adopted the process-genre approach with the belief that the results would be validated at the end of the study. The theory explains the process of teaching writing skills, and the role of interactive feedback among students in the writing class, which have greatly improved students writing. In view of this, it will be of benefit to future researchers, to students who want to master writing skills, to parents who want their wards to develop the skills and it will be of great benefit to teachers of writing for better teaching and learning situation.

1.8.2 Practical Significance

Practically, the study shed light on whether the process-genre approach to teaching writing had effects on the writing skills of the students of CAILS because the approach focuses on the practical involvement of students in learning writing. The study provided pedagogical benefit to both students and teachers because it highlighted the use of process approach and genre approach to learning and teaching writing. Most importantly it helped the students to be aware of the ways to handle

writing skills. Writing teachers will also be conscious of students' writing when presenting lectures.

The study also documents considerable data for writing approaches for teaching and learning the skills of writing for teachers and curriculum designers. The findings would give teachers and curriculum designers a better understanding of the benefits of the theories of writing in the L2. Teachers should have a rethink on whether their present method of teaching writing is consistent with the students' learning approaches. Knowing what tasks and learning materials must be provided for students considering their level. Therefore, this study facilitated improvement in the writing skills of the students and will practically be of benefit to the teachers, students, school administrators, and government on how writing skills of students can be improved.

1.8.3 Methodological Significance

In the methodological contribution of this study, the researcher used two data sets: the primary data. The pre-test and post-test data were used for the analysis of the research and were derived from the written essay. Most of the past researchers used a questionnaire, objective questions which cannot actually prove the main skills of writing. Also, process–genre approach using experimental method was adopted for the study in line with Babalola (2012) and Thomas (20015), and based on the views of Akinwamide (2012), Chow (2015), Hilda (2013), Fauziyah and Abdul Rahim (2015) that the teachers of writing mostly use the traditional method of teaching writing. Obviously, there seems to be less researched to date that measures the effectiveness of process-genre approach on writing skills of students, especially in teaching essay in the college.

This study, therefore, examined the effectiveness of the process-genre approach in developing students' writing skills. The findings facilitated general awareness of the different approaches for writing techniques by students. The research is of benefit to teachers, students, administrators, authors, publishers and future researchers in English as a second language.

1.9 Scope of the Study

This study covered only Kwara State in Nigeria. The predominant language in the state is Yoruba which is one of the three major languages: Yoruba, Hausa, and Ibo as the major languages spoken in the country. All the students had English as a second language. The participants' institution is College of Arabic and Islamic Legal Studies in Ilorin, Kwara State. The college awards students with a diploma and first degree certificates after completion of two, three and four years' programmes in different disciplines for the diploma and degree certificates respectively. The intervention was conducted on process-genre approach to teaching writing and product approach for the control group, after which the scores of the students were compared to determine the effect of process-genre approach on students' performance. Essay questions from WAEC and NECO were adopted as instruments and used for assessing essay writing skills of the students in four core areas: such as content, organization, expression, and mechanics.

1.10 Operational Definition of Terms

Most of the major terms and variables were operationally defined as used in this study. They were as following;

Effect: the corresponding influence of process-genre approach on writing skills by students when compared with that of the students that were taught with product model approach. It is the result or consequence of an action such as teaching.

Writing: according to Ali Grami (2010) writing is a ‘complicated cognitive task’ because it demands a careful thought, discipline, and concentration. It is a complex task that required careful thinking, self-esteem, and attention, and it is beyond what the writer is thinking or knows at a particular time. It is the act of putting down information about an idea during the presentation of information, documentation of events or the writing of essay or discourse. According to Muraina (2012), writing performance is the actual writing down of information or test by students which received a good range of scores. Therefore, to this study, writing performance refers to students’ ability to write creative compositions expressing them freely by considering the audience and the social context as required by the college.

Product Approach: product approach to Yan (2005) is an approach that focuses on imitation that intends to bring out a perfect product at the first draft which is not possible with many people. Therefore, the product approach is when teachers focus on the structure and grammar of what students write by marking only the vocabulary use, grammar use, spelling and punctuation marks as well as organization. It also involves teacher assigning a topic to learners to write, collect it and correct or award mark and give back to them to do the correction.

Process Approach: this approach according to Tale & Salem (2014), is an approach to teaching writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation

of models'. It is when writing is done by writing several drafts, such as prewriting, drafting/composing, revising, and editing. It is motivating to both the teachers and students and it encourages peer feedback in the classroom.

Genre: Kim and Kim (2005) identified a genre as “a class of communicative events, the members of which share some set of communicative purposes. This definition shows that the genre approach identifies with the basic idea that shows certain rules generally attached to the purpose of writing. Approach to writing is a framework for language instruction which supports the rules of context, and diction of a particular genre of a particular essay composition. The genre has to do with different forms of writing such as a formal and informal letter, narrative, descriptive essay etc.

Process-genre Approach: this approach is the bringing together of both process and genre approaches for the teaching of essay writing whereby the students undergo practices in stages with consideration of the audience and social context of the discourse.

WAEC and NECO: these are external bodies that conduct school leaving certificate examinations for students who are in the last year of senior secondary school students' level. It is with this result they can be admitted into tertiary and university education.

Content: the content of an essay means the numbers of ideas or points generated by writers to buttress the argument in discussions. Therefore, the length of an essay depends on the ideas in the discourse. It also has to do with main and supporting points.

Organization: this is the arrangement of points in an essay by the students. The ability to write ideas in order of importance to the topic in one paragraph to the other in a coherent way following the structure of an essay in any written format.

Expression: this on the other hand, in essay writing, is the ability to explore discussion on the issue using a variety of sentence patterns and discuss the topic in such a way as to carry the readers along.

Mechanics: mechanical accuracy is using accurate words, spellings, and punctuation marks in a write-up showing proficiency in the language use.

1.11 Organization of the Thesis

The current research was structured as follows: chapter one described the background of the study comprising the establishment of the college, the role and status of English in Nigeria and the reform in tertiary institutions, the problem statement, the research objectives, the research questions, the research hypothesis, the significance of the study, definition of terms, summary, and the organization of the thesis. In the next chapter are, introduction, the important concepts in teaching writing skills, particularly, the effect of process-genre approach on ESL writing, theoretical framework, the approaches to writing were explored and other relevant methods of developing students writing skills.

The chapter mainly focuses on orderly and detail literature that was reviewed in order to give an overview of what the research is all about, to provide a better understanding of the research concepts to help the researcher and to expose information that addresses the topic of discussion in this study. This chapter covered

the historical background of English language and the targeted College for the study, meaning, and scope of English language in Nigeria with related topics, issues surrounding teaching essay writing, writing skills, and the related topics, with other relevant sub-topics. Also discussed were the concept of academic performance and academic measurement with their related topics in relation to writing, past studies on the approaches, as well as the conceptual framework of the study.

Chapter three describes the methodology of the study as presented in this chapter. It included the proposed methods and techniques; such as research design framework of the research, data collection procedure, population and sample, and methods of data collection, pilot study, limitations, and justifications for selecting them. Chapter four explained the findings of the study as presented in the chapter. The chapter includes data analysis, assumptions of One-way ANCOVA, the influence of treatment on covariate measurement, testing of hypotheses, results of qualitative findings and discussions of the study. Lastly, Chapter five described the last chapter of the study as presented in the chapter. It includes an introduction, conclusion, implications of the study, recommendations, and suggestions for further study.

1.12 Summary

This chapter contains the introduction and background of the study, the discussion on the research problem statement. The chapter also discussed the research questions, objectives, which are to be achieved by this study. It also discussed the relevance of the research to all the educationists that are privileged to benefit from the findings of the research. Finally, some of the significant concepts were operationally defined to

provide clear pictures of what is being discussed to both the researcher and the readers. This chapter is followed by a review of the literature in chapter two.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter two of this research focused on the orderly arrangement of the reviewed relevant literature which presents a better understanding of the research and other similar topics that assisted in revealing information that discussed the issues under study. This chapter covered the functions of English language, the issues in learning a second language and bilingualism in Nigeria, competence and performance as well as approaches for teaching writing and related subtopics, issues surrounding writing and the related subtopics, the differences between writing approaches with other relevant sub-topics. Also discussed were the relationship between writing and academic performance and measurement in relation to writing, discussions on past similar studies, with theories and framework of the study.

2.2 Functions of English Language

English as a second language occupies a unique position in the lives of Nigerians. The language performs an important role in the teaching and learning system in the country. Oyeyemi (2001) confirms that the English language, apart from being the language of education, it is a subject taken at all levels of education. In view of this, a man's intellectual attainment in any field is the way he expresses himself in the English language orally or graphically. According to Obanya (2012) prominent among the roles and status of English language in Nigeria can be felt in the language of communication, the language of instruction, the language of science and technology, and as a passport for educational advancement.

In a multi-lingual nation like Nigeria, the English language serves as the language of communication. It has made it possible for every Nigerian to feel comfortable in traveling to any of the countries where the language of the immediate community is not known. In the Federal Government establishments, employees from different nationalities and with different language background work together harmoniously and in unity the English language. Yekini (2013) affirmed that in Nigeria, the English language is the only unifying language that nation of diverse cultural background has in common and that the English language is a powerful medium of communication both within and outside the country. For instance, in the contemporary time, home videos produced in the English language add to the growth of the film industry that is not only common in the nation but also reach those in the diaspora. The language is also used for disseminating news on television and radio.

Therefore, English stands out as the language for broadcasting news, promoting business, keeping records, for discussions, and so forth. It is the language of transacting all forms of businesses in the nation. The nation's constitution and the laws of the nation are written in the language. Most political campaigns are done in the language. The English language is the language of instruction in formal education in the country even though the National Policy on Education states that first language will be used for teaching and learning at pre-primary and primary education and later English language. The reverse is the case as wards are enrolled and taken to private schools at this level where the English language is the medium of instruction to the extent that children of some elites could not speak and understand their mother tongues. The language is the language of science and technology. Alabi (1994) asserted that the English language is the gate for gaining access to global

advancement in science and technology. It is the language of the internet. Therefore, a success in it is a key to decent employment and admission to tertiary institutions. English will continue to function as a unifying tool and remains the National and official language as there is no any consensus on lingual-franca backed up by the constitution of the nation.

Some characteristics of language were highlighted by Unoh et al. (1989), underlined as language features that are unique with a peculiar structure, a different pattern of arranging component element into a sensible written layout. Every language possesses a set of vocal sounds with which human being articulate speech through the use of speech organs. Language demonstrates arbitrary symbols that connote meaning by convention and agreement among users of a language. It is characterized by forms, which consist of sound units (phonemes); unit of words (morphemes); and unit of structure (syntax) which form the components of written texts. They also say that language is an indispensable element of culture, an indication of many attributes of a particular societal culture, every language is sufficiently complete for the speech group where it is found, a language has features of being dynamic, through this process language undergo changes in forms and structures, and the principal purpose of language is communication which has a greater role to play in writing.

2.2.1 Issues in Learning a Second Language

Language is described by Lamidi (2000) as the medium for relating ideas, a vocal symbol used for social interaction, the entire meaningful utterance in any society. He recognized that the numerous descriptions of language show that it is a suitable tool for a societal interaction and sustenance. It is also agreed that ‘a language serves in a

particular social group based on the social group's interactional and interpretational norms besides the unique purpose of language for the exchange of information between and among users of a language' (Johnstone, & Marcellino, 2010). For instance, the language used in teaching the English language in a bilingual classroom helps to slow the process of learning due to the interference of mother tongue which is used at times to explain further what students do not understand.

Dorleijn (2018), Cohen (2014) and Lamidi (2000) state that the spoken form of a language is the primary medium from which other media is derived while the spoken and written forms have remained the most used and also satisfy communicative needs of human society. To them, every language has three basic sections: substance, form, and situation. It is highlighted that linguistic substance involves resources that consist of sounds or letters which are observable features of language used in speaking and writing.

Motivation on the part of the teacher is very important in teaching the second language. The teacher should encourage the students to speak in the classroom among themselves and when the teacher asks questions. Teachers should see themselves as friends to students to maintain classroom management. Teaching is not a one-way process but a multiple ways process (Kannan, 2009) in order to encourage and enhance the writing process.

2.2.2 Issues of Bilingualism in Nigeria

The Second language means the acquisition of a language when the first one has already been established (Spolsky 1989). For example, the Nigerian policy states that a child should start to learn the English language when he or she is six years old when

he starts the formal Education which leads to the concept of Bilingualism in Nigeria. Benjasmith (2016) and Cook (2013) have a contrary opinion about bilingualism. The former holds that it is the substitution of two or more languages following Weinreich 1963's view of bilingualism. While the later submits the view of Halliday that it is realized whenever a native speaker of one language makes attempt to speak a second language. Therefore, it is when a person can speak sensible expressions in the second language.

English is officially recognized as L2 in Nigeria. Olaoye (2013) and Iliyas (2010) identify two types of bilingualism in Nigeria context as 'endoglossic' and 'semi-endoglossic'. Endoglossic bilingualism is understanding and use of two indigenous languages fluently for the communicative demands of the bilingual, while semi-endoglossic refers to proficiency in one foreign language and one indigenous language. Fatokun (2000), therefore, recognizes three stages of bilingualism in Nigeria second language context. The first is the natural bilingualism which he believes that the natural bilingualism in Nigeria was within the period before the bringing together of the Northern and Southern Nigeria in 1914 which he describes as the one involving two languages. The second one is the enforced era which covered the period of 1914 to 1960 when the knowledge of English language became visa for participation not only in colonial administration but the language of the school system, a situation whereby one indigenous and one foreign language are spoken. While the voluntary bilingualism stage characterizes individual choice of another language(s) be it local or foreign at the moment after the independence in 1960. The implication of this is that the first spoken language has an impact on learning the second language.

Achieving proficiency in the second language is more valued because it provides a passport to attain meaningful cultural awareness of the nation like Nigeria with multiple ethnic groups (Azikiwe, 1998). Second language mastery serves some nationalistic purposes of teaching people to be broad-minded which could result in greater tolerance beyond national boundary. Other benefits that proficiency in the second language can attract include enhanced career opportunity and the pride of speaking freely with people from the different cultural background. According to Kanshanskaya, Yoo, and Marian (2011), bilingualism helps to influence the ability to manage information in L1 and L1 has an impact on the acquisition of L2. Thereby, influencing writing skills leading to language competence and performance.

2.2.3 Language Competence and Performance

Language competence is the ability to speak the standard version of the target language which is part of competency of the second language learner (Yilmaz & Aslan 2015). However, second language speakers hardly speak like the native speakers due to the interference from mother tongue leading to language mixture. This leads to code mixing in an attempt to write by L2 learners. Cohen (2014) pointed out one of the most common features of interlanguage is interference. He added that the two forms of interference noticeable between L1 and L2 are caused by the differences in the first language and the target language and interference in the use of elements, structures, and rules. Dorleijn (2018) outlined some interlanguage features that are common among older learners as the transfer of phonological features from the first language than the younger ones. While lexical transfer occurs from mother tongue to the second language. Competence and performance in language are used to describe major variables of language. Bernard (2017) cited Chomsky and specified

that competence is the knowledge of a language and the acquired rules of a language by the speaker/writer and the hearer/reader of the second language.

On the other hand, language performance by Stern involves the individual verbal behavior that occurs with irregularities, inconsistencies, and errors in communicating orally and in written form. However, the following outlines are among the characteristics that are associated with knowing a language. Stern showed the significance of a theory to second language teaching: The second language learning centers on internalizing the rules governing the target language and demonstration of mastery without much stress of paying attention to them. That is the unconscious learning of the rules of a language. The exposure to the target language also enables the mastering of the linguistic, mental and socio-cultural senses conveyed by the language forms. According to Stern (1983),

A combination of the two points above can be regarded as language competence, which is a functional knowledge of formal forms and meaning of language elements. A series of exposure that inculcates in second language learners, the ability to use the target language for the purpose of communication and an intuitive knowledge of the socio and contextual meaning of the target language. Awareness to make target language and communicative competence manifests in receptive and productive language habit. And finally, a dynamic mastery of target language that leads to creative use of the language.

(Stern, 1983, p. 203-212)

The process of learning the rules of a second language is through self-discovery which exposes the L2 learner to meaningful expressions in writing by trying to recall what was heard or read and endeavors to master the rules of the language. For example, mastering rules may be consciously or unconsciously but will encompass the ability to apply the rules in other instances of the language use such as writing.

The induction process, for instance, is giving a learner the sentence, Ola danced and then he sang. The learner can associate 'Ola' with 'he' in this sentence. Learners require a good memory to relate words to objects, events and feelings, and previous experience to the present. For instance, mentioning the word 'house' the learners should be able to associate it with the image of a house but the ability to write appropriately is an enormous task to master by students.

Furthermore, Cohen (2014) distinguished between natural and classroom situations of learning L2. The natural situation describes an unconscious mastery of L2 in a real contact with genuine objects or events of everyday life. No attempt will be made at all to teach the target language, except in the classroom situation to learning L2 as a planned organized activity where a teacher coordinates the presentation and assessment of the L2 learning process. This discussion leads to the approaches of writing skills.

2.3 Approaches to Teaching Writing Skills

Literature has indicated that writing, as an important skill in language teaching, is difficult to teach (Gilbert & Graham, 2010; Zhang, 2013). However, there are many approaches to simplify teaching writing such as controlled composition method and free composition method recommended by Akinwamide (2012) for teaching the beginners. Other approaches like product, process, and genre are relevant in second language situation where the influence of mother tongue is tremendous and the purpose of teaching writing is to develop creativity and originality in students' writings. Scholars like Ahmed, Cane and Hanzala (2011), Burns and Siegel (2017), Mishan (2015), and Ng and Cheung (2017) pointed out the product, process, and

Genre approach as the basic approaches for teaching writing skills in the second language situation and at tertiary level.

Writing pedagogy and research have been influenced by a number of theories over the decades. Bacha (2002) posited that the L2 writing methodology is based on process and product approaches promoted by the expressive school of thought that was conceptualized out of the expressionist model, which believes that for expression. The self-actualizing writing by students through brainstorming to generate ideas, concentrating on readers, and different types of texts while the product approach is only based on teaching writing with the model. This brings about looking at what product approach is and how to apply it to teaching writing in a second language situation.

2.3.1 Product Approach Method

Product approach is widely discussed in the literature. The approach concentrates sequentially on the form, model, and its duplication (Ahmed, Cane & Hanzala, 2011). It focuses on the written product of the learners rather than the way by which they produced the write-up (Nordin, 2017). The product approach believes in the ultimate written product of the learners and correction of their grammatical errors (Ng & Cheung, 2017). It is teacher-centered (Nordin, 2017) and deals with the mastery of major vocabulary items and specific sentence structure (Burns & Siegel, 2017).

Product approach is one of the oldest methods of teaching writing and is widely used by classroom teachers as an instructional method of teaching writing and has been adopted by teachers and students. It is evidence from research that to develop students' writing skills, clear instruction has to be given by the teachers on the

appropriate techniques to apply when carrying out writing activities. In-service training leave should be given to teachers to effectively carry out this duty on the beginner level and secondary schools for proper training to improve their methods of teaching writing and vary their methods (Hu, 2003; Kong, 2005; & David, 2008). Product approach to teaching writing became a relevant and preferred method used by some teachers all over the globe. It shortly loses value in some places due to its less cognitive process and time factor. Studies are in support that product approach allows teachers to cover many topics on essay writing and complete the course contents within the stipulated time and therefore go for it.

Four stages can be identified in product approach to teaching writing as posited by (Steele, 2004). In the first stage, students are expected to master the sampled essay given by the teacher by identifying the structures of the text. For instance, in teaching how to write a formal letter, students' attention is focused on diction for formal requests. In the second stage when a learner reads a story, the focus will be on the techniques used to make the story interesting, and students do control practice of the highlighted features of the text separately like practicing the key parts of a formal letter such as the positions of the addresses, salutation, the body, and the concluding part.

The third stage shows the learners how to organize ideas, which they believe is more important than the ideas it contains. The last stage is for students to compare written tasks to show language use and structures of the writer's discourse. They use the skills, structures, and vocabulary to produce the own write-up. Unfortunately, these

stages are not well taught and followed by students instead they copy the model given to them. Below is the product approach model by Steele:

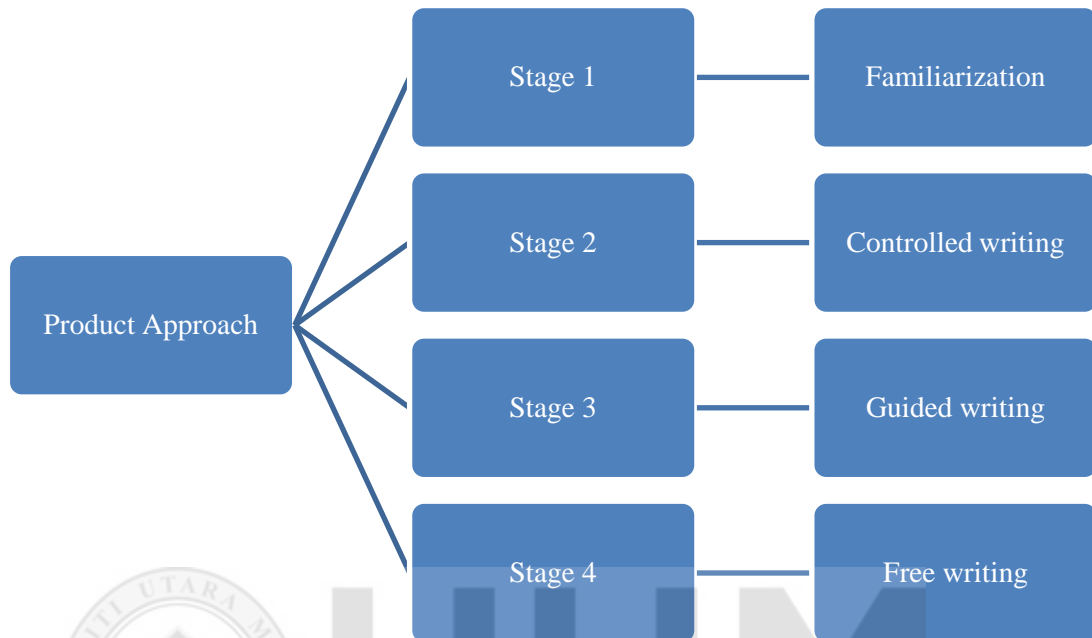


Figure 2.1. Steele Model Adopted from Sarala et. al. (2015)

There is a growing body of literature that emphasized the relevance and importance of product approach as a catalyst for students' writing skills, while the approach suffers criticism from other scholars. In other words, there is a contradictory opinion in applying product approach to teaching essay in ESL classroom. Where some researchers agreed that it is helpful, others believed that it has a negative effect on students' proficiency in writing an essay (Ferris, 2007). Nazim and Ahmad (2012) indicated that the product approach is useful by students in learning how to write essays but at times the approach hinders them from attaining better writing skills. Chow (2007) posited that the approach encouraged the teachers in writing instruction in the 1990s. Similarly, Deng (2003) and McCrimmon (2005) argued that the approach encourages students to the practice production of an end product that is

similar to the essay topic or the model given by the teacher. students are encouraged to replicate the grammar used by other writers in content and changing the text into another essay format that is as good as the model by learning the use of English grammar (Mourtaga, 2004).

In addition, the scholars argued that many teachers find this method easier and comfortable to use by adopting already written essay or letter of others because that is the only way they can help students to identify mistakes and correct them. It allows teachers to manage their time and it serves as the only way to reach all students in the classroom that is overpopulated. students have the chances to correct their mistakes and learn to use correct grammar and sentence structure by going through the teacher's corrections. If teachers mark the texts as quickly as possible the approach becomes more effective for students to retain what they have written (Musa, Lie & Azman, 2012). Unfortunately, most teachers do not give a thorough reading of the students' essays due to large numbers of students in writing class. However, Jahin (2012) criticized the approach and considered it as a mere approach to developing the students in the acquisition of grammar instead of enhancing their writing ability. The resultant effect of this, according to him, is that majority of learners copy word for word the model text instead of using their own words.

Argued further against the approach, Fauziah and Rahim (2015), from their exploration of teachers' belief and experiences about teaching/learning English language writing in Malaysia school context. They found from past studies that students' performance in writing is poor due to product approach teaching method which has a negative effect on Malaysian undergraduates. They also added that in the

recent time the teaching of writing has moved from product to process approach to teaching /learning writing skills. The findings showed that teachers in Malaysia still continue using product approach. Teaching writing skill is more problematic for some English teachers than teaching other skills (Akinwamide, 2012).

Moreover, Wingate (2012) criticized the approach by arguing that it gives room for plagiarism. Students only see the teacher sampled essay to be very helpful and suggest that if the given essay is well explained is a good take-off point for writing instruction. It was also believed that in the traditional approach of writing, students rely on the model to rite with since they cannot brainstorm to generate ideas on their own except following what has been written as an essay or formal letter as a model without actually teaching the techniques of writing. It does not allow students to think critically to be creative writers while the teachers feel comfortable teaching the way they were trained through the traditional method. According to Chow (2007), ESL teachers adopted a traditional method of teaching writing which they were trained with by only focusing on grammar and features rather than skills of writing. This has negative effects on effective writing skills as students write what they feel the teachers would accept based on the model given to them without giving the opportunity to be creative writers and to express their own view (Tan & Miller, 2008).

Macbeth (2010) asserted that the model method of teaching essay writing could be misleading at times when students are not clear of the scope of the topic. The method should be met for only beginners as it only focuses on the illustration of parts that help new writers as a means to progress to independent writers. It should be used to create motivation in students rather than imitating or following the style of the writer.

According to (Chow, 2007), it is necessary for students to look at other people's essay in order to compare what they have written with the similar model at the last stage of the process of writing instruction. The activity of following a model is helpful at times to enable students to participate in the writing activities to make them actively involved in writing instead of replicating written works of others (Tan & Miller, 2008). They further concluded that this approach is mostly depended on as the only approach to writing instructions which makes writing not easy for second language students. In other words, the product approach does not consider the process of writing but only the last stage of the process approach of writing. Therefore, the idea of the process approach to teaching writing came up as discussed below to replace product approach:

2.4 Process Approach to Teaching Writing

The researched literature on process approach as it relates to the teaching and learning English as a second language (ESL), has been on an increasing decimal in many parts of the world. However, there appears to be little or no concentration of the previous studies in the Nigerian context. Early studies like Bayat (2014), Faraj (2015), Oraif (2016), Özenc (2016), Veloo, Krishnasamy and Harun (2015), and Zhou (2015) emanated from countries like China, Saudi Arabia, Bangladesh, Iraq, Turkey, and Malaysia. The process approach is defined by Nunan (1991), Vanessa Steele (1992), and Sun and Feng (2009) as a process that focuses on different classroom activities which promote brainstorming, group discussion, language development, and re-writing. They also have it that process approach to writing is based on steps involved in producing essay and believed that no text can be perfect, but the writer will get

closer to perfection by discussing, reflecting, producing, and reworking the previous drafts of a text.

Chokwe (2011) indicated that the process approach is more effective as a tool for motivating students to practice writing, develop a positive attitude toward writing, and is good for teaching writing skills with good language structures. In other words, the expressionist approach started the beginning of the development of the process approach to writing. He further observed the problems of students with writing as lack of writing process strategy, lack of self-management skills, poor organization of contents, failure to follow instructions, ineffective introductions, difficulty in understanding and accepting criticism, and ineffective proofreading as factors affecting their performance in academic writing.

The process approach to teaching writing came up to contradict the traditional approach which is adopted by most teachers in teaching writing. The controversy among researchers is, which of the approach is better, the process approach or the product approach? While some researchers believe that the process approach is better, others hold that the combination of product and process approach will lead to an effective performance of students in writing (Hassan & Akhand, 2010). According to Sun and Feng (2009), process approach advocates believed that for writing to be done well, it needs time and positive feedback. Therefore, process writing helps the teacher to move away from being passive, giving students a writing topic and correct the finished product without any intervention in teaching the writing process. Similarly, Fowler (1989) acknowledged that process writing came up as a reaction against the product approach. As against the product approach, process approach focuses on

different practices that enhance the effective use of language, personal thinking, collaboration, editing, and rewriting. The process approach is like an umbrella to other writing courses, in the sense that students through this approach engage in process method of writing rather than a single short approach.

As indicated by Street (2004) and Hasan and Akhand (2010), the process approach system of teaching writing has eight stages. According to them, the eight stages, if followed would lead to an improvement in the writing skills of the students. Brainstorming as the first stage is trying to generate ideas through thinking and brainstorming. For instance, in brainstorming for the topic ‘should rich people help the poor?’ the student who is on the right side provides an argument for the topic by thinking of points that support it. The left side presents an argument against it by thinking of points that counter the question. As the right provides points or reasons to support the topic, on why the rich should be of help to the poor, the left provides reasons why the rich should not help the poor.

The second stage is when the students plan how to put the points down. Planning is the situation whereby, the students in the writing class share ideas among themselves, criticizing the ideas before putting them down in their notes after seeing the importance of the ideas. The third stage has to do with organizing points in an outline form in a hierarchical order for easy construction of the text or essay. The fourth stage is when the students write the first draft which is carried out frequently in the classroom individually or in groups.

The fifth stage is the peer feedback time, whereby the students exchanged their draft for feedback by responding as readers of the drafts among themselves in the

classroom. This development helps students to be conscious of the audience that will read whatever they write. This will help the students to be confident in whatever they write by being conscious that someone is going to read the write-up. The sixth stage is editing: at this stage, the exchanged drafts are returned to the owners or writers for improvements based on the feedback or comments from pairs in the classroom. In the seventh stage, students write the final draft based on suggestions and their rethinking of the ideas for a better piece of text or essay and the final stage is where the teacher evaluates and gives marks and feedback to guide what the students have written.

Previous studies have shown that there is a relationship between the process approach and the writing skills of students. Graham, McKeown, Kiuahara, and Harris (2012) used a quasi-experimental method in examining the effect of process approach on the writing skills of elementary grade students. The finding of the study indicated that the process approach to writing instructions enhances the writing skills of the students. In a similar study, Sun and Feng (2009) investigated the influence of the process approach to teaching English writing on the writing competence of students. With the experimental method, the study found that all the students thought using the approach had an appreciable improvement in the writing skills. This finding is consistent with the result of Graham and Perin (2007) who examined the meta-analysis of writing instruction on students who were adolescent.

However, Hasan and Akhand (2010) empirically compared the impacts of process and products approach on the writing skills of students. The study used sixty (60) undergraduate students as participants. The findings of the study in relation to the process approach reveal that most of the students had problems in the aspects of

brainstorming and cohesive organization of ideas because of the non-familiarity with the process approach. Consequently, the concluding findings of the study indicated that the combination of product and process approach can lead to a better performance. Blending the two approaches provided a synergic effect on the writing performance of the students. The next stage looks at how the process approach can be implemented when teaching writing with the process approach.

2.3.1 Implementation of Process Approach

To incorporate process approach instruction in the classroom, Trupe (2001) had it that, Teachers of ESL writing should encourage planning, pre-writing, and several drafts before writing the final essay by asking students to constantly write something that may not need to be recorded as assignment or assessment for grades. Considering the different educational and cultural backgrounds of students, Trupe (2001) posited that teachers should try to read what students write and pass comments on the content. Teachers should encourage brainstorming whenever a topic to write on is given to students to write. Five (5) minutes should be assigned for a brainstorm on any given topic. Students can be divided into groups to help themselves to get feedback on their drafts, prepare written feedback for the written essays and each group should look for the specific idea in the written text in the classroom. Students should watch a scenario on a topic to identify or criticize the features and techniques of the presentation.

In writing class the teacher can create a scheme on a brief face to face conferences where the students will present papers or essays for others to give comments on them. The comments should be interrogative on what they refer to with this or that in the writings, or you ask for an explanation on what is meant by what is written instead of

condemning the writer. Students are of different background and characteristics with different ways of putting down their thoughts or ideas. Students benefit from ideas generated by others by visualizing and watching the scenes. For instance, when a story is acted as play in the classroom, the students who are the audience will learn from viewing the scene. The teacher should allow students to ask questions about what they have written for clarification to become better writers. The process of presenting many drafts on essay topic before the final draft, lead to the students in producing a standard essay through mastering of the skills. Below is the diagram that illustrates the steps of the process approach to writing:

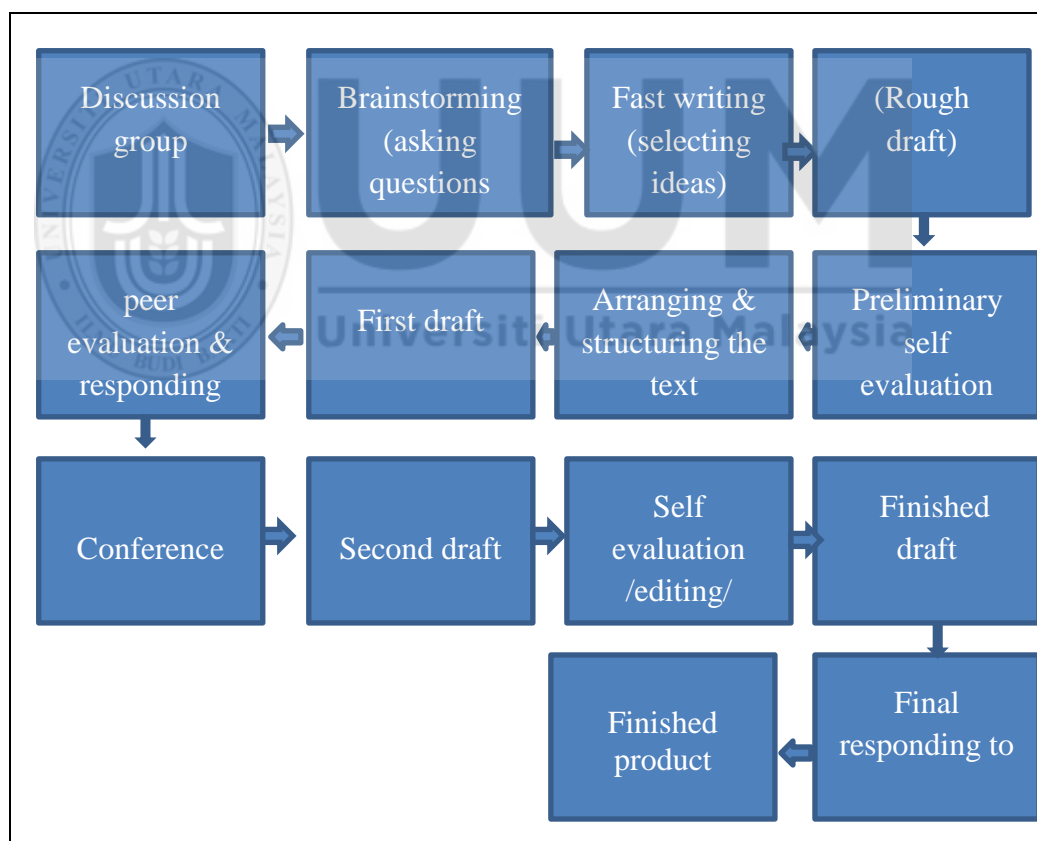


Figure 2.2. Adapted from Badger and White (2000) and White and Arndt (1991)

Evidence from the literature has shown that to implement the process approach to teaching writing, record high level of students' performance in essay writing. The

empirical study of Zhou (2015) revealed that process approach implementation and application has a positive significant relationship with writing skills. Therefore, the following stage is considering the differences between the product and process approaches.

2.4.2 The Differences between Product and Process Approaches

The process approach to writing emphasizes teaching writing rather than writing from a finished text as a way of developing writing skills. The differences between the two are shown in the table below:

Table 2.1

Comparison of Process and Product Approaches to Writing by Streete (2004)

	Process-genre Approach	Product Approach
Objective	Creative and linking ideas	Language fluency by mimicking
Activities used	Several drafts	Imitation with only one draft
Focus	Brainstorming for ideas with a focus on purpose, the theme with an emphasis on reader	Focus on end product of model
Procedure	Collaborative efforts among students with an emphasis on creative process	Individual efforts with an emphasis on the end product
Advantages	The process of writing is transparent, and teaches writing to an audience with purpose	Gives room for plagiarism and no consideration for the audience
Disadvantages	Overlook L2 language difficulties	Organization of ideas is more important than the ideas themselves

Table 2.1 above explains the differences between product approach and process-genre approach to teaching writing skills as presented by Streete. The differences were based on objective, activities, focus, procedure, advantages, and disadvantages of the two approaches. The objective of process-genre approach is based on developing creativity and knowledge of linking ideas in writing through writing several drafts. While the product approach emphasizes language fluency by imitation with only one draft. The Process-genre approach also focuses on brainstorming for ideas with a focus on the purpose of writing, the theme, and putting the readers into consideration. On the other hand, the product approach focuses on the end product. A collaborative effort among students is the procedure for making students creative writers while the product approach mainly depends on individual efforts with an emphasis on the end product. The Process genre approach is advantageous in teaching transparency while the product approach could lead to plagiarism and no consideration for the audience. The flaw of the process-genre approach is that it overlooks the difficulties of learning the second language while the product approach focuses more on the organization of ideas than generating the ideas which need more attention.

2.4.3 Writing Process Model

This is a teaching method used by writing teachers a long time ago. According to Dixon and Hawe (2017), Badger and White (2000), the stages of writing in the process approach are; brainstorming, generating ideas, prewrite, writing, rewriting and editing (transformation process) and the final stage, which is a handwritten or typed essay. They are of the opinion that most teachers neglect the prewriting stage and suggested that the process of solving a problem is generating ideas in order to

achieve the set goal which involves brainstorming and composition while grammar or perfection is not given attention at this level where free writing is adopted.

Rewriting and editing stage is where corrections of grammar and wrong ideas are used to judge essay. At the end of editing and rewriting, new ideas or information can be added, restructured, use the right linking devices, correct grammar and adopt the right style are taken into consideration when reviewing the discourse. In addition to the above views, Chokwe (2016) was also of the opinion that the writing process involves thinking, planning, drafting, revising, editing and the final draft. Represented below is a diagram showing the stages of writing:

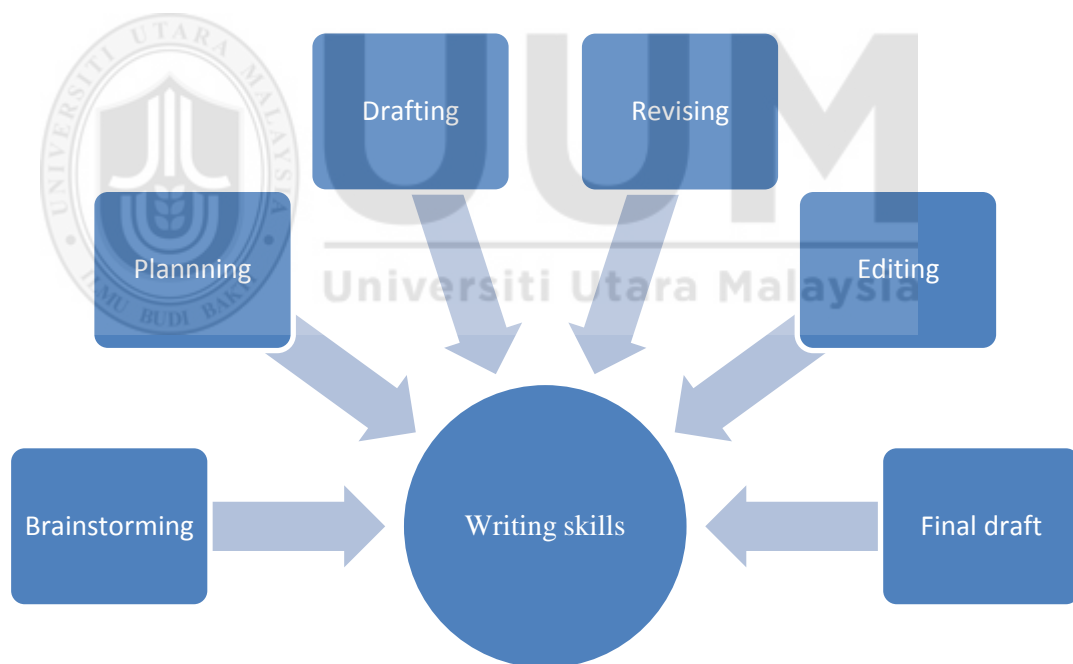


Figure 2.3. Writing Process Adapted from Murray and Johanson (1990)

2.5 Genre Approach to Teaching Writing Skills

Teaching writing with genre approach is the newest method of teaching ESL students how to write with the audience and context in mind. Genre approach focuses on the

content, structure, and sequence in the process student pass through to become literate (Cope & Kalantzis, 2014). It involves being explicit about the way language works to make meanings. According to Cope and Kalantzis (2014), genre approach involves students and teachers in the role of apprentices and experts respectively on the language system and how it works.

Genre approach is closely related to product approach but focuses more on the context of writing which varies from one topic to another depending on its social context. There are different kinds of writing, such as letter writing, report, research articles, essay, and so on, linked with the situations and depends on the syllabus (Cope & Kalantzis, 2014). For instance, there are different purposes for writing from one topic to the other. Writing a letter of apology is different from application letter, or law report. Genre approach deals with the different types of writing and the key features of the text for a particular purpose. In this approach, a particular written topic is given to students to point out some characteristic features of the model and then produce their first draft by reproducing the model.

Many studies have been conducted to indicate the importance of the genre approach to teaching and learning writing. Kim and Kim (2005) conducted research and observed that the poor performance of the Korean university students in writing is as a result of non-use of genre approach to teach writing. Ahn (2012) Also examined the influence of genre-process approach implementation on teaching writing skills of primary school students in Australian with the aid of action research. From the context and organizational writing point of view, the findings of the study revealed that the active scaffolding processes of the teacher assisted students to organize texts

for the purpose of various communications. The findings also indicated that the approach built the level of confidence of the students and positively encouraged the students' attitude toward writing. The approach also made the students be aware that, it is not only putting sentences down as text but considering the context, audience, and purpose of writing. What then is the relationship between process and genre approaches?

2.5.1 The Relationships between Process Approach and Genre Approach

In order to have a clear conceptual understanding of the process approach and genre approach, scholars identified the nexus between the two approaches. In the process approach, students learn how to write following some steps and practices by generating ideas. Writing from the perspective of planning, gathering information, drafting, revising and editing in four stages: prewriting, drafting, revising and editing (Badger & White, 2000; Kim & Kim, 2005 & Cope & Kalantzis, 2014). So, Pre-writing is when student brainstorms and generate ideas. Thereafter, write the first draft in an outline or rough sketch form of the topic/ and later give to their mates for them to read and pass comments. In other words, drafts are shared with peers in the classroom to read and give feedback.

After peers' comments, the writers go through them to make a review on the writing-up in accordance with the comments of the peers' feedback. They then rewrite before submitting to the teacher for editing and corrections. The students are then given back the write-ups for the final stage of writing. Therefore, it is pertinent to move away from a teacher-centered approach to teaching writing with students' centered approach as argued by (Walsh, 2004). Using a process approach for writing will

assists students to attain effective writing skills by comprehending the contents of the write-up and conveying the right meaning of what is written. It is strongly believed that it is through the process approach students can actually know what to write excellently than product approach since it centered on students' activities. The final stage of process approach involves writing and editing the text for mechanical accuracy of the language use. The process approach is concerned with the stages of planning, drafting and writing with the belief that proficiency is attained through repeated writing and rewriting the same topic in writing procedures not minding whether the writing is a letter or academic research paper. The process of writing in this approach is the same undermining what the topic is (Badger & White, 2000).

Genre approach, on the other hand, relied on language through social interaction with the concern of the readers instead of the writer. To genre approach, writing is based on types of writing provided by the teacher through the reproduction of similar text with a focus on the context and diction of different kinds of models. The advocate of this approach believes that writers be educated on diction and style of different writings. For instance, the style and diction of a narrative essay are different from that of argumentative essay likewise the language of the formal letter is different from that of the informal letter. So students need to master them. This dimension fosters on the relevance of language and cordial relationship between the students and teacher. It has to do with reading research and dissemination of information as the activities of students have to undergo in GP by choosing a topic, researching for materials before writing (Burns, 2001). According to Kim and Kim (2005), the proponents of this theory believed in genre approach as an efficient means of teaching students to master the skills of writing a different genre. It also allows students to write on any topic of

their choice in order to develop writing skills. Then how applicable is the genre approach to teaching writing?

2.5.2 How to Apply Genre Approach to Writing

Researchers in ESP set aside the genre approach to developing learners' understanding of the purpose of writing and the features of the language of the text they wish to write in their various professional discourses (Hyland, 2016). The genre was regarded as the approach used for examining and teaching the written texts that learners wanted to master in their respective fields. According to Byram (2004), there are many ways of applying the genre approach to teaching writing. He presented three unique ways to genre writing approach. This comprises the purposes of writing, the diction of any genre-based writing, and the style of the studies.

The Australia genre was developed for beginners and post-primary schools' curriculum and not for the higher level of education. The syllabus was made to develop students' writing proficiency through instruction by focusing on the way language is chosen and the way content is structured. Different genres are put in the primary school syllabus which specifies on structure and content of specific genre, the ideas that are relevant to the learning tasks, and grammatical patterns for the different tasks (Hyland, 2016). They also provided a series of classroom tasks and procedure that are the highly genre-oriented format to produce a well-written application letter to develop how to write job application letter. The study of Burns (2001) showed how students were able to successfully learn how to write a job application letter. The study revealed the effectiveness of the genre approach in writing to provide students with the ideas of expression and organization of contents considering readers and

diction. Therefore, this approach has its pros and cons in applying it to teaching writing skills as highlighted below. The approach is not free from some problems and benefits to teaching writing:

2.5.3. The Problems and Benefits of Genre Approach to Teaching Writing

Kim and Kim (2005) posited that the genre approach is good for teaching writing as students will know the why and how language style is employed in a particular text. It argued that students will identify some common patterns in different genres. It will serve as a background knowledge to activate students preparedness for the next learning situation. It will also help students to use standard language structures in the writing tasks. In other words, the genre approach serves as a tool for teaching and learning writing skills.

The problem associated with the genre approach is that it overlooked the importance of generating ideas for the content of the text by not making students be creative writers, and it does not take care of the students' self-sufficiency (Byram, 2004). Despite the disadvantage of this approach, there are numerous advantages. In the first instance, learners like having a model of what to write showing the linguistic aspect of writing and the style employed in such writing. The approach also provides the students with the knowledge of how a genre is written in a way different from others through reflection on the audience, context, and the language used.

In addition, the genre approach encourages students to appreciate how writing is used as a tool for managing content in realizing logical organization by reducing anxieties about writing tasks. It is a general belief that writing is a difficult task especially when students are introduced to new tasks, so with this approach, students are presented

with the structure of the model. It is also an approach relevant to beginners who are at proficiency levels in the English language learning. Table 2.2 presents the orientation of the process and genre approach.

Table 2.2

Presents the orientation of the process and genre approach.

Attribute	Process	Genre
Main idea	Writing as a thinking process	Writing as a social activity concerned with the final product
Teaching Focus	Its emphasis on creative writers and how to link ideas	It emphasizes on reader expectations and product expressing social proposes effectively
Advantages	It makes the processes of writing transparent with bases for teaching	It makes writing transparent and contextualized for audience and purpose.
Disadvantages	It assumes that L1 and L2 writing are similar, overlooks L2 language difficulties, insufficient attention and assumes all writing use same process	Understanding texts can result in the prescriptive teaching of texts putting too much attention to written products undervalue skills needed to produce texts.

Source: Hyland (2003).

In Table 2.2, the differences between the process approach and genre approach to teaching writing are highlighted. The process approach is concerned with helping students to think to generate ideas and linking one idea to another to be more creative in writing making it more transparent. Despite these merits, it assumes that L1 and L2 writing are the same and all writing should go through the same process. On the other hand, the genre approach is concerned more with social activities and readers' expectations focusing on the audience. It also makes writing more transparent and

contextualized putting too much attention on written text. Below are some other methods used to teach writing in primary and secondary levels of education.

2.5.4 Approach for Teaching Summary and Essay Writing

Summary writing in the English language has some qualities like brevity, clarity, and relevance. Brevity in summary writing means that the writer must be very brief in whatever he/she writes, this is necessary to guide against irrelevant details. Therefore, students should avoid elaboration of points or ideas. Clarity, in summary, means that the language or expression must be very clear, trying to avoid ambiguity. It tries to present what the author of a message has in mind. The relevance of summary writing must reflect the original message as much as possible.

Therefore, English language teachers must assist L2 students to develop the ability to write clearly and precisely using classroom process procedures to achieve this goal. Such procedures are note-taking, topic sentence, paragraphing and paraphrasing. Writing demands that students should organize their thoughts clearly and effectively. The deteriorating situation of education in Nigeria as measured by the performance of students in WAEC(Duruji, Azuh & Oviasogie, 2014). The like brought about the introduction of the Use of English particularly centered on writing and study skills in higher institutions as a remedy. The course is taken in the first and second year of students in tertiary education in Nigeria.

An effective teaching of summary and essay composition involves a systematic application of the instructional decision-making of planning, implementing and evaluating with feedback to accomplish the instructional objectives. Instructing students on how to develop paragraph will help them to know that the main statement

of the essay should be clearly stated in the first paragraph, that each paragraph should contain one single idea/argument and its weak points, every paragraph should start with a new idea, there should be a consistent line of reasoning in every paragraph, and the paragraph should contain good structure.

Carrying out an effective teaching is the target of every teacher who, according to Olajide (2010), should understand their students, the approach to use. The technique of teaching, the subject matter, and materials for effective teaching. The teacher should know how all these interact together to facilitate learning. Yekini and Lawal (2015) posited that the aims of teaching are for learning to take place, to enhance learning and sustain it through approaches of teaching which Oladosu (2004) said is morally and pedagogically acceptable. Therefore, effective teaching of summary, essay composition or continuous writing is based on theoretical and pedagogical criteria that lead to the achievement of the objective of the instruction. According to William and Eggart (2004), Adedimeji (2009), Stanly (2011), Shapii (2011), and Fauziyat et al. (2015) writing is a difficult and a complex activity that does not only rely on knowing the grammar of the language alone but an ability acquired with practice which should be taught. However, teachers of English as L2 have to use the approach, technique, and materials that are students' centered on teaching continuous writing (Shapii, 2011).

Olaoye (2009) identified some approaches for teaching essay writing. The traditional approach which is the product approach Steele, (2004) emphasized teaching essay as a finished product that involves model text. Students manipulate a fixed pattern by imitation. The approach only highlights the organization of ideas but fails to account

for the context and audience for the composition (Ferris, 2007). It can be used to teach summary writing since students have to present a smaller portion of a larger text given to them to practice. As a result of the weakness of this approach and teachers relying more on it while students are not having confidence in writing without a model calls for urgent attention for another approach.

Therefore, the process-genre approach was proposed to be effectively used to teach summary writing and make students more confident when writing by (Badger & White 2000). So attention was shifted to the process approach that has to do with reader centered rather than the product approach which is writer centered. This approach stresses that writing should be taught through planning (pre-drafting), implementing (drafting), and evaluating (editing). This will help students know how to generate and organize ideas and how to put down the ideas in a coherent and cohesive form considering the purpose of writing, and the audience which is the readers.

In other words, the process-genre approach involves thinking and problem-solving exercise. Campell (2010) encouraged teachers to use this approach in order to develop students' skills in writing an essay, summary and composing a text to stimulate creativity in learners. The development of language use, brainstorming, group discussion, writing and rewriting through students' centered approach like process-genre approach is a collaborative effort that stresses more on classroom activities. This can help students to work together and learn more about all aspects of writing.

Another approach by Hassan and Akhand (2011) is genre approach to teaching context or style of a particular genre without understanding the whole features of the

writing. To them, this approach sees writing as social and cultural practice with emphasizes the diction and text features of a text and the situation of the text considering the readers. Genre approach is based on the principle that each essay type (genre) should be taught with respect to its layout, language, and style since different genres have distinctive layouts and styles. However, Hassan and Akhand (2011) stated that genre approach is not going to help students in writing skill due to the fact that the approach is centered more on social and stylistic aspects of writing and that student could memorize the genre and the procedure for writing an essay.

Furthermore, Fahim and Rad (2012) and Chimonbo (1986) recommended and discussed three techniques of teaching writing based on the sentence, paragraph, and composition levels. They explained that the sentence level technique is based on selecting errors or mistakes made by students in their write-ups to teach them how to write. While the paragraph level approach is teaching series of sentence patterns explaining one idea which enables the teacher to explain the aesthetic, stylistic, features of a paragraph, and the act of paragraphing in essay writing. It was also explained the composition level of writing which allows the examination of intra-relationship within a paragraph and inter-relationship among paragraphs on the bases of coherence and completeness. This approach is student-centered and makes them aware of their mistakes or errors but the teachers have to deal with the three levels in isolation in the students' texts. Thus, writing while receiving lectures and readings can help students develop writing skills as highlighted in the next discussion.

2.6 Writing from Lectures and readings on Students' Writing Skills

Writing refers to transferring experiences and ideas from mind to print (Hanaa, 2014). Writing mainly helps the writer to remember, organize and express the information, showing that learners can convey their messages in their own ways and words. Hassan and Akhand (2011) held the view that, the techniques used for writing during lectures and when reading by students can be analyzed by structures in terms of abbreviation that apply to the lexical units. For example, spelling, end truncation are usually used by notetakers which are later reviewed shortly after the lecture or reading. Students at times adopt a telegraphic style to record the materials of the lecture by shortening sentences. Students use symbols, a mathematical icon such as a dash (-), plus (+), and (&) etc in an attempt to increase the speed of writing to save time.

Students as writers should record selected information by formatting to make it different from the original text (Piolar, 2001). They should also apply the use of paraphrasing statements, abbreviation, and shorthand when writing personal notes to write faster and easy to develop by making it different from the speaker's words or text material. Also, in recording information students should distinguish between main and subordinate points. Some students find it difficult judging the importance of lecture content by not recording the main ideas, and not highlighting them for easy reference when editing their write-ups (Williams & Eggert, 2002). The conclusions of the scholars were that effective writing should be well organized by showing the relationship between the main and subordinate ideas for the overall framework of an essay. Badger and White (2000) added that second language students write down content words of a text read without paraphrasing the texts.

2.6.1 Cornell Method for Enhancing writing

This method was developed by Walter Pauk. In this situation, the students draw a straight line with two inches of space to the left margin of the notebook. The students should write on the wider portion of the page to record the information of the lectures and readings. The information should be written in short sentences and phrases in students' own words. The left side of the paper should be used as the column for editing the notes and to write relevant questions at the same margin. The information will be used as a study aid for further writings. The information can be summarized at the bottom of the page. Williams and Eggert (2002) divide Cornell's method into six steps that students should follow in the process of learning how to write as recording, reducing, reciting, reflecting, reviewing and recapitulating.

2.6.2 Palmatier's Unified Writing System

Students using this method of learning how to write notes are requested to review their lecture notes and the recordings from readings immediately after lectures and readings. This is by adding more information to what has been written with text information as a way of enhancing cognitive development (Haghverdi et al. 2010). In this method, students should try to separate the key points from explanations. This method also recommends that records of lectures or readings are written at the right margin of the page of the student's notebook with three-inch margin to the left side. The outline should be used to separate the main points and where there is an omission or difficult words, space should be left for correction after the lecture or reading and then organize by rearranging the points. Reviewing and rewriting lecture notes will enhance students' essay and academic writing through mastering of this stage of the

process of writing. Also relevant is the split-page approach for taking notes as explained below;

2.6.3 Split-Page Method of Writing

This method of writing during lectures and readings focuses on comprehension and writing by students by dividing their notebook page into two columns like other methods. The notes from lecture or readings are written on the wider space of the notebook and use the space on the left side for questions on self-testing. The students should answer the questions when thinking about the note contents to help them improve their academic performance in essay writing. It also encourages students to review their written notes on regular basis immediately after lectures or readings for better achievement (Hamid, Reza, & Lotfollah, 2010).

2.7 Theories of Writing

There are many theories of language learning. The Behaviourist and Mentalist are the fathers of various methods. They are particular about how and why language is learned. In the bid to enhance the skills of writing in students, the writing went through many theories. Hamid, Reza, & Lotfollah (2010) shared light on the early theories of teaching and learning writing skills (Akinwamide, 2012 & Shapii, 2011). The theories include the grammatical theory, theory of frequency, error correction theory, and the building blocks theory.

The theory of frequency in relation to writing has to do with the frequent practices of writing by students, as writing severally is important to mastery of writing skills even when students are not monitored (Akinwamide, 2012). However, it is evidence that this approach alone cannot sustain development in writing. In other words, for the

students to be good writers, they must go through constant practice of the stages of writing with the teacher's guidance. On the other hand, the grammatical theory of teaching writing is based on the question of the rules of forming and constructing sentences with the hope that students will become good writers. However, Johansson (2008) revealed that the teaching of grammatical structure does not make students good writers in agreement with Thanayapa and Whatcharee (2014) who also revealed that teaching grammar in the classroom only makes students acquire the knowledge of language and not for a communicative purpose. Therefore, the theory focuses mainly on teaching grammar with the belief that once students know the grammar of a language they can write a good essay, which is not.

The error correction theory, on the other hand, believes in correcting students' errors as they practice writing an essay in the classroom as a step to making students good writers. Experience has shown that students are frustrated with incessant corrections while the teachers get bored with reading and correcting students' essay, especially in the classroom of a large number of students. However, early researchers in writing show that there is no connection between error corrections and improvement in writing skills by ESL students. Therefore, the building blocks theory (process) has the notion that writing can be taught gradually (Akinwamide, 2012; Babalola, 2012; Noura, 2015). The view of the theory is on learning sentences, paragraphs, coherence, and organization in writing. Other theories are Krashen's theory, Behaviourist's theory, and Vygotsky's scaffolding instruction and the stages of writing by Reading. Therefore, the building block theory is quite relevant to the Silva Read's theory used in this study, which is a deviation from the traditional approach used by most teachers

of writing. Below is a brief explanation of Krashen, Vygotsky, and traditional approaches to writing.

2.7.1 Theoretical Framework

Krashen's Theory of Writing

The Krashen's theory of writing is one of the earliest and is believed that there is no difference in the process of acquisition of first and second language. It is believed that every human being has the potential to acquire language without necessarily going through the learning process. He believed that writing can be mastered through reading and not through practice. According to the theory, writing competence is different from writing performance and that performance is connected with applying the technique of rules learned and practiced. While competence is the ability to use the knowledge acquired to write a good essay from reading. Krashen puts more consideration on writing theories found to be good in enhancing writing skills and that writing output can be improved by practice and learning the rules of grammar by students which is not an effective way to teaching L2 writing.

Traditionally, this theory believes that L2 writing teachers should make it a point of duty for writing students to show accuracy in grammar, vocabulary, and syntax at the sentence level, meaning that L2 writing performance should be seen as knowing the surface skills needed for producing a written document. This could lead to all sentence-level correction in students' writings like identifying errors, correcting them and explaining through a note (feedback). It should be noted that error in L2 writing learners is a natural developmental stage which changes with time and should not be seen as problematic. Following the argument of Ferris (2011) he believed that errors

are primarily in the eyes of the beholders and in the minds of the writing teachers who are only looking for errors in students' writings which might not be noticed in the real sense of it. Therefore, John Truscott in 1996 came up with an argument that no supporting evidence in research that revealed that error correction in L2 writing did help students to attain proficiency in writing composition. There are always problems in the willingness to give accurate error correction by teachers and willingness to take error correction by students of writing class. He concluded by saying that, error correction is harmful and useless to student writers. It often diverts the time and energy for a more productive aspect of writing instruction from students. However, from the 1970s to 1980s alternative approach came up and that is the process approach in L1 and L2 writing instruction which led to a reduced emphasis on students' error and this brings about the other theories of writing.

To Krashen, writing is not developed from writing or instruction but from reading. It makes the writer smarter and helps to solve problems with the belief that language is acquired subconsciously and not through deliberate study. He also believed that writing style is derived from reading which he supported with the reading hypothesis from Elley and Mangubhai (1983) which shows that

Students who participate in free reading programs in school, such as sustained silent reading, perform better on tests of writing than students who do not participate in these programs

Elley and Mangubhai, (1983)

Therefore, Krashen theory of writing focused more on developing writing by reading which to the researcher cannot be used to develop students' writing especially when students hardly have time to read books in the underdeveloped countries.

Behaviourist Theory on Writing

Behaviourist theory is also referred to as the traditional method of teaching which has been adopted by writing teachers due to its nature. It is a theory that emphasized that behaviours are learned through stimuli-response and habit formation. This implied that learning can be attained through imitation and modelling. Behaviourist theory focused first on familiarising students with the grammar structure and vocabulary of any essay writing through model text (Noura, 2015). This theory favours teachers who do a holistic assessment on writing by saving time and stress of marking several scripts. The controlled writing format is given to the learners by providing content and form for them to follow. In free writing method of writing, the students are expected to use the developed language structure to write an essay. In addition, the teacher can teach writing by using guided structure to guide students to write an essay based on the contents to mimic the sample given with specific structure and vocabulary (Hyland, 2002). The behaviourist theory of teaching writing has been the most common approach used by writing teachers across the globe and particularly in Nigeria. Therefore, this study chooses the Vygotsky's instruction with Badger and White's theory of teaching writing as compared to product approach that most writing teachers adopted. It is adopted due to its easy to mark; saves time and the syllabus can be covered within the stipulated time.

Vygotsky's Instructional Theory

The Vygotsky theory, on the other hand, stresses the impact of social interaction on developing knowledge by emphasizing on the co-construct development of knowledge. He agreed that the society contributes to the student's learning process. Vygotsky's theory of instruction, therefore, introduces teaching strategy for writing called scaffolding instruction which is the activities of the teacher and members of the society in the growth of the students from one level to another (Noura, 2015). According to Clay (2005), the conversations between the teacher and the students help to develop language learning, writing composition and reading comprehension. In view of this conversation to Smagorinsky (2007) is to enhance how to generate, construct and boost speech and writing in developing new ideas. Scaffolding instruction is a process whereby the students brainstorm together to generate ideas for a discourse.

In 2010, Sylvia Read came up with the building block steps of writing which according to Noura starts with inquiring in teaching writing. It is when the teacher concentrated on one genre for a week or two lesson periods to cover all the processes of writing a particular genre before moving to another topic. students should involve in reading out their paper before inquiring about the features of the genre suitable for writing the topic. The students then write individually when they are clear about the genre.

Modeling in teaching writing is when the students are cleared with the features of a given genre and a given model of a similar genre to write on through imitation. The modeling could be the stages of the process approach to teaching writing, like brainstorming organizing points, draft, revision, and editing.

Shared in teaching writing is when both the teacher and students jointly write by participating in writing a particular topic, making decisions about the topic, organizing the ideas and correcting the structure of the language. Collaborative writing is a process whereby a group of students comes together to write on a topic.

Independent writing has to do with students writing personally on their own, with no support from anyone. Read believed that when students are carefully taught and know the features of a genre during the inquiring stage, have the model of the genre, participate in writing similar genre through sharing, and collaborative writing, the students can successfully write independently. Therefore, this study adapted the building block theory with the Vygotsky's scaffolding instruction method using process-genre approach. This will help to awaken students' interest in writing particularly where the performance of students in writing is very weak.

The Theory Adapted for this Study

Badger and White (2000) come up with six stages of teaching writing with the process-genre approach. The stages can be classified into prewriting (preparation, Modeling, and Planning), collaboration (Joint construction), individual writing (independent construction), and editing (revising). This has to do with the combination of process and genre methods of teaching writing. Therefore, this study chooses to adopt the Vygotsky's approach with all the processes under content, organization, expression, and mechanics for easy assessment. The genre approach will in a way help the participants to be aware of the audience and social interaction among themselves to master and be confident in writing an essay. The approach, process-genre focuses on students mastering essay writing by being aware of the

rubrics through the stages of writing. Such as brainstorming and generating ideas that have to do with content, planning and drafting with the organization, reviewing comes underexpression, and editing and rewriting come under mechanics. Therefore, the lessons for the experimental group focused on generating ideas, putting ideas in paragraphs, using the right cohesive devices, organizing ideas in a coherent form and revising by editing with an emphasis on a particular genre of essay type to develop the skills for academic writing. Below is the pedagogical background in teaching writing.

2.8 Pedagogical Background to Writing

Writing in a tertiary institution is the skill for learning and is related to academic progress, which starts from classroom lecture notes to become better writers (Kiewra, 2002 & Kobayashi, 2005). Students who practice writing process do better than those not involved in writing during lectures (Kobayashi, 2006 & William & Eggert 2002).

The challenge for students in tertiary institutions is lack of the skills to write comprehensively. College students are found of not writing when they are receiving lectures or taught in the classroom especially when answering content questions during examination or test. In the views of Kiewra (1988), Katayama and Robinson (2000), Boyle and Weislaer (2001), and Austin et al (2004), students do not have the knowledge of summarizing from lectures or readings leading to writing word for word of the lecturer or text instead of writing the relevant ideas of the lecture or paraphrase the text. The scholars argue that students' poor background in writing affects what they write. Kiewra emphasized that students who write and review/edit what they wrote do better in the exams and academic writing. Katayama et al. (2000)

discovered that students who are used to the art of practicing writing find academic writing interesting with fewer difficulties in higher institutions and do better in writing test. Lloyd (2010) supported the view that students who read handouts from teachers and texts perform better than those who write constantly from a given model. Therefore, training students to write when receiving lectures and when doing personal reading can help to develop writing skills and enhance essay writing. this leads to the purpose of writing in the classroom during a lecture.

2.8.1 The Purpose of Writing in the Classroom

Studies have revealed that the process of encoding is writing information for the purpose of future use and revision for academic achievement. Writing is mainly used to store information in books and memory because as students write from lectures and readings, it allows them to remember those ideas which boost the memory. Constant writing develops students' ability to arrange and structure ideas in the coherent order. Thereby, getting awareness of how to write essay through thinking to generate the main ideas and supporting points for creative writing which eventually develop students' academic writing.

According to Babalola (2012) and Akinwamide (2012), most students are not properly taught creative writing right from elementary school to tertiary institutions. A survey study carried out by Roshni (2009) on Georgia University revealed that 99% of the respondents were not properly trained on how to write, while only 17% were taught the skills of writing. In other words, most students record less quantity of lecture materials and essay since they were not exposed to most of the techniques required for writing. The cause of students not able to write is as a result of the nature

of the course which is not easily acquired, except students who are determined and ready to know the skills.

Noura (2015) observed that writing an essay is a difficult task that all the human senses comprising hearing, reading, storing, and recording information are involved. According to the author, for any successful writing to be achieved, students must understand the questions that their lecturers ask or the topic of choice by thinking about them and decide on what to write on any of the questions for better discourse or essay.

Teachers should be aware of students' problems with learning writing skills, especially in a second language situation, to know the techniques to employ to overcome the challenges of essay writing. Devine and Meagher (1989), Babalola (2012), Akinwamide (2012), and Noura (2015) were of the opinion that, the success of students as good writers has to depend on teachers' awareness of the fact that students must be patient to listen to their teachers, learn to brainstorm ideas and organize their points, they should have time for other activities, and have adequate preparation for test and examination. Students should have interest in practicing how to write to develop the skill and learn to relate the new ideas with the previous knowledge.

Therefore to attain academic success, attending lectures is the most important thing and to ensure that the periods of learning are well utilized by writing to attain success in learning and writing skills. Writing in the classroom has two primary functions. It keeps the students at alert, attentive and accountable for what was listened to and the written document becomes a record of the lecture received for future use.

In agreement with this, Noura (2015) and Kobayashi (2006) found that students who write while receiving lectures develop the skills for being active in the lecture, revising and editing what has been written from lectures. The texts lead to academic performance in critical and creative writing. The best way to write during lectures is to write all you heard from the speaker or the key points of what the speaker said. In these situations, the student who writes word for word of what the teacher said will not focus on the topic of discussion. On the other hand, the student who writes only the main ideas of the speaker is paying attention to the topic. The best for the students who want to be good at writing skills should practice knowing the meaning of what is heard or read by processing and thinking to derive the meaning. Students can achieve success in writing if the topic to write on is understood, the ideas to discuss the topic are generated, and inferences are made.

Bligh (2000) argued that writing makes students recall a larger quantity of knowledge taught if it is well recorded and reviewed by them. Kiewra (1991) agreed that students who can write very well do better in test or exams than those who cannot write well. There are two ways of storing materials for future purposes, and writing can be carried out for a variety of reasons. According to Cottrell (2014), the information recorded should be useful for future reference, plan, and arrange the points in an orderly manner, and giving room for enhancing writing skills. It helps to sum up and store information that is not easily forgotten, serving as a source for preparing for the test if well documented, which will help students to develop self-owned documents with a clear understanding and easy reference.

2.8.2 External Storage

The external storage is a place where information and knowledge are stored for future reference, revising and review by the writer or students. According to Kiewra (1991), the value of writing enhances retention and that the students that write and review their notes performed better in the tests while the other group did not do well. Students should severally proofread and revise their essay if possible to master the contents of the writing. The more the writer understands and reviews the composition, the greater the effectiveness of the learning outcome and better essay. Highlighting and reducing the size of the composition where necessary is better instead of reading it only, and reducing writings is better than highlighting them (Kiewra et al. 1995). In other words, writing is a form of storage that develops writing skills. Writing helps and develops the activities of writing in students through the constant writing of information, showing that it is a source of written materials that can be edited and reviewed at any time (Kiewra & Frank 1988).

2.8.3 Encoding information

According to Piolat, Olive and Kellog (2005) and Williams and Eggert (2002), students pay attention when they are made to master the ideas of writing. The activity of encoding develops students' ability to keep information at heart since writing helps students transform materials in text or from the lecture with their own words by summarizing (Colman, 2009). Students' brainstorming for ideas helps them to master the skills instead of being spoonfed. Writing, as a weapon for effective information storage, is used in everyday activities like taking decisions, resolving issues, and passing judgments (Risko & Dunn, 2015). Weinberg (2014) and Badger, White,

Sutherland, and Haggis (2001) also believed that after many years of practicing writing, students become familiar with the concept of writing for different purposes.

2.8.4 Benefits of Writing by Students in the University

Bohay, Blakely, Tamplin, and Radvansky (2011) were of the opinion that what students write are generated from memory which is good at reminding them of drafting, reviewing, editing, and verbal information for the second time. Writing is a task that involves students in activities for the purpose of enhancing writing skills. Studies have shown that students that are well taught how to write performed well while some studies see no advantage for students being thought how to write. This mixed result showed the kind of writing that participants engaged in.

Peverly et al. (2007) showed that writing involves several tasks of the activities that can influence students' cognition and writing competence, memory performance, and the writing ability of students during the mental organization of ideas. These will improve the skills needed for essay writing. Kobayashi (2005) also posited that writing during lecture can influence students to extend retention span and focused on the subject area for better understanding. Learners often remember what they listened to when they write down information in the classroom. Writing should be written in such a way that reviewing the information would be clear and well-arranged to be used for revision during examination or publication. While writing, students make use of the hearing and writing abilities as well as the brain and muscles. In that wise, the materials are written in students' own words and into the format that they will understand when reviewing it. Apart from containing the facts, it should also contain the peers/teachers' review and feedbacks that are relevant to the topic. This

encourages concentration, retention, and understanding of the subject matter which can lead to creative and critical writing.

2.8.5 Creative Writing in English Language

Writing skill is now the issue of contention in the education sectors especially at higher institutions all over the world. Fauziah and AbdulRahim (2013) emphasized that to fulfill certain purposes like writing an assignment, essay, and thesis through notes from texts and previous knowledge, students need to produce an essay, write exams, and articles as evidence that the course contents are mastered. In this situation, the teacher focuses on the language use, structure of the text, organization, grammar, and punctuation. That is the content and form of discourse with knowledge and general ability to reason and criticize. In higher institutions, students are expected to learn the skills of writing based on their learning programme in the university or colleges. Students are often expected to produce or write for assessment of performance on the learning process itself, especially at the postgraduate level. In South Africa, teachers in recent time started conceptualizing the purpose and nature of academic writing of students and the growth of composition started increasing with language teaching and learning.

Historically, in higher institutions writing has been emphasized in formal writing classes or as active in other discipline-based courses where a model is presented to students to imitate. In this context, the focus is on specific types of writing such as narrative, argumentative, descriptive, and expository, letter writing, and reports with the application of the process-genre approach to writing. The conscious and unconscious decision to communicate with the right audience and for different

purposes based on content, organization, expression, and mechanics. Therefore, for students to be good writers planning what to write on a topic and the subtopics are very important. After generating ideas, the ideas should be organized into paragraphs in the body of the essay. 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.

Features of 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. Linking the ideas up by using transition words or phrases to produce smooth coherent discussion moving from one idea to another from one paragraph to another. The concluding part is, to sum up, the essay for the readers to have a sense of closure and showing the writer's stand.

2.8.6 Writing and Comprehension in Academic Performance

Writing ability cannot be discussed without reference to students' performance in schools because it is through writing that students can be tested in other subjects. It is the awarding of codes to the concept affected by various factors, such as intelligent, social interaction and gender factors (Poon, 2013). Studies suggested that academic performance is associated with intelligence, which is students' knowledge about the world and what is learned in the classroom. Performance in education is the outcome

of learning. That is the learners' degree of knowledge or acquired skill or the extent to which the teacher or institution has achieved the educational goals. Learners' poor writing performance in Nigeria is the concern of the stakeholders in education. According to Aremu (2001), the outcome of performance is a subject of importance to stakeholders and students as well. Performance in academic is regarded as a question in the mind of the educational psychologist as the academic outcome of learners' performance which has to do with writing ability.

The difference between academic performance and achievement by Cambridge University Reporter (2003) is that academic performance is examination outcome whereas academic achievement is the assessment of what students have learned or the skills that have been acquired and this is done through standardized tests. Usually academic performance is translated through the grading system, for example, grade point average (GPA) and course grade. The goal of any school is the high academic performance of its students which is measured by the examination result. Kyoshaba (2009) states that the aim of establishing school is to impart knowledge and skills to those who pass through it for the purpose of enhancing good academic performance and if performance is poor and goes uncontrolled may lead to loss of the reputation of the school.

Therefore, academic performance or achievement is the achievement of teaching and learning of any institution, teacher or student in education. Kyoshaba (2009) discusses extensively the factors that affect academic performance as students' entry qualification (background), parents' socioeconomic status and type of school background. Acato (2007) agreed with the view that the entry point of students is the

result of the past experience which determines future performance. Considine and Zappala (2002) argued that students who came from homes that are advanced socially, economically and educationally, perform better because they have access to instructional materials that aid learning. Sentamu (2003) stated that the school has an impact on students' performance academically. In line with this, a theory of the input-output model according to Kyoshiba (2009) showed that a well-established organization does not exist in isolation. It depends on its external environment to receive input, transform it and export it back to the environment. Therefore, the output is the students while the input is the training or learning received by the students of any institution. In other words, academic performance is the outcome of examinations or thesis output by students.

The school is a social environment with different sets of students who come from a different background (Sentamu, 2003). They came together to acquire experiences and interact with themselves and the teachers to achieve positive or negative change. Academic performance is the yardstick to measure success in students' ability to respond to questions orally or in written form and this is difficult to achieve by students these days due to their low writing ability (Ushie, Ononga, & Owolabi, 2012). Writing has been of great importance to students recall of activities that took place in the classroom which was revealed by students to be too difficult especially when writing a creative essay and writing during lecture. Therefore, researchers are of the opinion that students who took 80% of the class time receiving lectures in the classroom will benefit from the lectures by writing as a frequent strategy used for learning and developing continuous writing. The effect of writing is from its functions which are encoding and external storage. Recording takes place when students write

down what they understood from the information on a paper through reading and listening with attention to the instructor.

Creative writing is a process that happens alongside the process of teaching/learning to comprehend. It is believed that students should write down information in their own words according to what they heard for future reference. Paying attention to the text, identifying the key ideas and the supporting points to achieve success in creative writing and acquire the skills (Booner & Holliday, 2006). Ferris and Tagg (1996) reported the problem of students with writing and comprehension as a lack of creative writing skills. Hayati and Jalilifar (2009) also confirmed that the best reason for students to write is to keep a record of information to be used in the future since all information cannot be recalled as messages from the memory. The result of their research agreed with the view that there is a link between creative writing and comprehension ability. Therefore, it is critical for students to master creative writing skills from writing during lectures at school and from readings to attain success in learning.

According to Van Meter et al. (1994), writing when listening to lectures assist learners to increase their attention and ability to write creatively and critically, ability to see connections between ideas, and understanding of the lecture content. Therefore, Borich (2004) agreed that teachers should ensure that students write when lecturing as the amount of what they write is the result of their attention which could enhance their academic writing skills.

2.8.7 Writing from Lectures and Readings in Enhancing Writing Skills

Writing in the classroom is the act of recording what is heard during lectures, most especially in the classroom by students. It is an effective way of producing documents in form of notes which are inevitable in the class. When receiving lecture students should try to write what they heard that are relevant to the lecture, trying to record accurately what is heard. In other words, writing from lecture help learners to develop critical writing skills as they write down information for later use. This is regarded as the first stage and this leads to essay writing. Writing in the classroom or from a text when reading is an active process carried out during lectures and personal readings which make students be active and focused. The most important thing in writing in the classroom is the link between what transpired in the classroom and examination questions. Furthermore, the advanced process of writing an essay involves other procedures like reviewing, synthesizing, linking the ideas of the lecturer to the prior knowledge. Presenting the essay in a readable, creative manner. At this stage, students review the essays and re-organized them in a way that it will make more sense to the readers. It could also be the first approach to writing from readings in the textbooks, in this case, students should not copy everything out of the section or paragraph that are read but need to present it in their own words by restructuring the information.

Therefore, writing is the resources students make or create by themselves and they are more concise, neater, and easier to understand for revision during the examination period. Writing during lecture is an effective way of developing writing skills and knowledge of the course of study. The most important thing students must do at colleges and universities because it helps them to understand their topics of discussions. Identify areas not clear with think of continuous assessment and

examination as a way of reviewing and revising with a decent write-up that makes sense to them. Students should ensure that they write well organized easy to access documents. This will help them track their progress through courses and identify areas not understood. It will allow the students to have a sense of achievement as they progress. Therefore, the success of students' understanding of writing skill or any subject matter relies on their ability to write during lectures and readings.

Writing as a Product of Reading

In literature, there is evidence that writing cannot be isolated from reading, they work hand in hand with each other. According to Munro (2003), Rose (2004), and Jubhari (2009), writing depends on the reading ability of students and to become better writers. They should be taught to read from an early stage so pupils should be taught how to read, right from the elementary level of education to high school to be ready for creative writing in higher institutions of learning.

It is also believed that teaching writing in colleges has been affected by recent challenges of games, videos films, television, movies, and ICT, while the reading culture has been neglected. For academic writing to be well mastered, students should read extensively to use writing skill to explore ideas, deliberate about a problem, develop positions for arguments and read widely about the world. Therefore, writing and reading are complementary as students read and blend it with their writing, helps them to reflect on and re-look at texts to get what is uncertain and complex about the text by reading it. To solve the problem of writing in tertiary institutions, the gap in the teaching curriculum of the secondary school on writing should be filled so that

ESL students will be well prepared for writing the task in higher school levels. What is the difference between writing from lecture and text?

The Differences between Writing from Lecture and writing from Texts

Writing in the classroom is the act of recording what is heard during lectures, most especially in the classroom by students. It is an effective way of producing documents in form of notes which are inevitable in the class. When receiving lecture students should try to write what they heard that are relevant to the lecture, trying to record accurately what is heard. In other words, writing from lecture helps students to develop critical writing skills when they write down information for later use. This is regarded as the first stage and this leads to essay writing. Writing in the classroom or from a text when reading is an active process carried out during lectures and on personal readings for students to be active and focused. The most important thing about writing in the classroom is the link between what transpired in the classroom and examination questions.

Furthermore, writing is an advanced process of writing an essay that involves other procedures like reviewing, synthesizing, linking the ideas of the lecturer to the prior knowledge, presenting the essay in a readable, and creative manner. At this stage, students review their essays and re-organized them in a way that it will make more sense to readers. It could also be the first approach to writing from readings in the textbooks, therefore, students should not copy everything out of the section or paragraph that are read but need to present it in their own words by restructuring the information.

Therefore, writing is the resources students make or create by themselves and they are more concise, neater, and easier to understand for revision during the examination period. Writing effectively for the study is the most important thing students must do at colleges and universities because it helps them to understand topics of discussions. Also to identify areas not clear with, to think of continuous assessment, and examination as a way of reviewing and revising with a decent write-up that makes sense to them. Students should ensure that well organized easy is written to access documents and this will help track progress through courses and identify areas not understood which will allow the students to have a sense of achievement as they progress. The next stage is the previous studies on students writing performance and the factors that affect students' performance:

2.8.8 Past Studies on Writing and Advantages on Students' Performance

Castello and Monereo (2005) confirm that writing went through three stages in the researches developed for the past 40 years, between the sixties and seventies. It was a dominant approach which dealt with writing in the classroom and writing skills at the time, which aimed at investigating whether writing in the classroom improved encoding. They also had it that interest was fixed on learning and the quality of writing. Recently, there was a shift by researchers to what actually happened in the classroom as the lecture is going on with the aim to enhance learning and the methods of teaching writing skills, moving away from passive teaching to active learning.

In the effects of writing in the second Language essay composition, studies show quantitative and qualitative differences in writing in relation to texts reviewing and note reviewing (Liu, 2011). The findings showed that reviewing especially during

essay writing helps to improve performance in composition. students who summarized their text also performed well than those that do not review what they write but try to imitate the model given by the teacher during the lecture. Liu (2011) examined the functions of writing and the content of ESL written essay. The study found a significant effect for the review of what is written in recognition of specific information. Arslan (2002) also investigated the influence of writing and information mapping on learning and recalling and discovered that writing can aid learning, development of understanding, and how to apply it in writing an essay. In the studies of Peverly et al. (2007), Huang (2006), and Makany, Kemp and Dror (2009), they examined the effects of writing passage length and topic on a computer-based test of students. They discovered that students performed better when they write short or long passages and then concluded that writing enhances comprehension to become a better writer. Specifically, Huang (2006) showed that 80.8% of the respondents agreed that the skills of writing are rewarding with regards to enhancing composition and development of writing skill.

Peverly et al. (2007) discovered that the writing ability of students essay led to better performance in writing a task that measures recall. It raises the possibility of increasing transcription fluency as one way to increase recall. Makany, Kemp and Dror (2009), in their experimental study on ways of enhancing cognitive performance through different writing techniques, agreed that the role of using writing techniques enable deeper understanding and more integrated knowledge management.

Hayati and Jalilifar (2009) also carried out an experimental study and confirmed that students should be taught the useful strategies or approaches to writing as it can help

improve students' performance and writing skills. They concluded that writing in the classroom should be part of the students' learning materials for them to develop their creative writing. In addition, Olmos and Lusung-Oyzon (2010) studied the effects of generating ideas in an outline format and previous experience on writing in writing essay thereby concluded that review has a relatively high impact on performance and continuous writing. The more students practice writing in the classroom the better their writing ability and performance. Haghverdi, Biria, and Karmi (2010) assessed the attitudes of four hundred Iranian professors and students for effective use of teaching writing strategies on students' academic achievement. The outcome of the study revealed that both the professors and students have positive attitudes on the effects of writing on learning. The study further found that writing approaches played a great role in building students' cognitive structure of the subject matter showing that writing has an effect on learning and reviewing also has an impact on continuous writing.

Furthermore, Gee (2011) examined whether providing students with instructor's model for learning writing will have positive and negative implication on students' writing and writing attitudes. The result of the study indicated that the performance of students who generate ideas inform of outline before writing out-performed in their test than those who received model before writing. Rahmani and Sadeghi (2011) also carried out an experimental study on the effects of writing approach on English language students' composition, retention and writing material. They discovered that the control group did not do well while the experimental group did better and had more important ideas on writing skills than the control group. Babalola (2012) and Noura (2015) realized that writing produced better performance and greatest benefit

at the levels of understanding. Muraina et al., (2014) affirmed that secondary school students' performance in Nigeria is connected to many factors. To them, the majority of students are finding it difficult to cope with their academics as a result of the inability of writing convincingly. They added that writing is an act of academic life particularly in lecture classes and academic writing classes despite its daily use, writing has been taken for granted generally by students.

In conclusion, the majority of the previous researchers agreed on the importance of writing and rewriting through the process approach in acquiring knowledge and developing students' writing skills. The studies showed that writing if well guided and taught with the use of appropriate methods students will do better in writing performance and in examinations (Hale & Courtney, 1994; Gee, 2011 & Morrow, 2012). This study is of the view that when students observe the necessary writing tasks through the accurate teaching approach as expected will do better in writing skills. This will result in high academic performance in the essay writing with high scores and in the future academic writings. Therefore, writing skills are related to students' retention of knowledge, critical thinking, and creativity in writing experience.

2.9 Factors that Affect Academic Writing Performance

Past studies have indicated that performance of any student in writing depends on family status, school, community, and student's intrinsic (Muriana, 2013). The home has a role to play in students' educational development, as the family background affects their understanding of what life is and how they react to issues. Tenibiaje (2011) and Eweniyi (2005) also contribute respectively that the family structure

(nuclear or polygamy) has effects on the mental growth of students. This determines the students' performance at school because parents are expected to give the students adequate support at home. Supporting this, Uchie, Ononga, and Owolabi (2012) stated that when some parents are socially incapacitated to provide educational needs of their wards, poor writing, and academic performance can arise from such students. The pedagogical implication of this is that the students will not do well at school due to their home background.

Another problem that affects academic performance is the low level of emotional intelligence among students. Nwadinigwe et al. (2012) attested that a lack of emotional intelligence in students affects the way they handle issues in academic writing. Students who are in this position may not be able to achieve personal goals such as school success. Emotional intelligence is the students' ability to monitor their feelings and the feelings of others, differentiate them, and use the information to guide their feelings and thinking. It also helps students to reduce negative emotional stress and build a good healthy relationship and effective communication, all these help students to attain high academic performance in writing and other academic tasks.

In addition, owners of schools and inadequate facilities as mentioned by Alimi, et al. (2012) was another factor for the poor performance of students in Nigeria. According to them, facilities at schools include classrooms and the equipment, offices, laboratory and its equipment, teaching aids, social amenities, and internet facilities. If a school lacks adequate facilities, it will be difficult to attain its goals and objectives. Therefore, school facilities play important roles in aiding smooth learning

environment. Akinfolarin (2008) also identified school facilities as a contributing factor to educational achievement. In connection with this, Vandiver (2011) also showed that there is a relationship between facilities and students performance in writing. Therefore, schools are commonly evaluated by using students' publications in higher institutions as well as academic write-up (Heck, 2009).

Furthermore, the teacher as a factor for the academic performance of students writing should not be disassociated from the school and students they teach for development. This is because they play important role in students' academic achievement. Since the teachers are responsible for imparting skills and knowledge, the ineffectiveness of the teachers could lead the students under such teachers to perform poorly and gained inadequate progress in academic writing (Gerald et al., 2013). Etsy (2005), Daniel and Felix (2014) asserted that teachers' lateness to class or absenteeism, and inability to complete the school syllabus affect students' academic performance. It was added that it is evident from research that teachers' knowledge of their fields greatly affects academic achievement of students' skills.

The teachers contributed a lot to the growth of students' writing performance. Hattie (2003) agreed that teachers covered about 30% contribution to students' academic attainment in writing. In other words, teachers should be allowed to enroll for in-service training, workshops, seminars, and programs to develop their profession to help them be better and responsible teachers. By so doing, the academic performance of the students will improve drastically as the teachers' methods or approach used in delivering the subject will be suitable for the level of students they handled. Therefore, that type of training received is important for teachers who teach or assess

students in other areas, in order to make learning achievable (Adedoyin, 2011). So, writing teachers should know the best way to assess students' writing.

2.9.1 Assessment of writing Performance

Measuring performance happens at different levels and serves different purposes. For instance, formative and summative tests are conducted by teachers to evaluate students' ability to respond to questions asked on course content and provide grades. Therefore, exams are conducted to determine competency and mastery of the minimum content that is required of students as a progress in classroom work. Academic performance should be measured in multiple ways and methods such as progress monitor tools, standardized assessments and so on. Therefore, the principle of measurement is to meaningfully assess and grade writing in the principle of validity.

According to Ormrod (2008), validity in classroom assessment, teachers should consider the way students' are assessed so that it will correspond with the academic learning behaviors of the students. Assessment validity is important because its purpose for grading is to communicate to others the levels of academic performance of the students (Snowman & Biehle, 2003). On the other hand, if the grades are not an accurate measure of the students' performance, the assessment is not representing the true performance of the students in the area tested.

Therefore, grading in academic measurement is the sole responsibility of the teacher or lecturer though very complex, the teacher has to do it with all sincerity. Teachers should realize that students are engaged in different activities at the school. Though, the most important is the academic activities which are the basic subject of focus of

the students. The test has to be conducted to assess students and the teachers have to go further to summarize the result of the assessment into the numerical grade. Giving feedback to students promptly is also the responsibility of teachers and they should learn how to motivate and encourage students by monitoring learners (Poulos & Jane 2008). Therefore, to determine students' grade level of the knowledge of the contents of what is written is the responsibility of the teacher.

The primary aim of education is the academic performance of students, that is measured, using the traditional intelligence tests or the standardized examination which the school cannot ignore. Therefore, schools cannot neglect the development of emotional domains and other personal factors that could contribute to the success of their students in order to achieve academic excellence. Performance is measured by asking questions on what the students were taught through test and examination which is marked to award scores (Alimi et al., 2012). It is an expression used to represent students' performance or scholastic standing.

Performance is a measure of school output. Adeyemi (2011) was of the view that, the attainment of school leavers is the measure of performance in GCE examinations. The output is the result of the test carried out on students to show a number of passes and is a relevant criterion of educational quality. So the pattern of grading SSCS examinations in Nigeria is represented by A1 to B3 as a distinction, C4 to C6 as credits grade while the ordinary pass grade is represented by D7 to E8, and the failing grade is F9 which is used by CAILS in assessing students' essays for admission. The scored grades are communicated to parents as the performance of the students' in contents, progress over time, and attendance.

Graham (2006) revealed that the connection between language proficiency and academic success is unclear. She argued that it falls under academic prediction of studies which investigated the relationship between test scores and personality factors, usually correlation coefficients. She also added that the validity of measures of English proficiency can be affected by test scores and personality. The criterion for judging academic success, the reporting of the relationship observed, and how to control the variables and the performance result. She then emphasized that GPA is commonly used as a criterion for academic success in tertiary institutions and that it is not always a valid measurement of academic performance because it does not take into consideration the number of courses taken and other affective behaviors of students.

However, academic performance is an expression of students' academic achievement from the school and is usually measured in examinations or continuous assessment tests (Andy et al. 2014). The outcome of the tests could be expressed in different ways depending on what the scores are going to be used for. Academic performance is reported in different ways comprising percentages, quantitative raw scores, transformed scores like categorized variables as excellent, very good, first class, Distinction, A1, B2, C4, F9, etc. Akinwamide (2012) and Chokwe (2011) concluded that academic performance is not a pointer of the teachers' efforts but the well-being of the students in particular, the national development, and national stability. This leads to the usefulness of writing in data management which is inevitable in research work.

2.9.2 The Usefulness of Writing in Data Management

Writing skill contributes to keep and manage students' records for academic purpose and for future reference. There are three levels of viewing students' data for understanding their knowledge and skills, so the levels can be used to answer questions about students' performance. The students' information system in the school is a reflection of the first and second level which is the system-level data. At the tertiary level, the data include students' grades, course information, and personal data. These data allow institutions to ask questions about students' graduation rates and time. The individual-level data is the next which has to do with the total average scores of the test, showing the attainment in every item of the test. It is the minimum level or the least that can be used in measurement (Adeyemi, 2011; Akinwamide, 2012 & Chokwe, 2011).

The third level is the transaction-level data, in which students' extra-curricular activities are measured or the act of uploading continuous assessment tests of learning. Nowadays, these assessments are a database for students on their involvement in the task of their choices such as essay writing composition, and debate. The activity is captured and stored for analysis of students' learning. The knowledge of the world can help students to understand more about their research topic.

2.9.3 Students' Knowledge of the World in Writing Essay

The students' knowledge of the globe plays a prominent role in writing composition. It is vital because it enables students to relate the received knowledge in the classroom to their background knowledge of the world. The experience of the

universe shares more light on essay topic and clarifies its components. It enhances learning and facilitates achieving comprehensive writing. The knowledge of the world helps writers to categorize and classify information to make it easy to connect the worldview of the topic to the local understanding of the message. The knowledge of the world hastens up comprehension when being taught and broadens knowledge of what to write in an essay especially making inferences when writing a thesis.

2.10 Past Studies on Process and genre Approaches to Teaching Writing

Hyland (2016), Hilda (2013), Badger and White (2000) emphasized that good writing is one component of the effective study. Students should be taught the technique of writing and how to effectively use the knowledge of writing in other areas of learning. Contrary & Dunkel (1988) on his part asserted that teaching writing is not enough to aid in improving test scores of ESL students. The students have to be taught how to apply the knowledge of skills acquired to writing an essay.

In Korea, Kim and Kim (2005) in a conceptual paper on a genre-based approach to teaching writing on Korea students who were performing poorly in essay writing. The study introduced the genre approach and discussed the importance and detail explanation on how genre approach functions and the application to teaching and learning writing. The study also emphasized that process approach was initiated in the late 60s when students were taught by practicing the stages of writing such as generating ideas and prewriting stage, first drafting stage, revising stage, and editing stage before the final draft. The next approach is the genre, where the sample of a model is given to explain the features before the first draft is written by imitating the given genre. According to Kim, the genre approach was introduced to Korea

university students due to their poor performance in writing as the teachers then rely on product approach.

Hilda (2013) examined the use of the process-genre approach to writing business letters with the aim of verifying whether it will improve students' ability to write business letters among twelfth graders at a vocational school in Cianjar. The results of the study demonstrated improvement in writing business letters. In the bid to improve students' writing achievement through process-genre approach, Handayani (2016) carried out a research on Panca Budi Medan 39 students of which three tests were carried out. Test one was in the first week before the intervention, the 2nd at the fourth (4th) week meeting while the third one was at the last week meeting. The findings indicated that the last meeting performed better than the second and first meetings with the following scores: (1st test = 76,242; 2nd test = 66,878 and the last test is 57,606). Using qualitative instruments like observation sheet, interview, questionnaire, and diary notes, the study, therefore concludes that by applying process-genre approach students get to understand the content of the descriptive text (essay) easily.

In a similar study, Hasan and Akhand (2011) carry out a research on writing approach in ESL/EFL context; balancing product and process approach in writing classroom at tertiary level. An interview was carried out on two classes of ESL students of the International University in Bangladesh. The first group was taught with product approach while the second class was taught with a process approach. The findings of the study revealed that the students who were taught with process approach performed better than those taught with product approach. In the same vein, Babalola (2012)

investigated the effects of the process-genre approach based on writing performance of computer science students in a Nigerian Polytechnic. The study adopted the quasi-experimental method with pre-test, post-test. In another study, Badger and White (2000), Frith (2006), Chow (2007), Elson (2011), and Babalola (2012) all agree that the most successful method in the history of change is process approach in the pedagogy of teaching writing. Also, they acknowledged the positive effect of the model approach. However, with its limitation, students will not be able to attain the necessary skills required and not become competent writers. Therefore, the combination of process and genre approach was proposed so that the genre knowledge of context, the purpose of writing, the diction, and the features will be combined with the process approach stages in writing (Badger & White, 2000; Hyland, 2003; Kim & Kim, 2005; Zeng, 2005; Frith, 2006; Chow, 2007; Gao, 2007; Elson, 2011; Hasan & Akhand, 2011 & Babalola, 2012). In the result of this study, there is a significant effect of process-genre approach to teaching writing essay on the students of the college.

Likewise, Sarala, Rahim, and Fauziah (2014) studied Comparative Analysis of Process versus Product Approach to Teaching Writing in Malaysia Schools. They tried to review past literature on the approaches to teaching writing. In the same vein, Fauziah and Abdul Rahim (2015) examined the impact of the model essay on enhancing writing skills in Malaysia schools. The study discovered that language teachers preferred the traditional method. They prefer the approach because they were taught how to write an essay with it and rely on it in teaching the students writing skills. Despite the fact that students' performance in writing remain very low but stick to it because it saves time and allows them to cover the syllabus at the stipulated time.

Akinwamide (2012) studied the influence of process approach on ESL students' performance in essay writing, trying to find out the role of process approach in promoting the writing of L2 students. In the results of the experimental study, there was an improvement in the result of the posttest of the experimental group over the control group. While there was no difference between the two results of the pre-test and post-test of the control group.

Hyland (2003) also examined the genre-based pedagogies as a social response to the process in which case the influence of social relationships among students through peer feedback was emphasized to fill the gap in process approach. Gee (2011) investigated the Process-Genre Approach in Teaching Expository Writing in ESL Secondary Classrooms in the Philippines. The study is to gather data to assess weakness in writing of the studies and the design of process-genre base expository lesson design. She used three tools for data collection. The first one was the rubric for evaluating process-genre; the second was the rubric of pre-test while the last one was the rubric of post-test with the students of Bical University College of Education which are relevant in this study. The study showed that the weakness in writing could be as a result of low reading culture and this brings us to seeing what role reading plays on writing.

2.11 The Role of Reading and Writing Skills

Learning the four language skills is very important in language learning particularly in English as a second language. However, reading skill is more important for students with poor language background especially at the tertiary level. Zuhana (2007) observed that due to the complexity of the reading process, most Malay

university students experience problems in comprehending the reading task. Since most of the task at the tertiary level is based on reading which is different from the ESL text most of them went through at the secondary level. As a result, most of them performed poorly.

It is believed that through reading, all the required skills needed for writing can be learned (Stotsky, 1983 and Smith, 1983). They added that through reading spellings and punctuation marks that are of concern to the writer can be learned. To them, a reader like a writer involved with what is written as the reader anticipates what the writer will write. Reading is the process of getting meaning from the written page while writing is the process of putting meaning into written pages. students can learn language structures and features from reading and use them in writing. They also found that there is a correlation between writing and reading comprehension.

Reading helps students to enjoy and love reading books especially novels, leisure reading materials like magazines, newspapers that are not part of the college programs which in turn increase their ability to write. According to Macalister (2008), students can use free time for reading other books apart from the prescribed texts. Unfortunately, reading is neglected due to lack of reading culture in most African countries particularly Nigeria. Textual information is prevalent in our society so there is a relationship between reading and academic performance. According to Spencer and Petersen (2012), there is a relationship between literacy reading and academic success. The study of Cromley (2009) on secondary school students reading and language proficiency among science students similarly found that there is a relationship between reading and science achievement. The study indicates that

students' low reading ability affects their comprehension of mathematical texts and algebraic equations of the texts because they could not organize their prior knowledge. The poor knowledge of the meaning of symbols, signs, and words used in math. Therefore, vocabulary is an integral component of reading. Beem and Quick (2012) examined ESL students' reading fluency and comprehension, found that reading fluency has an advantage over reading comprehension.

However, Bharuthram (2012) examined the reading attitudes of tertiary students and came up with the view that students' failure in reading could lead to the inability to make use of the new reading strategies. The study further indicated that the more students practice reading for leisure purpose, the number of vocabulary they acquire will help them in other skills. In general, research increasingly proves the good readers' perform academically better than non-readers (Macalister, 2008; Beem & Quick, 2012; Bharuthram, 2012; Spencer & Petersen, 2012). The above observation showed that language skills are interrelated and one can help in the development of another. Therefore, speaking can also help in developing writing skills as explained below:

2.11.1 The Role of Speaking on Writing Skill

The past position of informal spoken English has changed due to the fact that competence in a second language depends mainly on the habitual manipulation of the sentence patterns of the target language. Therefore, the spoken language is seen as primary both in the development of the human race, and the development of the individual. Speech is the foundation of language work in classroom practice and a good speech work is a good basis for learning to read and write (Daniel, 2012). The

students are first presented with speech work that comprises pronunciation exercise and oral presentation of some major grammatical patterns for learning English as a second language. As an international language, it implies that the ability to understand and speak the language. Therefore, speaking is the ability to express oneself with features that are internationally and nationally accepted.

The growing child is brought up to hear and speak his/her native language sounds which are different in many respects from the second language, notably in descriptions and points of articulation. In learning English, therefore, he/she has to be consciously taught to perceive the various sounds of the second language correctly to be able to understand a native speaker. There is a tendency for some of his native sounds to interfere with those of the English language either as a result of the nonexistence of similar sounds of the second language. It could as a result of similarity in articulation between the native sounds and those of the English language. The difference could be in the pure vowels and diphthongs, consonants and consonant clusters, and word stress. They should be well taught to second language students for better articulation of the target language. Therefore, if speech is well articulated, it can help to develop writing skill. Particularly, when a student knows the grammatical rules of the English language can adequately apply them in writing. Therefore, study skill is an approach that acquaints students with how to master and acquire language skills and this leads to the role of study skills in writing:

2.11.2 Study Skills Approach to Teaching and Learning Writing

Researchers, such as Lea and Street (2006), Ivanic and Lea (2006) among others, viewed study skills approach as one that is used to teach language features. The

approach tends to focus on the grammatical accuracy rather than developing writing skills. Study skills is a combination of various ways to teach students how to acquire the basic skills of language and the techniques for studying, with a guided curriculum in all the levels of education.

The study skills model approach is criticized for its concentration on the surface grammatical structure of language which depends more on correction of surface errors to acquire communicative academic writing (Chokwe, 2011). Learning through surface error will remain vital in English language teaching, though it discourages students. Blumner (2008) and Elton (2010) were of the view that there is no single solution to academic writing and that didactic teaching and enquiring-based learning should be employed by students to achieve competency in academic writing skill.

However, study skills for teaching academic writing is strongly criticized by Wingate (2006) who suggested that it should not be used for university student but students of tertiary institutions who are beginners. They can be taught how to manage their time when studying, the procedure for essay writing, how to take and make notes, and revision during examinations can be made known to them through study skills. One of the shortcomings of the study skills approach according to Lea and Street (2006) is that writing and literacy in study skills is an individual effort that view written text on surface level neglecting the context and factor that influence writing by the individual student. However, it is strongly believed that surface language such as grammar, spelling, and punctuation are vital in essay writing which cannot be neglected as good writing derives basic language skills since the major problem of some ESL students in

higher education is the inability to write good sentences and paragraphs. Therefore, what is academic socialization in writing?

2.11.3 Academic Socialization in Writing

Socialization model is concerned with students' integration into disciplinary and subject-based discourses and it has contributed meaningfully to writing (Lea & Street, 2006). The approach is a situation whereby writers pick up topics in their area of specialization to write on as part of their studies with supervision. Lillis (2006) attested that it is when this approach fails that students need help, so study skills approach is introduced through the guidance and feedback of the students' supervisors on their texts. Leki. (2017) was of the opinion that teachers of writing need to concentrate on academic literacies and not just read student's essay for vocabulary and grammatical proficiency.

This approach believes that students can learn disciplinary discourse through immersion which witnessed criticisms that academic literacy cannot be acquired through immersion (Chokwe, 2011). It is also believed that teachers often assume that students simply immersed in their subject areas to be familiar with the required discourse and enhances their academic writing literacy so that they can adjust with any literacy demand. Students are expected to know the norms and conventions of their areas of specialization without being taught. Like the study skills model, academic socialization model did not recognize context and other parts that can develop students' competency to write effectively.

Academic writing process involves planning, inference, organizing, composing, spelling and structural framework that students can adopt when doing academic

writing (Lloyd, 2010). Presenting an argument in a well-balanced manner through critical evaluation needs skills and practice which is an essential part of academic writing. It should be observed that students have their own style of writing in academic with the aim to modify their styles and present a standard that addresses academic requirements. Chokwe (2015) supported the view that students need frequent constructive feedback from their supervisors on the pieces of writing to develop academic writing. It is an act that is desirable and necessary. For the fact that academic writing is introduced to students for the first time as they entered tertiary institutions showed that most of them do not have the idea of what academic writing is. So, they need to be trained on the procedures and requirements for standard writing format.

2.11.4 The Multi-literacy Model

According to Van and Lamberti (2004), the multi-literacy approach consists of the skills, socialization, and the academic literacy approach to help develop academic writing of students in higher institutions. It helps to promote the understanding of the place of language in learning. They argued that the aim of the approach is to motivate the lecturers to acknowledge the value of writing and build upon the knowledge that the learners brought into the institutions. In this approach, the focus is on communication rather than focusing on the correctness of the structures of grammar. Chokwe (2011) contended that, when the multi-literacy approach is adopted students will have the benefits of new orientations to knowledge due to the approach's flexibility, collaboration, problem-solving skills, increase in knowledge and diversified intelligence. It is believed that acquiring language is more effective before puberty but any time after it, learning language becomes more difficult (Brown,

2001). This idea of the difficulties can be transferred to the grammar and academic literacy as components of writing. Therefore, in this study process-genre approach to teaching writing was used to improve students' essay writing to be recommended as classroom method of instruction. In other words, teachers of writing should adjust their approach to suit the purpose of teaching writing. The academic socialization model will be more beneficial to students of tertiary institutions to attain the needed skills for academic writing.

2.11.5 Steps in Enhancing Students Academic Writing

The interventions for academic writing should start at the primary level of education so that, the students will be familiar with writing and find it less difficult by the time they get to tertiary institutions. Therefore, when they start with elementary writing and get used to it, it will prevent the difficulties at the institutions of higher learning. If really an extra teaching on how to plan and write will reduce writing difficulties in a composition, it will have great effects on the narrative essay writing of the students.

Another way that writing literacy can be developed from primary and secondary schools is the introduction of journal publications at this level whereby pupils and students are encouraged to write for publication in the journal, school magazine or news bulletin. With this, they will become more familiar with essay writing and journal publication. In addition, to develop writing among elementary school student is the introduction of the journal for ESL students, so that they will be encouraged to write stories such as narrative for publication in the journal or school magazine as a way to develop their writing skills. According to Sadiq (2011), journals, magazine, and essay are effective tools for promoting and encouraging fluency in writing. In

support of this opinion, Mojica (2010) asserted that, encouraging students to participate in publication can enhance their ability to master writing in English language, learning how to keep record in diary, taking notes during lecture, writing down events, memorizing new words and their meanings, a constant practice of writing and reading what other people have written.

Chokwe (2016) recommended that intensive writing should be introduced to students in order to develop writing skills and that it should be done on weekly basis at all levels of education. It was confirmed that regular writing by students increase their knowledge of the language and know how to effectively address other people. Similarly, it is believed that when students are given several chances to write, they will have the opportunity to join the community of writers. For this to be achieved, language teachers should ensure that ESL students of English language should be encouraged to have and read journals, newspapers, and magazines, to write different types of letters, write compositions on different topics of their experiences. The teachers should listen to students' suggestions on their topic of discussion, and encourage students by giving them feedback on what has been written. Teaching essay writing should start with the elementary class where pupils should be given the opportunity to begin writing narrative and argumentative essays to increase their interest in writing to persuade readers. Therefore, teachers should collaborate with their students to make them successful in the writing task.

2.12 Academic Writing at Tertiary School

The success in the development of communication and writing skills by students through discipline-based modules is the current issue in teaching and learning at

tertiary institutions. Students encounter difficulties in its mastering at higher levels. Therefore, the transition from secondary school to tertiary institutions poses a serious problem for many students and teachers in academic writing (Yong, 2010). The teachers complained and feel frustrated about students' writing deficiencies as academic writing remains a challenge in tertiary education.

Academic writing is one of the most critical skills at the tertiary level used for assessment tasks. It shows the demonstration of learning through its effective teaching and feedback in pedagogical academic writing (Lea & Street, 2006; Ferris, 2008, Weaver, 2006 & Chokwe, 2011). The scholars agreed that students should be given feedback to enable them to see their strengths and weaknesses to improve in the future work. Weaver (2006) posited that giving students feedback motivates and helps them to improve in their writing so, teachers should make their feedback explicit to have positive effects.

Teachers of writing should respond to students writing by exchanging information through talkback. Feedback at this level should not focus on correction of grammar but that which gives clues such as talkback which is more effective in helping students to revise what they have written. According to Lillis (2016), talkback approach to feedback is suggested to be the most effective way of guiding/ correcting students in their writing and is a student-centered approach (Shapii, 2011). The approach involves the direct transmission of information from the teacher to the students through written feedback.

2.12.1 The Problems of Impacting Academic Writing

There are numerous problems affecting academic writing, especially in the Nigerian context. Some of the problems are as below;

In years back, a lot of complaints has been laid on the poor standard of education all over the world. In Nigeria, Opara (2012), Babalola (2012), Muraina (2014) have revealed that students are not doing well in the English language, particularly in essay writing part of English examination. In South Africa, Chokwe (2011) affirms that the performance of students in essay writing is very poor, and this calls for the attention of the stakeholders in the education sector. Engstrom (2008) contends that the unpreparedness of students is from their educational background, competing family and work demands, lack of English language competency etc.

Babalola (2012) and Muraina (2014) therefore, assert that the training students get at post-secondary school seems to prepare students for the academic task especially in the area of writing an essay that they are going to face at the higher institutions. 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 by being under qualified, under-prepared and insufficient experience to handle the course. To solve this problem, teachers should be well trained in how to teach the subject they handle and trained to help students acquire the required knowledge of writing skill. It is also observed that students no longer actively participate in essay writing at secondary level which could lead to the problems of academic writing.

The poor political and economic situation of a country can contribute to backwardness in the writing ability of students as well as teachers under-preparedness

due to strikes for non-payment of salary. When teachers are not motivated it affects their performance. Students are under-prepared due to inadequate schooling experiences, work demand, lack of English language competency on how institutions work. Most students are not exposed to writing right from the beginning as such find it difficult when it is introduced at a later stage. The inadequate mastering of English also contributes to poor writing by learners, practically where English is the medium of instruction and where insufficient English prevails and the majority comes from educationally underprepared backgrounds, without access to e-libraries and books basically on writing.

Students who are not well equipped with academic writing in their previous education and experiences with tertiary literacy will have a problem with academic writing and they are unable to manage rigorous academic tasks (Chokwe, (2011). The under-preparedness of teachers could be as a result of too much workload and may not be professional or qualified for the subject they are teaching due to lack of enough teachers. Therefore, teachers should think of a better way to teach their students by using the appropriate approach for their teaching. So teachers with the same background as the students are required in the educational sectors for effective communication and development of ESL students' academic writing.

The socio-economic factor of students and parents is another problem that can affect students learning especially in academic writing. For instance, Sanchez and Paulson (2008) assert 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. Despite

this problem, the university should have a role to play in developing students' academic writing and address the problem by correcting what the schools by introducing them to writing activities such as academic discourse in their various areas of specialization. Generally, students should be supported to improve in writing competency to function effectively not only in academic writing but in all areas of learning.

2.12.2 The Difference between Skilled and Unskilled Writing

Writing is regarded as the most difficult aspect of language for students due to the fact that it is not knowing, the ideas of what to write but organizing the point in paragraphs. Writing is a social-cognitive process that is not an innate ability. It is a difficult process that involves planning, revising, and rewriting several times before the final draft. It is a continuous learning process before perfection can be reached. For writing teacher to handle the class pedagogically, he/she has to study the difference between skilled and unskilled writing and writers.

Martin (2014) believed that the unskilled writings contain or mainly focus on the formal correctness of the mechanics of writing without anticipating the likely problems of the readers. While on the other hand, the skilled writing is a result of recursive activity involving revisions of successive drafts of a particular write-up or discourse. During the process of revisions, a lot of changes occur in ideas which could lead to change or rewriting the whole chunks of the text whereas, the unskilled is limited to teacher-generated rules and modifications of the texts. According to Martin (2014), unskilled writing is that which depends only on the first draft of translation from the first language into the English language by proficient ESL writers.

Chokwe (2013) associated skilled writing to writers who spend time planning the task while the unskilled spend little or no time to plan and then confused with what to write. Spending little time to review what has been written and concerned only with grammar without revisions on the focus of the text instead of the first draft with attention on mechanics of grammar, spelling, punctuation, and vocabulary. Whereas, the skilled writer at the first drafting stage, write quickly and fluently, spending the time to review the sentence and paragraph level and at the revision stage the lexis, sentence, and discourse are edited. Review and revise are done throughout the composing process. It is not a linear process that moves from the beginning to the end product. Therefore, L2 writers encounter some difficulties in writing skills such as planning, organizing, and focusing attention on the audience but some students have the capacity to harmonize all the skills at the same time and be successful while writing. Due to this, some writing teachers grouped their students into skilled and unskilled writers.

It should be made known that good writing needs constant practice for a long time to be mastered. The more students deal with writing the more they are able to handle writing which is an exercise in fixing up language problems, acquiring new expressions, developing, organizing ideas and learning about the target language. Therefore, it is important to know how the skilled and unskilled write, think and act through the writing process. The break-down of the description of the skilled and unskilled writer adapted from Martins (2014) was presented in Table 2.3

Table 2.3

The differences between Skilled and Unskilled Writer

Skilled Writer	Unskilled Writer
<p>The skilled writers choose a topic on subject-based considering their experience and what they care about.</p> <p>It takes more efforts and time to start writing and to discover what to write.</p> <p>They write quickly at early stages. Expected to make mistakes.</p> <p>They find an authentic voice to write through to inform, persuade and impress their readers.</p> <p>They try to picture someone reading their write-ups and thinking about it and change the writings based on the reader's questions, and objectives.</p> <p>They find readers to give them specific feedback and read what they write aloud to themselves.</p>	<p>They choose a topic and their focus on the subject only in terms of what they think the instructor wants.</p> <p>They delay the actual writing, trying to figure out what they are going to write.</p> <p>They try to write the paper perfectly in the first draft focusing on punctuation and the exact model.</p> <p>They write what they think and try to impress their readers.</p> <p>They have little concept of the reader as they write.</p> <p>They read their write-ups silently to themselves, keeping their writing to themselves without feedback from anyone.</p>

Source: Martins (2014)

The implication of the above is that there are different students in a classroom so the teacher's duty is to reason and relate to these students in their different levels. As mentioned earlier, Flower and Hayes have it that writing does not begin and end with only one draft. That is the reason why teachers of writing must guide students to view writing as a process to gain self-confidence and knowledge through practice. So writing gives chances to write and rewrites facts as many times as possible until the best is achieved. Therefore, to get to this level, writers need to experience the target language as a tool for expression, to create, support, change and restate what they believe and think. The writing teacher should be aware that unskilled L2 writer may face the problem of inter-language whereby they transfer the experience and

strategies of their mother tongue L1 to L2 writing leading to poor writing skills. It should be of note that every student writer is skilled, all that is required is that the teacher and the students have to work hard and spare time to improve the writing skill.

2.13 Concepts of ESL writing for Advanced Writing

Keeping records of a vital aspect of academic learning by learners is vital in developing writing skill (Peverly et al., 2007). Since lecturing is the primary method of teaching in tertiary institutions, there is a need for students to master the act of writing during lectures and while reading from books. A written note is regarded as a documented material that is derived by extracting information from the original source. Unfortunately, ESL students are poor writers by missing out more than half of the main ideas of the lecture (Gee, 2011). ESL students miss out 20 to 40% of the key points of the lectures, thereby keeping uncompleted records for future use.

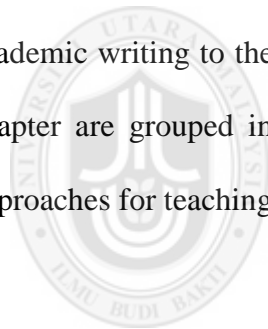
Yong (2010) tried to find the answer to the question of bad and quality ESL writings. The study found out that most ESL students record less information from lectures. The inability of these students to write comprehensively from lectures is as a result of their poor writing speed. Boch and Piolat (2005) assert that the maximum writing speed of a writer is around three to four words per second, for the teachers' speech speed rate, is about two to three words per second.

Writing note can help improve understanding of aural materials and writing skills (Meyer, 2002). The effective and time-saving methods of writing note play a vital role in the exercise. Boch and Piolat (2005) clarified the methods of writing notes into three: the Cornell method, Palmatier's Unified writing System, and Split-Page

Method. Students should write every key idea, study the ideas and re-frame them, if not written can be forgotten.

2.14 Summary

In chapter two of this thesis, the focus was on variously related literature which was reviewed on the effects of process-genre approach to teaching writing skills to the students of the College of Arabic and Islamic Legal Studies. This chapter dealt with the functions of English language in Nigeria, issues in learning a second language, approaches for teaching writing as well as theories of writing such as Vygotsky, Behaviourist, and other theories relevant to the study. Also discussed are various subtopics on the pedagogical background of writing with the purpose and benefits of academic writing to the students of the universities. In other words, the topics in this chapter are grouped into three broad sections with multiple subtitles, introduction approaches for teaching writing and issues in academic writing.



UUM
Universiti Utara Malaysia

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This aspect of the study reveals the research design and approach which were applied for data collection in the present research. Explaining the procedure for effective use of PGA, the setting, population, sample information, the type of research methodology and its operation is presented. This chapter also includes instruments and materials that were used as well as the procedure for data collection, and analysis was discussed. The quantitative research supported with few qualitative data were used in the study. In the quantitative which is the main data, quasi-experiment was applied to compare the scores of the participants. The performance of the two groups was analyzed by using descriptive analysis, showing means and standard deviation, and analysis of variance (ANCOVA). The semi-structured interview was used for the preliminary study and qualitative data used to support and validate the quantitative result of the study. The pilot study was also explained in this section. The ultimate goal of using PGA was that ESL students will achieve proficiency in essay writing if well trained in the process of writing in stages. Students should demonstrate the process of writing through stages (Badger and White, 2000).

3.2 Research Design

According to Creswell (2005), a research design was defined as a research methodology which is followed to obtain the necessary data to realize the research objectives. Research design can as well be used to analyze the relationship between the variables as contained in the problem stated with little error (Nenty, 2009). For instance, Sadiq (2010), Gee (2011), Bayan (2014), and Muraina et al. (2014)

conducted research related to this study using a questionnaire to collect data but in this case class test was used. Therefore, the research design adopted for this research was quantitative approach involving the use of pre-test and post-test of the experimental and control groups. The research used quantitative and qualitative approach but the quantitative approach was used mainly for the major part of the study. In the quantitative approach, the pre-test scores of the two groups were derived from the pre-test conducted before the intervention and the post-test after the intervention. The experimental design was adopted because it can show the distinctive determination of the main effect of both the independent and dependent variables on participants' performance in essay writing. In line with the view of Christensen (1997) that in experimental research, data is processed in such a way that it provides treatment to increase the value of the dependent variable. The design enabled the opportunity to differentiate real causal effects in a relationship and established the effects of the independent variable on the dependent variable.

In this study, the sequential design provided a major emphasis on addressing the quantitative aspect of the research questions and hypotheses. The outcome of the participants' views from the interview was used as data collection. The face-to-face interview questions were used to provide critical information to support the quantitative data from students' intervention. During the interview, additional probe questions were added depending on the students' responses to the guided questions to elicit more views and feelings about the two approaches. The experimental group was taught using PGA and the control group with product approach for the period of 6 weeks. The research design enabled the researcher to conduct classroom interaction with the participants to compare quantitatively the dependent variable before and after

treatment of the respondents. The two groups were given six weeks of classroom treatment whereby the treatment group was taught the basic skills of writing an essay while the control group was taught using a model. The intervention revealed the relationship between the experimental and control groups when post-test was administered to both groups. The qualitative data analysis which was collected through the use of face-to-face student interview assisted in explaining and interpreting the quantitative results.

The subject of the study was essay writing focusing on content, expression, organization, and mechanics. The control group was exposed to writing using the traditional method (PA) for treatment while the participants in the experimental group were taught using PGA and the two groups were subjected to post-test. The pre-test was used to determine the entry point of the subject and to generate a parameter for variation between the groups. At the end of the treatment, the control group and experimental group were again subjected to another test (post-test) with the same test material. In support of this, Rechar (1983), Hayati and Jelilifa (2009), Hamid et al (2011), Akinwamide (2012), Babalola (2012), Hilda (2013), Agnes (2015), and Hanaa (2014) did similar studies using quasi-experimental method with pre-test and post-test as instrument for collecting data.

The students belong to the same group of ESL learners (intact class) and from the same academic background; they were the 80 students of the first-year undergraduate students of the researcher's College. They were grouped based on their WAEC O'level performance results. 40 students in experimental and control groups respectively and a coin was thrown up to determine which group will be in the

experimental group and which one will be control group through head or tail. While past questions on WAEC essay writing were used for assessment and the participants were to answer one question out of the five questions given to write on, to show their levels of writing performance. Therefore, this research study used essay questions because it is suitable to examine the main effect of PGA (the independent variable) based on content, organization, expression, and mechanics. The dependent variable on students' performance in writing skills can also be assessed through essay writing to compare the mean scores of pre-test with that of the post-test to determine the effects of PGA on writing skills.

This study also used the semi-structured interview to find out the students' views on the approaches used in their groups. Two students were selected from each group based on their performance in the post-test. The least performed and the highest scorers in both groups were interviewed to know their opinion of the lessons and the approach used. The use of face to face interview questions was to give additional information to enhance the findings of the study.

3.2.1 Experimental Research

Experimental design of treatment is called the analysis of covariant (ANCOVA) Neuman (2000). Coakes and street (2001) agreed that an analysis of covariance is a means of reducing bias between groups and to find out whether the treatment has an impact on the dependent variable. Quasi-experiment unlike the full experiment where random samples are taken does not fulfill the expectations of quasi-experimental research. In quasi-experimental research, the participants are not randomly sampled since it is a classroom research the participants are already in an intact group that

cannot be divided (Neuman, 2000). The participants in the two groups should be homogeneous before exposure to treatment. They are supposed to be from two schools of the same characteristics whereby one school should be for experimental group while the second school should be for control group but in this study the two groups were from the same class of students in the college because as at the time of this research there is only one college of Arabic and Islamic Legal Studies in Kwara state while the ones in the far Northern part of the country cannot be accessed by the researcher due to political instability in the region. In the conduction of quasi-experiment, some steps must be followed.

1. To determine the number of students to be in each group.
2. Matching the students in the groups with their previous performance in the English language.
3. Proving appropriate instrument to match the two groups.
4. The beginning condition of the two groups must be the same.
5. The same pre-test questions should be prepared for the two groups.
6. Same post-test questions must be administered on the experimental and control group.

3.2.2 Procedure for Data Collection

The study was carried out in the normal classroom setting at the researcher's college. One class was taught with PGA while the second class was taught with PA. Head or tail of coin was used to decide which class will be experimental and which will be control group by throwing the coin up. The participants' writing was examined from the perspective of content, organization, expression, and mechanics. Each aspect of

writing was taught to the groups the perspective of writing product and writing process this gave writing from different perspectives to show the impact of teaching writing through stages of writing. The test was conducted before the intervention and after the intervention (see chapter four). This present study was conducted at a tertiary institution. The students had to spend 2 years on a diploma programme and three or four years for the degree programme in Arabic and Islamic Studies. The participants had spent 6 years in various secondary schools of which their instruction was in English language and had to pass it with at list credit pass level C6. The intervention lesson 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 experimental group.

The process of data collection started when the college reopened for a new semester following the researcher's permission to go for data collection. Meanwhile, the teachers were given orientation by the facilitator and the researcher was on the field to seek the permission of the college management to conduct the research intervention and be allowed to use the students and the lecturers. They gave their consent and an arrangement was made to meet the students were happy with the researcher's progress. On the following day, the researcher met the students who were the 80 year-one students and were grouped into two of 40 students each: the control and experimental group. The participants were given orientation on the importance of the exercise and were notified of the pre-test which came up before the lessons started.

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 thinking of the ideas by themselves and was asked to read out their points individually for peers' contribution. After every lesson, they were given an assessment on the topic they were taught. Below are the lesson plans;

Table 3.1

Lesson Plan on Content of Essay

Lecturer's name: A	Time: 1th /2nd lessons
Course:	Duration: 2 hours
DAIS	
Subject/Unit:	Level: 100
GEN	
Topic: Content of Essay	
Aims of the lesson:	
To develop students' essay writing skills	
Lesson objectives: Students will be able to...	
Brainstorm for ideas to develop the content of their essay	
Assumed prior knowledge:	
Students have knowledge of writing through model	
Resources:	
Blackboard and the Departmental Book of Readings	
Assessment (how learning will be recognized)	
The students were given simple essay topic to brainstorm ideas (The day I will never forget))	
Differentiation (addressing all learners' needs)	
Each student is made to read out their point to the hearing of other students to give feedback and corrections while the teacher monitors the activities	
Skills for Life / Key Skills to be addressed	
Communication/literacy: The students learn the skills of thinking for ideas by themselves to enhance their writing skills	
Number/ numeracy- none in this lesson	
Lesson Information:	

Brainstorming for ideas

A thesis statement /topic sentence is a sentence or two that gives the main idea or the focus of an essay.

It should be stated as a fact because it is going to be proved with evidence.

It should not be stated as an obvious statement. For instance, don't write 'in this essay I will be writing about But rather you state it as this essay will prove... or the topic of this essay will....

The thesis/topic statement is not just the topic but the interpretation, analysis or opinion on the topic.

A good thesis/topic statement must not be too long and must contain only one idea and simple eg success is a result of doing the right things consistently.

A good thesis/topic statement must be a declarative sentence with no qualifiers like might, maybe, perhaps etc.

Examples of thesis/topic statements:

What is a topic sentence in essay writing?

Question: Does Romeo's prior feelings for Rosaline diminish the credibility of his love for Juliet/

A good topic statement will be: Romeo's prior feelings for Rosaline diminish the credibility of his love for Juliet.

A bad topic statement is 'this essay examines whether or not Romeo's prior feeling for Rosaline diminishes his love for Juliet.

On the other hand, if you want to acknowledge the other side, it should be stated this way:

A good one is: Juliet was not the first woman to capture Romeo's fancy she was, however, the one who affected him the most.

A bad one is: Romeo loved Juliet with all his heart, but he loved Rosaline too. It could be argued that they are both his favourite.

CLASSROOM ACTIVITIES

The teacher wrote a topic on the board for students to write thesis/topic statement. Students brainstorm ideas, arrange the points and interact with others in the classroom. Each one wrote was read to the class to judge whether is correct. The teacher gave the students the chance to write several times to master it.

The first and second lessons was in the second week. The experimental group was taught how to organize ideas generated. The experimental group was guided on how to arrange the point they generated to make them coherent and consistent. More emphasis was put on writing the introduction, body, and conclusion of an essay. The control group only rely on the model given to them to follow. At the end of the lesson, the two groups were asked to write a paragraph on the topic given in the previous lesson.

Table 3.2

Lesson Plan on Organization

Lecturer's name: A	Time: 3nd / 4th lessons
Course:	Duration: 2 hours
DAIS Subject/Unit:	Level: 4
GEN Topic: THE USE OF COHESIVE DEVICES	

Aims of the lesson:

To develop students' organization of ideas in essay writing skills

Lesson objectives: Students will be able to arranging the ideas generated to logically develop the content of their essays by linking the ideas in a cohesive manner.

Assumed prior knowledge:

Students have knowledge of writing through model

Resources:

Blackboard and the Departmental Book of Readings

Assessment (how learning will be recognized)

The students were given simple essay topic to brainstorm ideas (The day I will never forget))

Differentiation (addressing all learners' needs)

Each student is made to read out the arrangement of a point to the hearing of other students to give feedback and corrections while the teacher monitors the activities
Skills for Life / Key Skills to be addressed

Communication/literacy: The students learn the skills of organizing ideas by themselves to enhance their writing skills
Number/ numeracy- none in this lesson

Lesson Information:

CONJUNCTIVE IN WRITING ESSAY

This is a very important device that makes texts cohesive. They are words that show how ideas are connected in essay writing. For example:

In trying to list ideas, cohesive devices like firstly, secondly, thirdly, to begin with, etc;

To add more idea: furthermore; next;

To end listing ideas: finally, to conclude etc

Devices for reinforcement: also, furthermore, moreover, in addition, above all, in the same way, etc.

Devices to indicate similarity: equally, likewise, similarly, correspondingly, in the same way.

Devices showing the transition to a new point: now, as far as, with regard to, with reference to, it follows that,

To show concession, the following devices are used; however, even though, nevertheless, still, yet.

To indicate deduction: then, in the other words, in that case, otherwise, this implies that, if so, if not.

To show contrastive ideas: instead, conversely, in contrast, in comparison, on the contrary.

To express alternative ideas: alternately, rather, on the contrast, in comparison, on the contrary.

To show highlight in writing: in particular, particularly, especially, mainly.

To indicate result: so, therefore, as a result, accordingly, consequently, thus, because

of this/that, in that case, under this circumstances, hence.

For examples, devices like these are used: for instance, for example, that is, in this case, namely, in other words, etc

They will be taught with detailed analysis.

CLASSROOM ACTIVITIES

ESL students do have a problem with identifying cohesive ties in the essay. Cohesive has to do with linking one sentence to another as well as paragraph to another paragraph. There are three forms of cohesive in writing: Backward reference and forward reference, Ellipsis, and Conjunctions.

For this study, only conjunctive will be emphasized to students during the intervention.

The 3th and 4th lessons was focussed on expression, teaching them the subject-verb agreement in sentence construction and the different patterns of the sentence in the English language. This was well explained by the teacher in charge of the students. For instance, if the subject of a sentence in singular, the verb that follows must carry's' as in 'He posits that ...', and if the subject is plural the verb that follows it must not carry's' They posit....' The students were subjected to several practices and were asked to write 10 different sentences as their assignment.

Table 3.3

Lesson plan on Mechanics of Essay

Lecturer's name: A	Date: 5/ 6th lessons
Course:	Duration: 2 hours
DAIS	
Subject/Unit:	Level: 100
GEN	
Topic: SUBJECT VERB AGREEMENT IN ESSAY	
Aims of the lesson:	

To develop students' expression of ideas in essay writing skills

Lesson objectives: Students will be able to...

To develop students ability to express the ideas generated in accurate language and logically develops the content of their essays in a simple language using different sentence patterns.

Assumed prior knowledge:

Students have knowledge of writing through model

Resources:

Blackboard and the Departmental Book of Readings

Assessment (how learning will be recognized)

The students were given simple essay topic to write on for ideas (The food I like best)

Differentiation (addressing all learners' needs)

The student exchanged their essays among themselves for feedback and corrections while the teacher monitors the activities and later checked the corrected essays.

Skills for Life / Key Skills to be addressed

Communication/literacy: The student practiced the types of sentence and ideas to enhance their expression in writing skills

Number/ numeracy- none in this lesson

Lesson Information:

One way of guiding against errors in essay writing is to follow the rules of grammar, spellings, punctuation marks etc.

Subject-verb agreement means exactly what it says that the subject and verb have to agree with each other in statements. This means that if the subject of a sentence is plural, the verb should also be plural, but it is tricky to know the right verb to use with a particular subject. Therefore, it needs constant practice.

Examples:

He posits that eating cucumber is good. They posit that eating cucumber is good.

They take the garbage out. He takes the garbage out.

She listens to the music. He and she listen to the music.

It should be noted that 'I' and 'you' take a plural verb and is a bit confusing. Eg

I write with a pen.

You write with a pencil.

CLASSROOM ACTIVITIES

ESL students do have a problem with expressing themselves accurately by discussing one idea in one paragraph using different sentence patterns. Therefore, this lesson exposed them to different ways of using punctuation marks in expressing their ideas accurately.

The 5th week was for mechanics. During this lesson, the students were taught effective use of punctuation marks in essay writing such as, when and where to use a comma, full stop, question mark and quotation mark. This was well explained to the experimental group due to the method used. The control group follows the model after a brief explanation by the teacher handling the class. After the lesson, they were given a paragraph to punctuate and to correct the miss used verbs in the passage.

Table 3.4

Lesson plan on Expression in Essay Writing

Lecturer's name: A	Time: 7th/8th lessons
Course:	Duration: 2 hours

DAIS

Subject/Unit:

Level: 100

GEN

Topic: PARAGRAPHING IN WRITING

Aims of the lesson:

To develop students' expression of ideas in essay writing skills

Lesson objectives: Students will be able to...

To develop students ability to express the ideas generated inaccurate language and logically develops the content of their essays in a simple language using different sentence patterns.

Assumed prior knowledge:

Students have knowledge of writing through model

Resources:

Blackboard and the Departmental Book of Readings
Assessment (how learning will be recognized)

The students were given simple essay topic to write on for ideas (The food I like best)
Differentiation (addressing all learners' needs)

The students were grouped to practice how to write a paragraph among themselves for feedback and corrections while the teacher monitors the activities and later checked the corrected essays.

Skills for Life / Key Skills to be addressed

Communication/literacy: The student practiced writing a paragraph in the group to increase their ability to write one idea in a paragraph to enhance their expression in writing skills

Number/ numeracy- none in this lesson

Lesson Information:

A paragraph is a unit of writing that consists of one or more sentences that focus on a single idea or logic. A good paragraph must have a controlling idea, supporting point and a conclusion related to the idea. The topic sentence contains the controlling idea and could be one to two sentence. The length of a paragraph varies according to students' detail needed to support the controlling idea and depends on the proficiency of the students.

A paragraph should contain a topic sentence with supporting details and examples, then concluding the sentence with transition sentence that links the paragraph to another paragraph. The following will help students to structure paragraph better.

Paragraph length varies: students should be aware that each paragraph must be long enough to cover the main point. It should be from five sentences to one page.

When writing a paragraph: knowing where to put each sentence clarifies important points. As a rule, the first sentence holds the strongest position, the last sentence holds the second strongest position, and the middle sentences hold the weakest position.

Varying sentence lengths helps emphasize your most important points. This is an important .putting short sentence in between two long sentences makes the middle sentence more powerful.

CLASSROOM ACTIVITIES

What is subject-verb agreement or Concord in writing?

One way of guiding against errors in essay writing is to follow the rules of grammar. Subject-verb agreement means exactly what it says that the subject and verb have to agree with each other in statements. This means that if the subject of a sentence is plural, the verb should also be plural, but it is tricky to know the right verb to use with

a particular subject. Therefore, it needs constant practice.

Examples:

He posits that eating cucumber is good. They posit that eating cucumber is good.

They take the garbage out. He takes the garbage out.
She listens to the music. He and she listen to the music.

It should be noted that 'I' and 'you' take a plural verb and is a bit confusing. Eg

I write with a pen.

You write with a pencil.

Class activities: students should be placed in groups in the class and ask them to write a paragraph each using one of the examples given.

The 6th weeks were spent in revision by explaining the genre of essay writing ranging from letter writing, narrative, argumentative the differences in the structure were explained. While the experimental group was taught with the process genre approach the control group was taught with product approach. The following week which is the last week (8th) was spent on the post text to know how effective is the process genre approach to improving students' essay writing in my college.

Table 3.5

Lesson Plan on Genre of Essay

Lecturer's name: A	Time: 9th /10th /11th /12th lessons
Course:	Duration: 2 hours
DAIS	
Subject/Unit:	Level: 100
GEN	
Topic: THE GENRE OF WRITING	

Aims of the lesson:

To develop students' essay writing in the different types of writing

Lesson objectives: Students will be able to...

To develop students ability to recognize the different genre of writing knowing how to generate ideas using accurate language in presenting the content of their essays in a clear language.

Assumed prior knowledge:

Students have knowledge of writing through model

Resources:

Blackboard and the Departmental Book of Readings

Assessment (how learning will be recognized)

The students were given simple essay topics to write on anyone.

Differentiation (addressing all learners' needs)

The students were grouped to practice how to write different types of the essay through social interaction among themselves for feedback and corrections while the teacher monitors the activities and later checked the students' essays.

Skills for Life / Key Skills to be addressed

Communication/literacy: The student practiced writing different essay types in the group to increase their ability to write.

Number/ numeracy- none in this lesson

Narrative essay is like telling a story. The essay is either anecdotal, experiential, or personal story that allows students to express themselves in creative and motivating ways.

When writing a story in form of art, students should follow the following and include the following parts: an introduction, plot, characters, setting, climax, and conclusion.

When students are asked to write a story in form of a book report. The students are expected to provide or focus on informative narrative for the reader and not following the pattern of the story. Point out the purpose of writing the story which is very important in the essay. If there is no purpose there is no need to write. This type of essay is written from the point of the author. Therefore, creativity is often from the author's perspective.

Clear and concise use of language should be chosen by the writer. Make use of language that will evoke the emotions and interest of your readers in the introduction. Remember, you are in control of the essay, so guide it where you desire: just make sure your audience can follow your lead.

The descriptive essay is a genre of essay that asks the student to describe something: object, person, place, experience, emotion, situation, etc. This genre encourages the student's ability to create a written account of a particular experience with a great deal of artistic freedom that is the ability to paint an image that is vivid and moving in the mind of the reader.

Students should follow the following guidelines for writing a descriptive essay: First all brainstorm ideas before writing. For example when you are asked to describe your best food. Eg jolof rice, think of the ingredients and write down rice, maggi, tin

tomatoes, pepper, onions, vegetable oil, curry and theme, fish, meat, etc before compiling the description. Use clear and concise language to describe your essay. Connect with your readers by using emotional related words to your topic to motivate your readers. In other words, try to present an organized and logical description.

The argumentative essay is a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner.

The argumentative essay and the expository essay. These two genres are similar, but the argumentative essay differs from the expository essay in the amount of pre-writing (invention) and research involved. The argumentative essay is commonly assigned as a final project in first year writing or advanced composition courses and involves lengthy, detailed research.

Expository essays involve less research and are shorter in length. Detailed research allows the student to learn about the topic and to understand different points of view regarding the topic so that she/he may choose a position and support it with the evidence collected during research. Regardless of the amount or type of research involved, argumentative essays must establish a clear thesis.

Argumentative essay assignments generally call for extensive research of literature or previously published material. Argumentative assignments may also require empirical research where the student collects data through interviews, surveys, observations, or experiments. The structure of the argumentative essay is held together by the following.

CLASSROOM ACTIVITIES

Write on any of the genres of an essay of your choice thinking about the ideas and writing them down, arranging the points in order.

Class activities: students should place in groups in the class and ask them to write on any essay type.

The 7th and 8th week was spent on the genre of essay and the post test with marking.

Below is the conceptual framework for this study:

3.2.3 Research Conceptual Framework

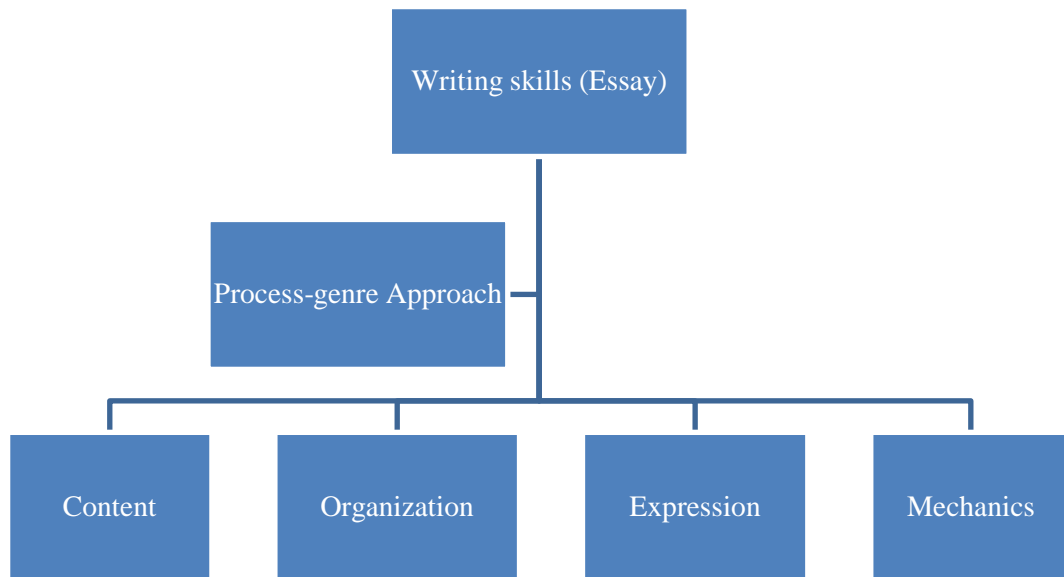


Figure 3.1. Framework for this Study

The above framework, if well followed will give room for students' participation in the process of teaching and learning essay because the content in this framework encompasses brainstorming for ideas through collaborative efforts in the classroom using Vygotsky scaffolding instructional method of social interaction between students and teacher/lecturer and/or among students assigned into groups or in the classroom. Organization of ideas, on the other hand, involves planning and arranging points in hierarchical order before starting to write. Apart from the structure of the essay, the students learn organization by first writing the points/ideas as they brainstorm on the topic and later rearrange them in order of priority. The expression comprises the use of good grammar: different sentence structures, unambiguous statements, the right choice of words, and revising to put ideas in order while mechanics focuses on taking care of appropriate use of punctuation marks, and correct spellings during while writing an essay. Shapii (2011) is of the opinion that moving away from the teacher-centered approach should focus on students having the opportunity to manage their learning by involving in the process of teaching

particularly writing. This supported the view of moving away from the traditional product approach to process-genre approach. In view of this, students can actively participate in learning better than when traditional/product approach is being used. Therefore, teachers have to be conscious of learners' needs and work towards it to make learning active. Moving away from traditional approach is traceable to Carl Rogers when he noticed that "students become passive, apathetic and bored" (Chokwe, 2011). In other words, the main aims of moving away from traditional approach should include; students' active participation in learning, taking responsibility, deep learning, learner autonomy, interdependence between teachers and learners, mutual understanding between teacher and learners, and reflexive learning (Lea et al.,2003).

Therefore, the PGA to teaching writing in ESL learning situation is an alternative approach to product/traditional approach. The approach sees learning as a desired learning behavior that should be achieved through the process of giving students stimulus-response conditioning. In this situation, writing in a language class is to make the students achieve academic writing competence and perform well in writing composition. For example, in teaching writing skills in PA classroom the teacher only gives the already written model to students to mimic thereby learning only the structure and grammar of the text whereas in PGA class which can also be regarded as the student-centered approach to teaching writing and this involves the students by making them think of the ideas to use in developing their writing composition, planning and organizing their points, interact with colleagues, write several drafts before the final text. However, the traditional approach to teaching writing is preferred and practice in some cultures where students are spoon-fed by their teachers

because the students are not trained to think and brainstorm for ideas by themselves in their writing class.

In view of the above, it is pertinent to propagate the approach to learning which advocates for the need for teachers to consider the students' background knowledge as well as providing suitable approach different from the conventional approach. According to Shapii (2011), student-centered approach to teaching should give room for learners' participation in the teaching/learning process by using relevant materials and approaches to achieve the set goals. Conclusively, in academic writing, the two approaches can be integrated to teach writing. In this case, after applying the process approach the students can use a similar model to check the structure of the essay and format of the genre before the final draft.

3.2.4 Population and Sample

The population for this study was all degree students of CAILS which is located in the North-Central geopolitical zone of Nigeria and the college is the only government own college of this kind in the zone while similar colleges are in the far Northern part of the country. Therefore, only respondents from the college were used because the results of the study can be generalized since they have the same characteristics as other students in similar institutions.

Therefore, the population is a set that conforms to a measurable phenomenon which could be people, events, or things of interest to the researcher (Saidu, 2006). Sugiyono (2012) also views the population as “a general area that consists of a subject or object that has certain qualities and characteristics determined by a researcher to be studied then drawn into conclusion”. The population is the total set of group, values

or things that are taken. It is also the collection of clearly define elements such as people, places, objects and cases that a researcher wishes to make some inferences.

The numerous sampling techniques in academic research are under two broad groups, probability, and non-probability. The following are examples of probability sampling; some of them are systematic sampling, cluster sampling, simple random sampling, and stratified sampling. Simple random sampling means that everyone in the population has the same probability of being selected. In stratified sampling, the population is divided into groups based on the characteristic. Random sampling is based on randomization giving every member of the population the chance of being part of the sample selected for any study.

According to Poliat et al. (2010) sampling method is the selection of a sample from the entire population that is eligible for the study. The researcher grouped the 80 intact students into two equal parts of the target population in the college. The sample size for this study was the 80 -year one-degree students of the college. The 80 students were grouped equally into two as sample size based on their O' level results, 40 in the control group and 40 in the second group which is experimental. The interview section had only two students from each group, selected on the bases of their performance in the post-test scores of this study. One best student and one low performed student in each group were interviewed. The sample for the main study was done by dividing the number of students with As, Bs and Cs pass marks in the English language result from WAEC, NECO, NAPTEB into two equal parts as members of each group of the intact class of the participants. This shows that in the two groups there are equal numbers of grades. In the experimental group, there are 3

A credits, 15 B credits and 22 C credits making 40 students in the group. Also in group B, there are 3 A credits, 15 B credits and 22 C credits making a total of 40.

Researchers can as well use the already made table for determining sample size from a given population derived from the use of the formula $S = \frac{X^2NP(1-P)}{D^2(N-1) + X^2P(1-P)}$ designed by Krejcie and Morgan among other methods to determine sample size. But, the sample size of this study was all the year one undergraduate degree students of the institution who are of equal characteristics such as:

1. They came in with the same O'level results.
2. Their previous performance was used to divide them into two groups on an equal basis.
3. and the results of the entrance examination as part of the criteria for grouping them.

3.3 Demographic Characteristics of the Participants

Frequency and percentage were used to describe the participants based on gender to know the number of male and female in the sample and the output is illustrated in the table below:

Table 3.6

Distribution of Participants by Gender

Group	Gender	Frequency	Percentage (%)
Control	Male	19	47.5
	Female	21	52.5
	Total	40	100.0
Experimental	Male	17	42.5
	Female	23	57.5
	Total	40	100
Overall	Male	36	45.0
	Female	44	55.0
	Total	80	100

From the demographic information supplied by the participant on their answer scripts, the groups comprise males or females among the respondents. This was represented with 1 for male and 2 for the female in the analysis. The scores and personal information of the students were keyed-in into the worksheet of SPSS. Frequency and percentage were used for the demographic information of the participants.

Table 3.6 above shows that out of 40 students that participated in the control group, 19 (47.5%) were male and the rest 21 (52.5%) were female. In the same vein, in experimental group 17 (42.5%) were male and 23 (57.5%) were female. Therefore, the two groups altogether had 36 students which were 45.0% of the total male participants while 44 which were 55.0% were female participants.

3.4 Methodology for the Main Study

This study depended on using pre-test and post-test to generate data from the control and experimental group that was given treatment with two different approaches to writing. For the experimental processes such as prewriting, drafting, revision, and editing with a genre approach (GA) that focused on knowledge of context, the purpose of writing presented through the rubrics of writing were adopted for teaching

and learning essay writing. The control group focused on using model and imitation of the model for teaching writing skills. 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 PGA and the second teacher handled the control group. The two lecturers are experienced teachers of English language with Ph.D. and Masters qualifications respectively and they were picked based on the findings of the interview conducted by the researcher to determine who to handle which group and because they are male teachers who can use leisure time for the teaching which took place during weekends unlike the female colleagues who will be engaged with house-keep shores which can affect their commitment. 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. The marking of the scripts was carried out by the teachers, so the researcher did not partake in it.

The performance of the two was compared to see the difference between the two groups. Eight weeks were spent for the intervention, the first week was for orientation of the teachers and students and pre-test, 6 weeks for classroom intervention and the last week was for post-test and marking. The activities of the intervention included teaching the types of essay writing using process-genre approach focusing on content, organization, expression, and mechanics. The 2 essay questions from the past WAEC/NECO questions were presented for students to answer one question on writing the test which was marked and scored using the analytic format for marking

essay. The quantitative data were analyzed using mean and standard deviation and analysis of variance (ANCOVA) with SPSS software.

The five teachers of the English language in the college were interviewed to enable the researcher to pick the most experienced ones to handle the two classes. Two out of five were selected based on years of experience and their knowledge about the approach. The one with the knowledge of process-genre approach took the experimental group, while the one who is used to product approach took the control group. After the post-test two students from the control group and two from the experimental group were selected based on their performance to be interviewed. The lowest score and highest score was the criteria used to select two from each group making four students that were interviewed. Face to face interview method was applied by the researcher. The interview was carried out at the college during the week.

3.4.1 Validity and Reliability of the Instrument

There are different types of validity. They are content, construct, concurrent and predictive validity. The instrument of this study was subjected to face and content validity. To ensure the validity of the instrument of this study, standardized essay questions were adopted for test instruments for the study. The expert attention of some lecturers in the School of Education and Modern Languages and two researcher's colleagues were requested to go through the questions for suitability, and amendment where required. They found the questions adequate and suitable for the purpose since the questions are standardized and used internationally in African

countries. According to Akinwamide (2012) the WAEC questions are of international standard and so its credibility and validity can be sustained and guaranteed.

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. Therefore, reliability according to Liu and Li (2012) and Ary et al. (2010), as a measuring instrument is the degree of consistency of the measurement. In other words, reliability is the extent to which measurements are reoccurring and the suitability of the measurement over a variety of condition in which the same results can be obtained. The instrument was adopted from the WAEC/NECO past examination questions because the questions were carefully designed by experts. Muraina (2012) was also of the opinion that the WAEC/NECO 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 to assess the participants in this study was reliable. This is extensively explained in chapter 4 for the result of the reliability test and reliability tables of analysis that shows its reliability level on page 175-177.

3.4.2 Intervention

The intervention was based on the research questions, by teaching the participants in experimental group essay writing using the process-genre approach to teaching writing. The control group was also taught using product approach. Before the intervention pre-treatment test was conducted to test the respondents' entry

performance as well as to generate a parameter for covariance analysis of the respondents. At the end of the treatment, both groups were subjected to post-test on essay writing to know if there was any effect of the process-genre approach to writing skills. The experimental and control groups were exposed to activities of process-genre approach and product approach respectively for 6 weeks to develop the students' writing skills.

The intervention took eight weeks whereby, the first week was for orientation of the teachers that assisted the researcher to teach the respondents and the students on the benefits of the study. In the second week, the respondents received two hours of lessons using the process-genre approach to teach how to generate ideas for the content of an essay through the active participation of the students in the experimental group while the participants in the control group were taught with the product approach through imitation of a model. The third week was used to teach them the organization of ideas through classroom interaction to let them know how to arrange their points. The fourth week was used to teach them most of the cohesive devices used to link sentences and the patterns as well as the flow of paragraphs in the organization of an essay to form the introduction, the body, and conclusion of an essay.

The sixth and seventh weeks were used to teach concord in the English language whereby, the students went through rigorous training on punctuation marks and agreements of subject and verb in sentences and the genre of writing while the last week was for post-test. The teachers used these periods to prepare and stimulate students. This includes physical preparation of self and materials, pen and paper, and

setting instructions for students on tasks they were expected to accomplish. Efforts were made to make learners have a clear understanding of the questions. This stage was to evaluate, verify and reflect the lectures to assess the writing ability by given them essay questions to write on one question showing the features they were taught in essay writing.

At the intervention stage, the experimental group was taught how to generate ideas, plan and writing the first draft, revising it, rewriting and then editing for the final draft. They were taught the types of essay: narrative, argumentative, expository, and argumentative and letter writing focusing on content, expression, organization, and mechanics. The experimental and control groups were taught 2 hours per week for 6 weeks making 12 hours of learning activities. Efforts were made to make learners have a clear understanding of the activities. All together with the orientation and pre-test as well as post-test and marking were 16 hours. These stages were to evaluate and verify their writing ability indicating the features they were taught. Below is the summary of the stages and the tools for the intervention.

3.4.3 Instrumentation

Pilot Study

The unit of analysis of this study was the individual teachers of the English language in the college. It is better to utilize them as they are the ones teaching the students and ensure that the quantitative research approach helps to explore the aims of this study. Thus, using the teachers would give a clear understanding of the problem of the research. They are suitable to provide information about the approach they use for teaching these students and to be sure that the researcher used the right teachers. In

agreement with Liu and Li (2012), a preliminary test is a small scale report of which its importance cannot be underestimated. It is very important to conduct a preliminary investigation in this situation to enable the researcher to detect the problem.

The instrument of this investigation was a semi-structured interview with the five teachers who are colleagues of the researcher to be sure of the approach they used in teaching essay writing and to determine which of the teachers can be assigned the experiment and the one for the control group. Two male lecturers: lecturer A for process genre and lecturer B for product approach class were suitable. The interview consisted of 10 questions based on the approach each of them used to teach writing and their exposure to all the approach to writing.

3.4.4 Tools for this Study

Written Essay Test:

Analytic writing test that consists of five topics on narrative, descriptive, argumentative, letter writing and report was given to the respondents. specific instructions on how to answer or respond to any question of their interest by generating ideas, plan, and develop a position on the issue according to the specific instruction in the composed response. Respondents must make sure they follow instructions and support their position on issues with reasons and examples from readings, experience, observations etc. respondents should have it in mind that the responses were to be evaluated based on how well the following are well taken care of in their writings;

1. Response to specific topic following the instruction.

2. Generate relevant ideas on the issue
3. Organize and develop the ideas
4. Express the ideas in a logical manner
5. Control the elements of standard written English

Below is the table showing the activities of the intervention:

Table 3.7

Summary of Intervention Activities

Weeks	Program	Activities
Week 1	Orientation	Orientation, Pre-test, and marking
Week 2 – 7	Classroom teaching	Students activities and assessment
Week 8	Post-test	Marking and recording

The above table shows the summary of the intervention carried out in the study.

Teaching approach Process

The experimental group was taught using the process-genre approach focusing on one genre of the essay in each week of the intervention through the following steps:

- Step 1 The teacher introduced the topic, while the students brainstorm for the ideas/points.
- Step 2 the teacher explained the structure of the essay: introduction, body and conclusion and the stages of the process approach to writing.
- Step 3 students wrote the plan and the first draft
- Step 4 students presented their essay aloud for peer feedback and comments.
- Step 5 students represented the essays based on the corrections
- Step 6 they revised and presented the essays to the teacher for correction.

Step 7 in the last stage they edited and produced a final copy.

3.5 Data Collection Plan

In this study, the data collection was done after the presentation of the proposal by the researcher. Before, the administration of data collection, an official letter was collected from Awang Had Salleh Graduate College of Arts and Social Sciences (CAS), introducing the researcher and also explaining the purpose of the study. This helped the researcher of this study to get the necessary support from the executive members of staff of the college.

The cover letter clearly highlighted the purpose of the study. To further increase the willingness of the participants to participate in the exercise, they were made to know that the scores from the program would be part of their continuous assessment grades, to motivate them and for them to take it seriously. The first test was observed on the two groups to assess their performance in essay writing, after which the experimental group was treated with the Process-genre approach of pre-writing, planning, drafting, peer feedback, revising, editing and final draft towards writing and the control group was treated with product approach. The researcher with the help of her colleagues carried out the pre-test, treatment, and post-test during the intervention. The students' essay writing for pre-test and post-test was scored using the analytic rubric and the scores were subjected to statistical analysis. The activities for teacher and students were well spelled out and attached in the appendix.

The researcher requested authorization from the Director of Degree Program. The first few days were used to orientate the research assistants on the objectives, guidelines, and methods of treatment of the groups by a senior retired lecturer of

English language. Attempts were also made to sensitize participants of the study on the objective of the study. The class teaching activities were carried out during the weekend in order not to interrupt the students' normal class periods because some lecturers do fix lectures in the weekend so the students are used to coming to class during the weekends. Both teaching and marking were done by the appointed teachers. Attendance was taken to motivate and to guide against absenteeism.

There were five English teachers in the department at the time of this research with three females excluding the researcher and two males. They were interviewed in the preliminary investigation to select who will assist the researcher in teaching the groups. The interview questions were 10 and 15 minutes was assigned to each interviewee. The interviewer writes down the responses of the interviewees. The followings were the questions asked to ascertain the existence of the problem.

1. What are the current approaches used by you in teaching essay writing?
2. What do you think of product approach?
3. Which of the approaches do you use in teaching your students to essay writing?
4. Why do you prefer using a particular approach?
5. What other reasons do you have for sticking to a particular approach?
6. How do you mark your students in essay writing?
7. What is the general performance of students in writing?
8. What can we do to improve the performance of the students?
9. What do you think about process approach?
10. Are you aware of the process-genre approach to teaching writing?

The researcher interviewed the respondents individually and the findings of the interview were reviewed qualitatively according to the questions. The answers to the questions were transcribed below. Below is the table for the lesson and data collection plan for this study:

Table 3.8

Data Collection Lesson and Data Collection Plan

S/ N	Wk	Group	Activities	Materials	Approach	Description	Assignment
1	One	Group A&B	Orientation & Pre-test			Past essay questions	
2	Two	Experimental Group Control group	Teaching Narrative essay	Departmental Book on use of English	Process approach: pre-writing, planning, drafting, revision, re-writing, and editing Imitation of model	Content, expression, mechanics, and organization	A paragraph with one idea
3	Three	Experimental group Control group	Teaching argumentative essay	Introduction, body, & conclusion in essay & paragraphs	Process approach imitation	Content, Expression Mechanics, and organization	A short story
4	Four	Experimental group Control group	Descriptive essay focusing on Expression	Sentence patterns & types	Process approach imitation	Content, Expression Mechanics, and organization	Write 10 sentences
5	Five	Experimental group Control group	Explorative essay focusing on Mechanics	Spellings, punctuation marks	Process approach	Content, Expression Mechanics, and Organization	Writing essay on 'my best friend'
6	Six	Experimental group Control group	Letter writing/generation of essay	letter, and narrative	Process approach imitation	Content, Expression Mechanics, and organization	Write a letter seeking for job
7	Seven	Experimental group	Letter	Descriptive	Process	Content,	Letter to

	1 group	writing	e and approach	Expression Mechanics, & organization	relatives
	control		mimicking		
8	Eight	Experimental & control	Post-test	Questions on different essay topics	To answer only one essay question

The above table shows the activities of the intervention as carried out on the two groups for the period of 8 weeks of four hours per week. It also shows the activities of the teachers and students for better understanding. It was printed and handed to the lecturers as a guide to follow for the classroom activities.

3.5.1 Data Analysis of this Study

This analysis is necessary to find out how effective the approaches are in teaching writing skills at tertiary level. The scores of participants were analyzed using descriptive statistics of mean and standard deviation to provide answers to research question 1 to 5 while Analysis of Covariance (ANCOVA) was used to answer the hypotheses to determine the effect of process-genre approach on students' writing skill based on the research questions and hypotheses. The format used for scoring the students' essay was Content of composition 10 marks, Organization of facts 10 marks, Expression 20 marks, and Mechanics 10 marks.

This model is supported by Rita Deyoe (1980) which includes Grammar, Appropriateness, Organization, Content, Punctuation and creativity to her model which has similar characteristics with the one adapted for this study the results of the interview will be transcribed by the researcher and report interpretively since the questions are only five and the respondents are only four.

3.5.2 Analytic Scoring Rubrics

The scoring rubric for the essay writing was adopted from WAEC/ NECO which is the country's external examination bodies for school certificate examination. The marking is based on content, organization, expression, and mechanical/grammatical accuracy which are the dependent variables of this study were graded as follows. Such as

Content of essay.....	10 marks
Organization of facts.....	10 marks
Expression of ideas	20 marks
Mechanical accuracy	10 marks

The graded scores will be interpreted as listed below based on the conventional 100% format but for this study, it will be divided by 2 to make it 50%. Below is the grading format:

Table 3.9

Grading Format

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

Therefore, the respondents' essays writing were analyzed based on the above explanation by using mean scores and standard deviation with analysis of variance (ANCOVA) using SPSS software.

3.5.3 Interpretive Analysis of Qualitative Data

This method of data analysis is a widely used qualitative analysis. It focuses on identifying patterned meaning that provides an answer to the research questions being asked based on their experience during the intervention. Therefore, it is a method that identifies, analyze, and report themes within data and this makes it differs from other analytic methods (Braun and Clarke, 2006). The qualitative data were collected using a semi-structured interview with five questions conducted by the researcher just to find out the students' views of the approach used to teach them. The elicited answers to the questions were analyzed by using the interpretive method of analysis, two students each were selected from the two groups as a complimentary report to support the findings of the research questions. The content of the questions was validated by the researcher's supervisor through the face and content validity and members of the English department of the college were given the questions to validate. The responses of the interviewees were given back to the students to check the correctness of the transcribed responds for interview reliability.

Below are different approaches to qualitative analysis:

1. Inductive approach: this is a way of developing coding and the theme from the content of the data.
2. Deductive approach: another method of developing coding and theme from existing concepts or ideas.
3. Semantic approach; is a way of developing the theme by explaining the comments of the interviewee.
4. The Latent approach to developing a theme from report concepts data.

5. Realistic essentialist approach: this focuses on reporting the assumed reality of data.
6. Constructionist approach: this looks at certain reality showed by the data.

These approaches can be grouped into two compatible places: inductive, semantic and realistic can come together while deductive, latent and constructionist can also come together but can be used separately as long as the analysis is theoretically coherent and consistent (Shapii, 2011).

Below is the interview format for the lecturers in the Department of English Language (CAILS):

Table 3.10

The Format for Interview with Colleagues and Students

Why	What Method	Information	Method& analysis
To be sure that teachers are using product approach in teaching	Semi-structured interview	They all agreed that they use product approach due to time & large students in the classroom	Phone interview & writing and transcription
When	2 nd May 2016 11 am		
Where	Malaysia and CAILS in kwara state, Ilorin		
How	Data collection method-Phone conversation		
Who	Lecturers of English Department	The 5 lecturers in the department	

Table 3.11

The Format for Interview with Students

Why	What Method	Information	Method & Analysis
To find out students' views about the approaches used to teach their groups	Semi-structured interview	Those in the experimental group said they appreciated the method and enjoyed their lessons while those from the control group said the approach was boring to them and have difficulties in generating ideas	Oral interview written down and transcribed. The recording was not successful due to the situation in the country. There was no light for weeks and fuel scarcity. The researcher's phone was damaged.
When	November 2017. During school time		
Where	CAILS, Ilorin, Nigeria		
How	To face to face contact		
Who	Two students from experimental & two from control group		

The table above shows the format for students' interview to verify their views about the approaches.

3.5.4 Results of the Pilot Study

The pilot study that was carried out to investigate the reliability of the instruments gave the following results:

Table 3.12

Students' Performance in Writing Skill before intervention in Process genre and product Approach Groups

Group		No.	Mean	S.D	Minimum	Maximum
Process Genre	Pretest	20	13.15	1.53	11.00	18.00
Product	Pretest	20	11.20	1.15	9.00	13.00

As shown in Table 3.12, students in process genre and product approach groups had the pre-test mean scores of 13.15 and 11.20 respectively. This implies that students' performance in writing skill before the intervention was very low and there is no significant difference in the performance of the two groups, showing that the experimental group and the product approach group are homogeneous before the intervention.

Table 3.13

The Difference in the Performance of Process Genre and Product Approach Groups of Students Based on Content

Groups	No	Mean	S.D	Df	t-value	Sig	Remark
Content (Process-Genre)	20	8.55	1.85	19	9.25	0.00	S
Content (Product)	20	3.85	0.87				

*Significant at $P < 0.05$

As revealed in Table 3.13, the t-value 9.25 was obtained with a p-value of 0.00 computed at 0.05 alpha level. Since the p-value of 0.00 was less than 0.05 alpha level, there was a statistical difference in the performance of the two groups based on the content of what they wrote. The $M = 8.55$ with $SD = 1.85$ scores of the process-genre group is higher than the $M = 3.85$ with $SD = 0.87$ scores of the product group, showing that process genre approach is more effective in generating ideas for the content of essay writing.

Table 3.14

The Difference in the Performance of Process Genre and Product Approach Groups of Students Based on the Organisation of Ideas.

Groups	No	Mean	S.D	Df	t-value	Sig
Organisation (Process-Genre)	20	8.30	0.57	19	13.59	0.00
Organisation (Product)	20	5.05	0.89			

*Difference at P<0.05

Table 3.14 revealed that the t-value 13.59 was obtained with a p-value of 0.00 computed at 0.05 alpha level. Since the p-value of 0.00 was less than 0.05 alpha level, there is a statistically difference in the performance of the two groups based on the organization of ideas in their discourse. The process-genre group had M= 8.30 with SD= 0.57 which is higher than the M= 5.05 with SD= 0.89 scores of the product group showing that the process-genre approach is effective in teaching students the skill of organization of ideas in essay writing.

Table 3.15

The Difference in the Performance of Process Genre and Product Approach Groups of Students Based on Expression of ideas

Groups	No	Mean	S.D	Df	t-value	Sig
3.8 Expression (Process-Genre)	20	14.75	1.12	19	14.62	0.00
Expression (Product)	20	11.90	0.72			

*Difference at P<0.05

As revealed in Table 3.15, the t-value 14.62 was obtained with a p-value of 0.00 computed at 0.05 alpha level. Since the p-value of 0.00 was less than 0.05 alpha level, there is a statistically difference in the performance of the two groups based on the expression of ideas in their write-ups. The M=14.75 of the process-genre group is higher than the M= 11.90 of product group showing that process genre approach is

effective in the teaching students the basic language of expression of ideas in essay writing than using product approach.

Table 3.16

The Difference in the Performance of Process Genre and Product Approach Groups of Students Based on Mechanics

Groups	No	Mean	S.D	Df	t-value	Sig
Mechanics (Process-Genre)	20	8.60	0.68	19	15.42	0.00
Mechanics (Product)	20	4.65	0.67			

*Difference at $P < 0.05$

As revealed in Table 3.16, the t-value 15.42 was obtained with a p-value of 0.00 computed at 0.05 alpha level. Since the p-value of 0.00 was less than 0.05 alpha level, there is a statistically difference in the performance of the two groups based on the mechanics in their write-up. The $M = 8.60$ score of the process-genre group which is higher than the $M = 4.65$ score of product group shows that process genre approach is more effective in the appropriate use of words in essay writing.

Table 3.17

Effect of Process-Genre Approach and Product Approach on Students' Performance in Writing Skill after Intervention

Group	No.	Mean	S.D	Minimum	Maximum
Process-genre Approach	20	41.75	1.68	40.0	45.00
Product Approach	20	18.45	1.54	16.0	21.00

As shown in Table 3.17 above, students in process genre and product approach groups had the post-test mean scores of $M = 41.75$ and $M = 18.45$ respectively. This implies that students performed better in writing skills after the intervention than before the intervention. However, the performance of students in process genre group

(41.75) is higher than the performance (18.45) of students in product approach group after the intervention.

Table 3.18

Pairwise Comparisons Analysis Showing the Effect of the Treatment on Students' Performance in Writing

Treatment	Mean	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
Experimental(I)	41.77 ^a	23.33 [*]	.412	.000	40.93	42.59
Control (J)	18.44 ^a	-23.33 [*]	.412	.000	17.60	19.27
Grand Mean = 30.10						

* the mean difference is significant at 0.05 level

b. Adjustment for Multiple Comparisons: Bonferroni

Table 3.18 shows that students in the experimental group that were taught with the use of process genre approach had a higher mean score of 41.77 than those in the control group that was taught with the use of product approach who had the mean score of 18.44. This implies that if process genre approach is introduced into writing classroom in CAILS will give a positive result and improves students' performance in essay writing. It will also prepare them for future academic writing and greater effect on students' performance in writing skill.

3.6. Findings for Pilot

The findings of the pilot study show that the instrument is reliable and accepted to further carry out the investigation of this study. It shows that process-genre approach is relevant for enhancing essay writing of students of the tertiary institution. The following summary of the findings was obtained:

1. The experimental group (Process-Genre) with the mean score of 8.55 performed better in essay writing in term of content than the control group (Product) with the mean score of 3.85.
2. The experimental group (Process-Genre) with the mean score of 8.30 performed better in essay writing in term of organization than the control group (Product) with the mean score of 5.05.
3. The experimental group (Process-Genre) with the mean score of 14.75 performed better in essay writing in term of expression than the control group (Product) with the mean score of 11.90.
4. The experimental group (Process-Genre) with the mean score of 8.60 performed better in essay writing in term of mechanics than the control group (Product) with the mean score of 4.65.
5. The experimental group (Process-Genre) with the mean score of 41.75 performed better in overall scores of essay writing in term of content than the control group (Product) with the mean score of 18.45.

Therefore, the following result was used to validate the instrument and is acceptable for further investigation.

3.7 Analysis of the Main Study

The quantitative data were entered into Microsoft Excel spreadsheet and uploaded into SPSS (Version 17.0) for purposes of analysis. The means square were computed using descriptive statistics based on the participants' performance in essay writing by the control and experimental groups. This provides the measure of standard deviation to provide a means for variability. Furthermore, the description of the interview respondents was provided with supportive statements. The first hypothesis compared

the scores of process-genre approach group and the product approach group with regards to the contents of their essays using analysis of covariance (ANCOVA). Their scores in the content of essay writing served as the dependent variable while the scores of pre-test in the same content of essay writing served as the covariate. Also tested and reported were the statistical assumptions associated with ANCOVA at 0.05. The result of the assumption was statistically insignificant meaning that the assumption was not violated.

The second hypothesis compared the scores of the process-genre approach group and the product approach group with regards to the organization of their essays using analysis of covariance (ANCOVA). Their scores in the organization of essay writing served as the dependent variable while the scores of pre-test in the same organization of essay writing served as the covariate. Also tested and reported were the statistical assumptions associated with ANCOVA at 0.05. The result of the assumption was statistically insignificant meaning that the assumption was not violated.

The third hypothesis compared the scores of the process-genre approach group and the product approach group with regards to the expression of ideas in their essays using analysis of covariance (ANCOVA). Their scores in the expression of ideas in essay writing served as the dependent variable while the scores of pre-test in the same expression of ideas in essay writing served as the covariate. Also tested and reported were the statistical assumptions associated with ANCOVA at 0.05. The result of the assumption was statistically insignificant meaning that the assumption was not violated.

The fourth hypothesis also compared the scores of the process-genre approach group and the product approach group with regards to the mechanics in their essays using analysis of covariance (ANCOVA). Their scores in mechanics in essay writing served as the dependent variable while the scores of pre-test in the same mechanics in essay writing served as the covariate. Also tested and reported were the statistical assumptions associated with ANCOVA at 0.05. The result of the assumption was statistically insignificant meaning that the assumption was not violated.

The fifth hypothesis compared the overall scores of the process-genre approach group and the overall scores of product approach group with regards to content, organization, expression, and mechanics in their essays using analysis of covariance (ANCOVA). Their scores in essay writing as a whole served as the dependent variable while the scores of pre-test in the same essay writing served as the covariate. Also tested and reported were the statistical assumptions associated with ANCOVA at 0.05. The result of the assumption was statistically insignificant meaning that the assumption was not violated.

3.8 Assumptions of One-way ANCOVA

Before performing the One-way analysis of covariance technique (ANCOVA) there are several assumptions to be checked. Part of these assumptions is among the research design while the rest are statistically checked (Pallant, 2011).

3.8.1 Test of Normality for the Main Study

Statistically, the normality test is used to check whether the collected data is normally distributed (Sambo, 2005). Hair et al. (2010) also defined normality as “the distribution of data for individual continuous variable and its correspondence to the

normal distribution of the benchmark for statistical method". According to Tabachnick and Fidell (2007), one of the parametric statistical techniques for the basic assumption is normality. Since there was no missing data, the normal distribution of data was assessed. There are different methods of assessing the normality of data.

However, it is argued by Hair et al. (2013) that the popular statistical techniques for assessing the normality have the low power of estimates. Therefore, Ghasemi and Zahediasl (2012) recommend that the normality can be assessed by using the statistical graphical method. So the basic statistical tools for assessing the normality of data are when skewness and kurtosis are not described in the data distributions. Therefore, the value of skewness is $K = 0$ and kurtosis is $K = 3$ (Meyers et al., 2006; Tabachnick & Fidell, 2007). Graphically, the normality is commonly assessed using the histogram and if the assumption of normality is satisfied, the histogram should be independent and normally distributed (Tabachnick & Fidell, 2007). Therefore, in the present study, the value of skewness and kurtosis of both the pre-test and post-test of the two groups (experimental and control groups) are close to zero. The values are less than ± 1 as can be seen below as the assumption of normality was not that statistically violated.

Table 3.19

Normality Test Showing Skewness and Kurtosis

Variables	Min	Ma x	Skewness		Kurtosis				
			Mean	SD	Statisti c	SE	Statisti c	SE	
Content (process- genre)	Pre-test	2	4	3.25	.639	-.040	.374	-.395	.733
	Post-tests	7	9	7.95	.677	-.060	.374	-.708	.733
Organization (process- genre)	Pre-test	2	4	3.03	.733	-.039	.374	-1.076	.733
	Post-tests	7	9	8.30	.694	-.100	.374	-.827	.733
Expression (process-genre)	Pre-test	2	4	3.16	.639	.040	.374	-.395	.733
	Post-tests	12	17	15.16	1.454	-.235	.374	-.853	.733
Mechanics (process-genre)	Pre-test	1	5	3.61	.966	.065	.374	-.175	.733
	Post-tests	5	9	7.55	1.174	-.157	.374	-.544	.733
Content (product)	Pre-test	1	3	2.23	.552	.034	.374	.539	.733
	Post-test	1	4	2.79	.906	-.109	.374	-.691	.733
Organization (product)	Pre-test	1	4	3.04	.832	-.673	.374	.243	.733
	Post-test	2	6	4.54	.974	-.129	.374	.203	.733
Expression (product)	Pre-test	1	4	3.09	.844	-.728	.374	.323	.733
	Post-test	3	9	6.30	1.500	.074	.374	-.155	.733
Mechanics (product)	Pre-test	1	4	2.89	.736	-.551	.374	.281	.733
	Post-test	3	6	4.92	.834	-.644	.374	-.017	.733
Overall Perf (experimental)	Pre-test	9	15	12.81	1.509	.118	.374	-.448	.733
	Post-test	33	43	38.62	2.251	-.153	.374	-.207	.733
Overall Perf (Control)	Pre-test	6	13	10.76	1.436	-.341	.374	1.070	.733
	Post-test	12	23	17.99	2.472	-.006	.374	-.139	.733

In addition to skewness and kurtosis, the data was also checked for normality by using the graphical method. Therefore, the histogram was used to ensure that the data of the experimental group does not violate the assumption of normality as shown below. Visually, the histograms revealed that the data did not violate the normality assumption. See Appendix on page 257 for normality histograms.

3.8.2 Homogeneity of Variance

Homogeneity of variance is another assumption associated with the analysis of covariance. In this assumption, the variability of scores in the dependent variable between the two groups should be the same (Tabachnick & Fidell, 2007). According to Pallant (2011), if the result of Levene's test of equality of variance is significant (less .05) the assumption of homogeneity of variance has been violated. On the other hand, if the result of Levene's test is not significant (i.e. above .05) the assumption is not violated. Therefore, the result of Levene's test of equality of variance between the groups under investigation in this study was not significant as shown in the tables below.

Levene's Test of Equality of Error Variances^a

Table 3.20

Dependent Variable: Post Content

F	df1	df2	Sig.
5.400	1	78	.723

Table 3.20 above 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 3.21

Dependent Variable: Post Organization

F	df1	df2	Sig.
.014	1	78	.099

Table 3.21 above 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 3.22

Dependent Variable: Post Expression

F	df1	df2	Sig.
.082	1	78	.775

Table 3.22 above 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 3.23

Dependent Variable: Post Mechanics

F	df1	df2	Sig.
2.915	1	78	.092

Table 3.23 above 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 under investigation in this

study was not significant. Since the result of Levene's test is not significant (i.e. above .05) the assumption is not violated.

3.9 Influence of Treatment on Covariate Measurement

The influence of treatment on covariate measurement occurs when the pre-test is affected by the treatment or intervention, so the change in the covariate also correlated with the change in the dependent variable. Therefore, when the analysis of covariance control for the covariate, it will remove some intervention effect and this will limit the possibility of having a significant result (Pallant, 2011). In order to avoid this, covariate should be measured before the intervention. This is because analysis of covariance assumes that covariate is measured prior to the intervention or treatment (Pallant, 2011). Thus, in this study, the assumption was not an issue since the covariate (pre-test) was measured prior to the actual intervention or treatment.

3.9.1 Reliability of Covariates

According to Tabachnick and Fidell (2007) analysis of covariance predicts that covariate that is pre-test should be error free when measured. It should be perfectly reliable which is not easy to come by. On the other hand, Pallant (2011) argues that other ways to improve the reliability of the measurement instrument include:

1. using a good and well-validated instrument.
2. by checking the internal consistency of the instrument using Cronbach's alpha method of reliability.
3. And the value of Cronbach's alpha should be higher than .70 and preferably above .80.

Therefore, in this research, the instrument was adopted from the WAEC/NECO past examination questions because the questions were carefully designed by experts. Muraina (2012) is also of the opinion that the WAEC/NECO examination questions are valid and reliable. Besides, it has been used by past researchers. However, Cronbach's alpha shows that the alpha coefficient was .861 which is above the recommended .70. According to Hair et al. (2010) and Nunnally (1978), 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. See the table below.

Table 3.24

Case Processing Summary

Cases	N	%
Valid	80	100.0
Excluded ^a	0	0
Total	80	100.0

3.9.2 Construct Reliability Test

Table 3.25 below 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 $0.901 > 0.90$ (Byrne, 2001; Hair, Anderson, Tatham, & Black, 1998; Hair et al., 2006; Tabachnick & Fidell, 2007).

Table 3.25

Reliability Test

Variables	Cronbach's Alpha	Mean	Std. Deviation	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	
Organisation	.843	7.8718	1.62512	
Pre	.826	2.9231	.73930	
Post	.834	3.6667	.57735	
Expression	.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 3.25, the average variances extracted (AVEs) for each construct range from 0.820 to 0.860, which indicates adequate construct convergent validity (Hair, Tatham, Anderson, & Black, 2010). The researchers compared the AVE for each construct with the squared correlation estimates (Hair et al., 2010). The results showed good discriminant validity for each construct. Meanwhile, Cronbach's alpha of all measures is higher than 0.70, demonstrating adequate internal consistency that is suitable for most research purposes (De Vaus, 2002 & Hair et al., 2010). The Cronbach's Alpha of the constructs of the studies viz as viz content, organization, expression and mechanic are .828, .843, .820, and .848 which is greater than 0.70 so we have 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 constructs are reliable.

3.9.3 Correlations among Covariates

This study used one covariate so, the assumption that ANCOVA assumes that the covariates should not be strongly correlated is only applicable to a study with more than one covariates and if they are strongly correlated ($r = .80$) then a researcher should consider removing one or more (Stevens, 1996). However, the present study used only one covariate and the assumption is not applicable to this study (Stevens, 1996).

3.9.4 Homogeneity of Regression

Statistically, the assumption for homogeneity of regression is checked to see whether there is an interaction effect between the experimental treatment and covariate. If the interaction gives a significant result, the assumption is violated but if it is not significant the assumption is not violated. Therefore, in this study the interaction effect for all the skills (i.e., content, organization, expression, and mechanics) were not statistically significant, meaning that, the probability value or the significant level is greater than .05 (see, tables 4.10 – 4.14).

Table 3.26

Interaction Effects for Content

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	595.622 ^a	3	198.541	312.220	.000
Intercept	133.910	1	133.910	210.583	.000
Group	26.583	1	26.583	41.804	.000
PreCont	1.413	1	1.413	2.222	.140
Group * PreCont	.319	1	.319	.502	.481
Error	48.328	76	.636		
Total	2828.000	80			
Corrected Total	643.950	79			

a. R Squared = .925 (Adjusted R Squared = .922)

Table 3.26 above shows that the sum squares of post content test are .319 with the mean square of .319 and significant at .481 revealing that the result of the content of ideas of the essay by the participants in post-test is not statistically significant. This shows that the result of the pre-test has no influence on the performance of the participants in the post-test. Therefore, the assumption of interactive effects content in the experimental group in this study is significant, meaning that there is a statistically significant effect of process-genre approach on essay writing of the participants based on content. Therefore, the assumption is not violated.

Table 3.27

Interaction Effects for Organization

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	296.893 ^a	3	98.964	135.992	.000
Intercept	185.923	1	185.923	255.486	.000
Group	14.350	1	14.350	19.719	.000
PreOrg	.126	1	.126	.173	.679
Group * PreOrg	.364	1	.364	.500	.482
Error	55.307	76	.728		
Total	3378.000	80			
Corrected Total	352.200	79			

a. R Squared = .843 (Adjusted R Squared = .837)

Table 3.27 above shows that the sum squares of post organization test are .364 with the mean square of .364 and significant at .482 showing that the result is not statistically significant and that the pre-test result has no influence on the performance of the post-test. Revealing that the result of the organization of ideas by the participants in post-test is statistically significant, meaning that there is a statistically significant effect of process-genre approach on essay writing of the students in the experimental group in the organization of ideas.

Table 3.28

Interaction Effects for Expression

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1583.937 ^a	3	527.979	248.383	.000
Intercept	486.110	1	486.110	228.686	.000
Group	149.043	1	149.043	70.116	.000
PreExp	.030	1	.030	.014	.906
Group * PreExp	8.226	1	8.226	3.870	.053
Error	161.550	76	2.126		
Total	10171.000	80			
Corrected Total	1745.487	79			

a. R Squared = .907 (Adjusted R Squared = .904)

Table 3.28 above shows that the sum square of post-expression test is 8.226 with the mean square of 8.226 and significant at .053 showing that the result is not statistically significant and the assumption not violated. Revealing that there is no interactive effect between the results of the experimental group and the covariant in the expression of ideas by the participants and that the post-test result is statistically significant. This means that there is a significant effect of the process-genre approach on essay writing of the participants in expression and that the pre-test has no significant influence on the performance of the students in post-test.

Table 3.29

Interaction Effects for Mechanics

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	129.219 ^a	3	43.073	41.349	.000
Intercept	196.069	1	196.069	188.222	.000
Group	3.456	1	3.456	3.318	.072
PreMac	.036	1	.036	.035	.852
Group * PreMac	1.428	1	1.428	1.371	.245
Error	79.168	76	1.042		
Total	3005.000	80			
Corrected Total	208.387	79			

a. R Squared = .620 (Adjusted R Squared = .605)

Table 3.29 above shows that the sum squares of the post mechanics test is 1.428 with the mean square of 1.428 and not significant at .245, meaning that the assumption is not violated. The table revealed that the result of mechanics by the participants in post-test is statistically significant, since pre-test result has no influence on the post-test performance. This is to say that the approach is suitable for teaching grammatical accuracy in writing. Therefore process-genre approach is significantly effective for enhancing mechanic in essay writing.

Table 3.30

Interactive Effects for Overall Performance

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	8573.763 ^a	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 Squared = .952 (Adjusted R Squared = .950)

Table 3.30 above 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. Revealing that the result of overall performance by the participants in post-test is statistically significant since the interactive effects are not violated. Therefore, the process-genre approach is statistically significant for teaching writing skills at the higher level of education.

3.10 Limitations of the Study

This study was not without limitation. For example, the variables of students' ability level and inter-institutional assessment like comparing data from other tertiary

institutions in the state like polytechnics and colleges of education and universities 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 essay writing, especially with other rubrics that were not covered in this study.

3.11 Summary of the Chapter

Chapter three of any research, be it quantitative or qualitative is the core chapter of a study. It is an aspect of research that shows how the study was carried out. Therefore, this chapter described the research design, the methodology, the research framework, intervention, pilot study, population and sample, data collection procedures, data analysis of the study and limitation of the study. The result of the pilot data was also reported in the chapter to show the reliability of the instrument. The outcome of the analysis showed that process-genre approach is suitable and effective for teaching writing skills.

CHAPTER FOUR

FINDINGS

4.1 Introduction

This chapter conveys the analysis of data from the scores of the participants in pre and post (test before and after intervention). The data were from 80 undergraduate year-one students of the College of Arabic and Islamic legal studies in Ilorin, Kwara State of Nigeria and four students' interview responses. The purpose of using quantitative and qualitative methods was to examine the effectiveness of the process-genre approach in improving writing skills. The participants' achievement data were collected from 40 students each in both the experimental and control groups respectively. Qualitative data was collected from two students each from the two groups to know their views and encounter with the approaches.

Therefore, in this chapter, the findings of the data analysis were based on the students' achievement data and students' interview data presented in order to answer the research questions and hypotheses for the study. The data gathered from both the experimental (process-genre) and the control (product approach) groups were analyzed using descriptive analysis of inferential statistics (ANCOVA) to address the following research hypotheses:

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

H2: There is no significant difference in the essay writing of degree students 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 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 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 in the experimental group after the intervention.

In other words, this chapter consists of three major parts, such as overview procedure for data analysis used to answer the research questions and hypotheses, the final results for the research questions and research hypotheses, and all the findings of the data analysis.

4.2 Testing of Hypotheses

Research Hypothesis 1

Research hypothesis 1 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 content’.

Table 4.1

Descriptive statistics for pre-test and post-test performance for content

Source	Minimum	Maximum	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 4.1 above 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 4.2 should be consulted below.

Table 4.2

ANCOVA Result for between experimental and control groups for content

Source	Type III Sum of Squares	Df	Mean Sq.	F	Sig.	Partial Squared	Eta
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					

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

The results of ANCOVA in Tables 4.2 revealed that after adjusting or controlling for initial differences in essay writing of respondents in the two groups (experimental and control) there was the 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 favor 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 when taught using the product and process-genre approach in terms of the organization’. To address this research hypothesis see table below:

Table 4.3

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 4.3 above 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 $M=2.79$ 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. To know whether this difference is statistically significant, table 4.5 should be referred.

Table 4.4

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				

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

The results of ANCOVA in Tables 4.4 revealed that after adjusting or controlling for initial differences in essay writing of respondents in the two groups (experimental and control) there was the 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 favor of the experimental group meaning that the hypothesis was rejected.

Research Hypothesis 3

Research hypothesis 3 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 expression’. To address this research hypothesis, see the tables below:

Table 4.5

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 4.5 above 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. To know whether this difference is statistically significant, table 4.7 should be consulted below.

Table 4.6

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				

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

The results of ANCOVA in Tables 4.6 revealed that after adjusting or controlling for initial differences in essay writing of respondents in the two groups (experimental and control) there was the 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 favor 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 below.

Table 4.7

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 4.7 above 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 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. To know whether this difference is statistically significant, table 4.9 should be consulted below.

Table 4.8

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				

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

The results of ANCOVA in Tables 4.8 revealed that after adjusting or controlling for initial differences in essay writing of respondents in the two groups (experimental and control) there was the 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 favor 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 in experimental group compare with the control group after the intervention’.

Table 4.9

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 4.9 above 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 ($M= 17.99$, $SD=2.473$) in post-test while there was little difference in the pre-test mean score. To know whether this difference is statistically significant, table 4.10 below should be referred to.

Table 4.10

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	.952
Intercept	1085.721	1	1085.721	192.800	.000	.715
PreOP	2.388	1	2.388	.424	.517	.005
Group	5906.717	1	5906.717	1048.904	.000	.932
Error	433.612	77	5.631			
Total	69726.000	80				
Corrected Total	9005.800	79				

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

The results of ANCOVA in Tables 4.10 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 $F(1, 77) = 1048.904$, ($P = .000$).

4.3 The Interpretation of interview Answers for the Lecturers

This is the response of the preliminary investigation that helps in choosing the lecturer that was responsible for each group and was conducted before the intervention. In the first question, they all mentioned the different approaches that can be used to teach writing right from primary school to tertiary level. Such as controlled writing approach, free, guided, product, process approaches etc. The second question elicited a similar response from the respondents who all portray product approach as the easiest way to handle large writing class in tertiary institutions. This is so due to its nature of the presentation and marking which does not have any formal pattern of marking.

For the third question, they all preferred using product approach to another approach and the responses of the 4th question showed that they prefer product approach because it saves time and easy to award marks except two of the teachers who said it saves time in the sense that, the students will just be given model to follow, learn language structure and organization of ideas without much stress on the part of the teacher. For the next question, the eldest teacher gave an additional reason for the best way to use the approach is to add another approach. While others emphasized that it is very reliable for teaching a certain aspect of writing like invitation card, postcards and

so on and so forth. Other reasons given by them for using product approach was that they just read through the student scripts, do some correction give a mark and return the scripts to the students to do corrections and that it is inevitable as long as the large class is a concern.

The 7th question was on the performance of students in essay writing, there is evidence that the students are not performing well in writing and that it is a thing of great concern, while the 8th question is on way forward to improving the situation. They said the number of students in writing class should be minimal and another approach can be introduced to teaching writing skills. The 9th question revealed that the process approach is good but it has to be on stages with the thorough supervision of the teacher to help the students develop creative and critical writing. And finally, the teachers were aware of process-genre approach, the two most senior lecturers know about it, they said is a recent global approach while the other three could not give a quick answer to it, meaning that they know little about it. Therefore, based on their responses and review of literature it was certain that teachers of writing in CAILS and other places use product approach in the writing class.

4.4 Interpretive Analysis of Students Interview Questions

Below are students' responses to the interview questions on students' view of the use of the two approaches to teaching them during the intervention in this study:

Two students from each group were interviewed by the researcher by asking the following questions to back-up the results of their tests. Two students each from the groups were selected based on their performance in the post-test. Two students from product approach and the other for process-genre approach were interviewed to

indicate their views and constraints in the approaches that were used to teach them. The students' respond to their views about the approach used in their groups showed that the students in the experimental group found the approach interesting and tasking by saying 'oh! It is a nice approach but not easy to get points on our own'. This implies that the students were not used to generating ideas on their own before the intervention. On the other hand, the students in the control group found the class boring as there was no difference in the approach since it was the usual approach used by their teachers. 'It was the same as the one used before now', 'It has been the usual method used by our teacher' said the students.

Finding out about their impression about generating ideas for essay writing; the process genre group claimed that, 'it was a bit difficult at the first lesson for inability to generate ideas, and arrange them in order. It became interesting after a few days of practices'. To the product group, they saw no difference in the classroom activities, found it difficult to generate ideas, and that they cannot write except they are given a model to follow. When asked about their confidence in writing, Those from the experimental group said that they do not need to fear or need any model once they follow the stages of the approach that they were thought to follow when writing an essay and discussing the topic with their colleagues in the classroom helped them to master it. But those from the control group said they cannot generate the ideas to write on their own except when they follow another person's work (model). One of them said 'I don't know how to write on my own unless I follow another person's essay to write my own''

Asking them the procedure for writing an essay; The experimental group students said, there are five stages of writing an essay. They added that when a topic is given, they think of the ideas to use by brainstorming, Planning by arranging the ideas in order, write the first draft, interact with their peers in the class, rewrite the draft, revise it, and then edit submit to their teacher before writing the final copy. Those in control group said that if they are given a topic, they need already written an essay to follow to write their own essay because they cannot write well and at times don't know what to write and how to start.

When they were asked if they enjoyed the approach of the teacher used: the students in the experimental group said 'yes, we enjoyed it and would like our teachers to continue using the approach with us'. They added that when asked why they said they were happy with the way they were taught differently from how their teacher used to teach them. They added that they discussed with their friends in the class to understand what to write very well. On the other hand, those from the control group said 'no it is boring and that would like their teacher to look for a better way to teach them. Since, after the coursework they need to write project which will be difficult for them without a model for it' and that the teachers should look for a better way to teach them so that they can write without looking at another person's work or waiting for the model to copy.

4.5 Discussion of Findings

The purpose of this study was to inquire into the effectiveness of the process-genre approach to ascertain if this instructional approach would improve the writing scores of students in tertiary institutions. This study made use of quasi-experimental design

to answer the research questions. The participants of this study were 80 year-one undergraduate degree students who were heterogeneously grouped into two groups of 40 students each based on the O'level English language results.

The students in the experimental group were instructed with process-genre approach while those in the control group were taught with product approach for writing skills. The pre-test was completed by the two groups at the beginning of the intervention. The intervention lasted for 8 weeks out of which 6 weeks were used for classroom teaching. The experimental and the control groups were administered post-test with similar questions for the pre-test. The qualitative instrument was used to investigate the views on the two approaches to justify the quantitative findings. The qualitative data for this study was collected from two students each from the two groups on face-to-face individual student interview. The students were given a copy of the interview questions during the interview period to help them focus and structure the responses to the questions and the researcher took notes.

There are several researchers who have reported a process-genre approach to teach essay writing (Sarala et al., 2014). Thomas (2011), Babalola (2012), Akinwamide (2012), Hilda (2013), and Ismail (2013) asserted evidence that process-genre approach can show significant improvements in students' academic performance in writing. Hilda (2013) wrote on the application of the process-genre approach to writing business letters with the aim of whether it will improve students' ability to write business letters among twelfth graders at a vocational school in Cianjar. The results of the study demonstrated improvement in writing business letters. Through

the implementation of process-genre approach, the participants in the experimental group showed a more positive improvement in essay writing.

The general purpose of this study is to investigate the effectiveness of the process-genre approach to teaching the degree students to write an essay in preparation for academic writing. The idea was to find out whether the use of process-genre approach would improve students' ability to generate ideas to develop the content of any given topic, to organize the ideas in a systematic order, explain with good expressions following the rules of grammar with subject and verb agreement, and mechanics free of punctuation and spelling mistakes to perform better in academic task of writing essay.

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/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 low performance. The findings further confirmed the position of Akinwamide (2012), Sarala et al (2014), and Thomas (2015), who separately asserted 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 also affects academic performance.

Chokwe (2011) also had it that, students are not well equipped with academic writing skills in the previous levels of education. The experience with tertiary literacy shows that there was a problem with academic writing and learners are often seen as unable to cope with rigorous academic tasks. The under-preparedness of teachers could be as a result of too much workload. Some teachers 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 the 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. Studies have shown that ESL students from such schools hardly use English in the daily activities; most African schools are over-crowded with over hundred students in a classroom attending lectures with poor facilities (Martins, Peter and Adeniji 2007).

Therefore, according to Opara (2012), Babalola (2012), Muraina (2014), and Oraif (2016) in their studies claimed that a lot of complaints have been laid on the poor standard of education around the world. Nigeria research showed that most students

are not doing well in the 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. There is need to change the approach for teaching essay to make writing easier for ESL students faced with the 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 the use of process and product approach in teaching writing. The results of their pre-test supported the fact that, the performance of students in writing is very low.

Hypothesis 1

Is there any significant difference in the essay writing of the degree students of when taught using process-genre and product approach in terms of the content? There is no significant difference in the performance of the groups in terms of the content. The result of this study showed that the writing performance of the students in the experimental group was statistically significant in post-test on essay writing. The hypothesis investigated if there would be a significant difference in the content of written essay between the students in the two groups. The result revealed that the two groups had the same mean results in the pre-test and the experimental group had higher mean performance in the post-test result. The experimental group had $M=8.17$ and control group had 2.79 at the post-test. Therefore, the result indicated that there was the statistically significant difference in essay writing performance between the students in the experimental and control groups. So, the null hypothesis was rejected.

The students who were taught with the process-genre approach (experimental group) performed significantly better than those in the control group. At take-off, there was no significant difference between the two groups. This was in line with the general yearly out-cry of stakeholders in the country about the mass failure of students in the English language, especially in essay writing. The experimental group students who were taught with process-genre approach out-performed those in the control group. Meaning that process-genre approach pedagogically enhances students' writing skills through the rubrics of essay writing, unlike the control group where the traditional product approach was applicable. The teacher only assigned a grade and return back the scripts to students to do the correction without applying the writing process (Akinwamide, 2012).

Hypothesis 2

Is there any significant difference in the essay writing of the degree students taught using process-genre and product approaches in terms of organization? There is no significant difference in the performance of the groups in terms of organization. The second research hypothesis, therefore, investigates if there would be a significant difference in the effect of process-genre approach on the organization of ideas in a written essay of the students. The results indicated that the experimental group outperformed the control group in the post-test. The experimental group had $M= 8.30$ while the control group had $M= 2.79$. The data can be seen in Table 4.14. Therefore, based on the result the null hypothesis was rejected. This is in line with Akinwamide (2012) and Hilda (2013) that the process-genre approach. The treatment given to the experimental group helped them to discover and reformulate their ideas as they write and organized the ideas appropriately. The control group that only imitate written

ideas of others are unable to generate ideas themselves. This result is also in line with Agnes (2015) who researched Process-genre Approach in Teaching Expository Writing in Secondary ESL Classes in the Philippines. The study was to gather data to assess weakness in writing. The outcome of the research showed positive effects of the approach on writing.

Hypothesis 3

Is there any significant difference in the essay writing of the degree students when taught using process-genre and product approach in terms of expression? There is no significant difference in the performance of the groups in terms of expression. The hypothesis investigated if there would be a significant difference in the effect of process-genre approach in the expression of ideas in essay writing of the students. The results indicated that the experimental group outperformed the control group in the post-test. The experimental group had $M= 15.16$ while the control group had $M= 6.30$. Based on this result the null hypothesis was rejected. This negates the submission of Sarala et al. (2014) that, through imitation students taught with traditional method perform well in expression. But being able to express oneself does not indicate acquiring the skills of writing, it has to do with the mastering of the rules of grammar.

Hypothesis 4

Is there any significant difference in the essay writing of the degree students when taught using process-genre and product approach in terms of mechanics? There is no significant difference in the performance of the groups in terms of mechanics. The

fourth research hypothesis sought to investigate if there would be a significant difference in the effect of process-genre approach in mechanics of essay writing of the students. The results revealed that the experimental group outperformed the control group in the post-test. The experimental group had $M= 7.55$ while the control group had $M= 4.92$. Therefore, based on the result the null hypothesis was rejected. This shows that the more time students spend on a paper will assist them to produce error-free write-up, think more about their topic and retain more information and strengthen insight into the topic. Therefore, learners' writing skills need the practice to perfect their grammatical expression. The control group on the other hand which was exposed to traditional method did not perform to expectation due to no proper revision and editing. This also is supported by the study of Hasan and Akhand (2010) on approaches to writing in EFL/ESL context; which revealed that the students who went through process approach did better than the control group.

Hypothesis 5

Is there any significant effect of process-genre approach in the written essay of the degree students after intervention? There is no significant effect of process-genre approach on essay writing. This research hypothesis sought to investigate if there would be a significant difference in the effect of process-genre approach compared to control in the overall performance in essay writing of the students. The results indicated that the experimental group outperformed the control group in the post-test. The experimental group had $M= 38.62$ while the control group had $M= 17.99$. Based on the result, the null hypothesis was rejected. Therefore, Juxtaposing the results of pre-test and post-test of both the control and experimental groups in line with Hilda

(2013), and Agnes (2015) showed that the interventions of experimental group have observable changes on students of the group.

The outcome of this study showed that the process-genre approach can be used to teach writing skills in a second language situation. In the same vein, Babalola (2012) wrote on a similar topic and found that there was an improvement in the performance of computer science students in a Nigerian Polytechnic. She also adopted quasi-experimental design. And the results were positive with the performance of the experimental group better than the control group in writing. The finding further confirms the position of Hasan and Akhand (2010), Akinwamide (2012), Hilda (2013), Sarala (2014), and Thomas (2015) who separately asserted that the poor performance of students' writing skills was as a result of the teaching method adopted by the writing teachers and was a problem in their academic performance.

Hypothesis 6

What are the views of the respondents in the two groups concerning the approaches used in teaching them? The sixth research hypothesis explored students views in the approach used to teach their groups. The question was addressed through the face-to-face individual interview. The responses of the experimental group were compared with that of the control group. The responses indicated that the students in the experimental group were very pleased with the approach used in teaching them and wished it continued. The students in the control group expressed discomfort and boredom with the product approach that has been the usual method used by their teacher. The results revealed that the students in the control group perceived the

classroom to be more student-centered learning as the process-genre learning classroom.

4.6 Summary of the Findings

The findings obtained from this research were summarised as follows;

The participants in the two groups performed slightly equal in pre-test scores with the Levene's test show no significant difference in the performance. Thereby, showing the homogeneous characteristics of the students in the two groups as can be seen in the preliminary findings. The performance the students in process-genre approach group was greater than that of the participants in the product approach group in the content of the essay writing. Meaning that process-genre approach has positive effects in developing the contents of students' essay writing. The performance of participants in process-genre approach group was greater than that of participants in the product approach group in the organization of ideas in essay writing. Therefore, it was recommendable that the process-genre approach is suitable for teaching organization of ideas in essay writing at the tertiary level of education.

The participants in the experimental group performed higher than participants in product approach group in the expression of ideas in essay writing. This showed that the process-genre approach has positive effects in teaching essay writing likewise in mechanics. The performance of participants in process-genre approach group was greater than that of the participants in the product approach group in the mechanics of essay writing. So process-genre approach has positive effects on essay writing.

Therefore, the participants in the process-genre approach at the end of the intervention did better than the participants in the product approach group. The effects of the approach showed improvement unlike before the intervention where the two groups did not perform well. Meaning the introduced approach was better in teaching writing than the product approach as evident in the scores of the intervention compared to the scores before the intervention. In other words, the process-genre approach has positive effects on the degree students in essay writing.

In addition, based on the interview, it is clear that the students in the process-genre group enjoyed the teaching. They were able to think and generate ideas by on their own, arrange the ideas in order and appreciate collaborative discussion with their colleagues in the classroom. The students in the product approach group feel bored with the approach and could not see any difference between the normal class lesson and that of the intervention. This means that the process-genre approach was favorable to the students than the product approach. Process-genre approach is in line with the fact that

the students' centeredness as an approach that involves active involvement of learners in communicating in the classroom to achieve the best available knowledge about learning and how it occurs with teaching practices that are most effective in promoting the highest levels of motivations, learning and achievements for all learners.

(Shapii, 2011, p. 21)

CHAPTER FIVE

CONCLUSION, IMPLICATION AND RECOMMENDATIONS

5.1 Introduction

This study was designed to investigate the outcome of the use of process-genre approach on essay writing of students in tertiary institutions to determine if it would improve their writing skills. This chapter summarized the study based on the results of analysis obtained in chapter four of this study. The conclusions were drawn and recommendations were made to relevant interest groups, so that, the pervasive place of process-genre approach to teaching writing can be better appreciated. The appropriate policies can be put in place for students of tertiary institutions to benefit from the uniqueness of writing skills through process-genre approach for students' success. Most importantly, to develop the students' academic writing skills in the university in Nigeria and around the world. Suggestions were also proffered for future researchers.

5.2 Overview of the findings

This study verified the effectiveness of the process-genre approach to teaching essay writing on students of tertiary institutions in Nigeria in order to find an improved instructional approach to bridge the achievement gap among students. Today's schools face challenges in preparing students for future academic writing at the university level of education. In order to meet these challenges, a number of policy reforms have been focused on instructional methods, moving away from a teacher-centered approach to student-centered approach (Shapii, 2011). Joint learning enhances academic achievement, increase retention, and improve confidence and communication in writing (Hilda, 2013). To build on the improvement that the early

educators have made on students writing, effort must be made to strengthen middle and higher school students' performance in writing (Wise, 2008). Process-genre approach according to Akinwamide (2012), Ismail (2013) and Chow (2011) agreed that students' collaborative learning and constant practice of writing considering the context and diction of genre make learning and teaching essay more effective than individual learning from the model. The findings of this study in relation with the reviewed literature, one will conclude that the performance of students in essay writing generally is very poor due to the approach used and other reasons by writing teachers in teaching the skills.

The research found that the combination of process and genre approach has positively enhanced student's ability to write an essay considering generating ideas, organizing ideas, presenting the ideas with accurate expression, and good mechanics. The PGA was found reliable for development of writing skills. Students benefited from the contribution of the stages of teaching writing with emphasis on a specific genre. Brainstorming for ideas and planning helped students to be confident in writing as they were able to generate ideas and write with confidence without looking at any model either inside or outside the classroom.

As students' centered approach, the process of writing, revising, reviewing, rewriting and editing helped the participants in the experimental group to be logical and write in sequential order with less grammatical errors. Expression was perfected as the teacher only played moderating role treating writing as a creative act that requires positive feedback from the teacher who received finished product rather than written model for students to mimic.

The primary objective of this research was to find out the effectiveness of the new approach (PGA) to teaching essay instead of the PA. Kim and Kim (2005) in their study revealed that the genre approach is appropriate and best when it is joined with the process approach for teaching creative writing. Therefore, if the PGA is incorporated into the curriculum and teachers practice using it. There will be an improvement in students' writing ability through experiencing the stages of the writing process and the social functions and context of the genre. Studies on positive findings from the student-centered approach have shown that students in higher institutions appreciate the approach. They found it interesting as it boosted their confidence as supported by the evidence in Shapii (2011) which is in line with the findings of this research. Therefore, the act of generating ideas and composing it by students berates plagiarism, strengthen originality, and sustained academic integrity. The findings showed improvement in students' writing scores after they were involved in the teaching program using the PGA. Wise (2008) argued that to ensure that these collaborative efforts in PGA led to most productive and used instruction by teachers; the teachers needed necessary training to be effective users of the approach.

After the intervention, the researcher picked two students from the two groups based on their performance to investigate orally from the students' views on the two approaches as a kind of evidence in support of the outcome of the investigation based on the topic of the study. Two students were picked from the PA group and two from the PGA group. The criteria for picking them were the highest score and the lowest scorers in the two groups.

The outcome of the interview showed that the experimental group experienced refinement being taught with the PGA with evidence from the discussions and the performance in the post-test result. The control group felt bored with the PA used to teach them before and during the intervention. This can be noticed in their not very good performance in essay writing at the post-test result and from the statistical analysis of the results.

5.3 The Impact of the Development of Writing skill on Teachers of Writing

The issue of contention in this study is to find out how effective PGA to teaching writing can influence students writing skills in tertiary institutions. Seeing that the performance of students in academic writing is very low and the situation can be traced to the teachers' approach to teaching it. This study found that if the approach is well practised can enhance students' performance in writing and the teachers will also benefit from it if the activities are well implemented. In the past, the role of the teacher of language teaching particularly in writing classroom was an authoritative arbiter and director. However, in recent time it has moved away from the teacher-centered to the development of communicative language teaching. An approach to language teaching where there is an emphasis on student-centered instruction, student-student collaboration, and strategies based instruction. Therefore, developing writers usually take time; it expects teachers to address the needs of different students in the classroom. The students required personal feedback on the writing to know their weaknesses and strength. Writing worths teaching despite its difficulties as it is a key to success. The role of the teachers in writing skills cannot be underestimated particularly in ESL classroom. Variety of roles are played by the writing teachers within the classroom. Among the roles are:

The writing teacher as a prompter should encourage students to participate in the classroom activities. They should give suggestions where necessary on how students should progress and continue to participate in the classroom activities on writing. Therefore, the teacher as a prompter should encourage by discreetly nudging students particularly when they lose the thread and unsure how to proceed; the teacher as the prompter can give a supportive help in this regard.

The writing teacher as a controller is in complete charge of the classroom, monitoring what the student writes and how it is being carried out. The teacher is the center of focus in the classroom so should have the gift of instruction and inspiration through knowledge and expertise. The teachers of writing play the role of resource persons who are ready to help the students if need be and be readily available for students to consult them when necessary. A resourceful teacher can guide students to develop the skills of writing.

The teacher as an assessor assumes the role to see how well students are performing or how well they performed. The teacher of writing should give a sincere assessment, feedback/talkback, and corrections that are well organized and carried out to by students. The teacher as an assessor should know various ways to grade and correct students. However, if it is not communicated with sensitivity and support it could prove counter-productive to a student's self-esteem and confidence in writing. The development of writing skills will help teachers to be more organized though is the most difficult role but is a very important role the teacher has to play. The organization is the most important role in the success of many activities. That is the success of classroom activities on writing skills depends on good organization and on

the students knowing exactly what they are to do at one time or the other. Therefore, the teacher gives instructions that are vital for a good organization as well as setting up activities. In essence, the role of the organization allows teachers of writing to be involved and engaged in the activities of the organization with the students. The teacher also serves to open and neatly close activities and also give content feedback.

Teaching writing skills make the teacher a participant. Participation improves the atmosphere in the classroom when the teacher takes part in the activity. However, the teacher takes a risk of dominating the activity when performing it and makes the classroom more exciting. Therefore, if a teacher is able to stand back and not become the center of attention, it can be a great way to interact with students without being too overpowering.

The teacher as a tutor of writing acts as a coach when students are involved in project/thesis work or self-study. The teacher provides advice, guidance, and help students clarify ideas and limit tasks. This role can help teachers to pay individual attention to a student. It can also allow a teacher to tailor make a programme to suit specific student's needs. However, it can also lead to a student becoming too comfortable or dependent with one teacher and one method or style of teaching. Therefore, writing teachers must be skilled and committed to teaching writing for students to be good writers and achieve the best writing skills. To achieve success in encouraging quality instruction begins with quality professional development.

According to Pressley et al. (2006), if writing teachers identify the need for advancement in their approach to teaching, they become more skilled at teaching writing. The more teachers learn how best to teach writing, the better the chances of

producing remarkable the changes in their students. Therefore, teachers' increasing knowledge of how best to teach writing is not enough but must also sincerely understand the writing process by participating actively through the steps of the process of writing. Developing the skill of writing will help the writing teachers to prospectively improve the writing performance and achievement of the students. In view of this, Satiadi (2014) had a study on the development of teaching in writing skill of which two groups were used, a class received training on new writing instruction strategies that they were not using before the training students. After the intervention, the experimental group changed their method of teaching from presentational to environmental approach that involves both the teacher and students engaging in the classroom activities while the control group did not change their approach to teaching. Therefore, the result showed a significant difference in favor of the experimental group over the control group. However, acquiring how to teach writing needs time and selfless effort due to the fact that he/she needs to model, teach, and practice.

According to Tienken and Achillies (2003), the attitudes and behaviors of writing teachers affect the outcome, impression, and personality of students so writing teachers should be conscious of attitudes toward students. He supported this with the outcome of a study carried out to monitor differences in the performance of students' writing samples among teachers who had no development training and those who had professional development training in teaching writing. The study involved 2 teachers in the intervention in development training along with 36 students while the control group had 3 teachers. The experiment group went through opposing arguments, discussions and problem-solving instructions. The control group had 3 teachers who

did not receive any instruction on professional development but continued to teach in the old way that features lecturing presentation of instruction, teacher-directed assignment, and specific direction. He used the Holistic Scoring Rubrics to rate the teachers through the students' writing samples which included content, usage, sentence structure, and mechanics. The experimental group had a mean score of (n=36) was 3.39 with a standard deviation (SD) of .99. The control group 25 mean (n=62) was 2.97 With an SD of 1.04 and a p-value of .052. meaning that the writing performance of the participants in the experimental group outperformed the students in the control group. In addition, based on student self-assessment of the training, the participants agreed that they were able to apply the instructions given to them by their teachers to improve the level of their revisions. Tienken and Achilles (2003) then concluded that the development of the writing process can improve teaching and students performance in writing. Therefore, the introduction of process-genre approach to teaching writing will in a long way improves teachers professional approach of handling writing skill in the classroom and help them to also participate in the process of writing when doing personal research. It will also impact on teachers' behavior towards the students as it has direct effects on the students' performance.

Two teachers, with 36 of the students, participated in a professional development that directly affected students behaviors and feedback related to problem-solving using the communication/change structure in the design. This experimental group included instruction of students interactions through discussions, opposing arguments, and problems posed to the group at large. The other three teachers received no professional development and continued to teach in the presentational mode

characterized by lectures, specific objectives, and teacher directed assignments (Tienken & Achilles, 2003). The data collected were teacher ratings of student writing samples using the New Jersey Registered Holistic Scoring Rubric that included four areas: content, usage, sentence structure, and mechanics. Each area was keyed to a 6 point numerical rating.

Piasta, et.al (2012) tried to establish whether an early professional development program can improve teachers and learners interaction. To them, professional development has the potential to improve students' performance, but their point of the argument is that: what type and when teachers should be trained that will make the training more beneficial. 49 teachers were assigned to the professional development treatment (n= 25) group or to the comparison group (n=24). The teachers in the experimental group had professional development on teacher and learner interaction planned to elicit language skills and interaction between the teacher and the students. The teachers in this group recorded videos of 20 minutes of interaction between the teacher and learners for 8 sessions and were reviewed for reflection and missed language enrichment potentials during the conversations while the control group received similar training on development but were not assessed on teacher versus students. The outcome of the study showed that the experimental group had minimal feelings of self-efficacy (M =3.60 and SD =0.50) while the composition scores for the conversation strategies was 2.67 (on a range from 0 to 5) in relation to the Control group that scored 0.38 for language-conversation strategies. Therefore, the students in the experimental group elicited more language use than those in the control group.

Furthermore, Whitney (2008) in South Carolina at the Clemson University initiated the Up State Writing Project National Writing Project (2010), the intention for the

study was to juxtapose two different teacher development writing programs which were implemented for 3rd, fourth, and fifth-grade teachers in different schools. The purpose was to investigate the impact on teacher behavior and change in classroom activities. Performance on pre-and-post prompted writing samples for all students were quantitatively measured giving the teachers enhanced and priority level even though there were no significant differences in the findings in the first year on writing outcomes.

Fields et al. (2012) did a similar study to find out what will motivate teachers to participate in development training and it was carried out by science teachers. The results revealed that the percentages of learners who did well in their tests of integrated science, chemistry, and biology scored higher scores when their teachers participated in the development programs. For instance in biology, 70% of the learners of teachers who participated in professional development program passed when compared with the control group who scored 55% in the class of teachers who did not a complete development program. From the above discussion, it is pertinent to say that teachers who participated actively in the processes of teaching writing will improve the teachers' instructions and the students will do well in their writing skill and if the teachers also apply it in their writing will improve not only the students' performance but their ability to write articles and other research well.

Conclusively, this study also carried out a preliminary study whereby the writing teachers who participated in this research were give pre-training based on the approach to be used in teaching the student groups. The teacher who handed the experimental group was able to instruct the students well and the group outperformed

the control group. Meaning that if the teacher had professional development training the students' writing performance will be improved and the teacher's participation in the process of writing his/her will personal improve in writing and in the role of a writing teacher.

5.4 Implications of the Study

There are several implications of this study. However, they are grouped into two key headings which are theoretical and practical implications.

5.4.1 Theoretical Implication

As stated earlier in this study, previous studies were carried out on product and process approach with limited studies on process-genre approach, and limited attention to colleges of Arabic and Islamic Legal Studies. Also, the previous studies majorly focused on using objective questions, quiz, and questionnaire in assessing the students. There were not adequate enough to assess writing skills. Therefore, this study has contributed to knowledge and adequately contributed to the existing literature in this aspect. Furthermore, the conceptual frame model for teaching essay writing in this study should be considered as a contribution to knowledge in this domain. The frame model is hoped to be a guide to teachers of writing, students, and future researchers who wished to further research in this aspect.

5.4.2 Practical Implication

The practical implication of this study can be grouped into the lecturers, the authorities of colleges of Arabic and Islamic Legal Studies, students and publishers. To the lectures, this study would be of benefit since the findings of this research provided information on how to teach writing skills using process-genre approach

instead of sticking to product approach only. Thereby moving away from a teacher-centered approach to student-centered approach making writing class interesting and productive and contributes to students' improvement in academic writing and overall performance of the students.

To the college authorities, the findings would provide adequate and relevant information that would enable them to put in place necessary facilities for conducive-teaching and learning environment. The lecturers will be given the opportunity to further their education through in-service training and allocating adequate time for teaching writing skills in the school programme.

Students will also benefit from the findings of this study as it will guide them on how to be creative writers and develop the skills of critical writing especially when it comes to academic writing. They will also learn more about the theories of writing and gain more knowledge of the formats of data analysis and acquainted with quantitative and qualitative data analysis.

Finally, to the publishers, the findings of this study would provide them with adequate information on the appropriate methods and approach for teaching writing right from the elementary level to the tertiary level. It will also guide them on how to make teachers move away from the bored and passive handling of essay writing to a more active, interesting and productive writing class.

5.5 Recommendations

The findings of this study revealed that the use of process-genre approach enhanced writing performance of the degree students in CAILS. The results showed that the

participants who were taught with process-genre approached demonstrated a performance that is statistically significant in writing different from those taught with product approach. This study was carried out with the aim that the insight gained from the study would benefit teachers, curriculum planners, government, researchers, school administrators, and publishers. The following recommendations were suggested:

Writing teachers should have at the back of their mind that, there are different kinds of students in their writing class; as a result of this the teacher should attend to them personally where there are few students in the classroom. According to Copley (2007) in a class, there are good students and the poor ones which makes them unique and different individual in terms of behavior and way of thinking, so writing teacher must put into consideration the individual differences among students and the writing process. In other words, students of writing class should view language as a powerful tool to create, support, change and restate what they think and believe.

In teaching L2 writing skills, the writing teachers should also have at the back of their mind that not only the skills in L2 that are needed to learn writing but also the acquired skills in L1 can help the students improve their writing skills in the target language. Friedlander (1987) asserts that the knowledge of L1 is also involved in the writing process because, in the process of learning the skills of L2 there is interference from the L1 as the students apply the knowledge of the structure and vocabulary of their L1 to understand L2 which leads to inter-language: a system which negatively affects their writing production at early stages. In teaching writing, teachers should also try to adopt the two approaches: product and process where

necessary. For instance, teachers of writing should first focus on generating ideas and organization of the writing, so that students should be clear with the organization of ideas and then the grammatical aspect of writing for a clearer expression of ideas. It is better for students in writing class to master the act of generating ideas by themselves to help them in their writings process.

Curriculum planners should see the need to emphasize on approaches used by English teachers most especially in teaching writing for better improvement in the subject. Priority should be given to writing skills in the curriculum and place it in a vantage position in the curriculum for tertiary education by putting writing at the early part of the curriculum so that teachers can cover all aspects of writing using the proper approaches for progressive results at all levels of learning.

To the government, a genuine reform in education should start by giving sufficient funding to education at all levels, since the quality of education of a nation determines the future capacity of such country. Recruiting the right number and qualified teachers especially in the English language to handle the teaching of writing skill among other skills that are tools for academic excellence is necessary, considering the situation of essay writing all over the world. Only trained English teachers should be made to teach English because of the position of the language in the nation's development.

The publishers, on the other hand, will benefit from this study by publishing texts on writing, focusing on the approaches relevant to students of different categories and regions which were also of immense benefit to the teaching of writing skills. This study could lead to the production of texts that mainly install confidence in teachers

and guide them to teach effectively. According to Fauziah et al., product and process approaches should be jointly used for teaching writing because, when only product approach is used, it will marginalize the process and purpose of teaching writing and will not be achieved. So the two approaches should be brought together and used instead of using one, in order to provide students with the edge needed to meet this educational goal.

5.6 Suggestions for Further Study

This study was based on the teaching of essay writing using the process-genre approach for degree students of the college of Arabic and Islamic legal studies in Kwara state, Nigeria. 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. Also, the effects of other factors apart from the approach to writing can also be investigated. The effectiveness of approach can be investigated on other language skills to find out how suitable it is in teaching the skills. Also relevant for future research is the role of feedback and peer review in developing writing skills at higher institutions. Furthermore, the influence of gender on writing performance 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 among secondary school students in any state or country could also be a topic for investigation and lastly, the role of teaching writing skill on teachers' instructional development can be researched.

References

- Abdulkareem, A. Y., & Fasasi, Y. A. (2012). Management of educational facilities in Nigerian secondary schools: the roles of administrators and inspectors. *East African Researcher*, 99-.113.
- Abraham, R. R., Kamath, S., & Ramnarayan, K. (2010). Impact of note-taking on cognition during lectures. *South-East Asian Journal of Medical Education*, 4(2), 44-45.
- Acato, Y. (2007). *Quality assurance vital*. New vision, university guide.
- Adedimeji, M. A. (2003). The semantics and pragmatics of Nigerian proverbs in Chinua Achebe's *Things Fall Apart* and Ola Rotimi's *The Gods are not to Blame*. *Alore. Ilorin: The Faculty of Arts, University of Ilorin* 54-59.
- Adedoyin, O. O. (2011). The impact of Teachers' in-depth pedagogical mathematical content knowledge on academic performance: As perceived by Botswana Junior Secondary School Pupils. *European Journal of Educational Studies*, 3(2), 277-283.
- Adekoya, P. (2016). The succession dispute to the throne of Lagos and the British conquest and occupation of Lagos. *African Research Review* 10(3) <http://ldx.doi.org/10.4314/afrrv.v10i3.14>.
- Adesina, S. (2005). *Growth without development: Nigeria's educational experience between 1914-2004*. Educational Industries, Nigeria. 101-196.
- Adeyemi, T. O. (2011). Teacher shortages and surpluses in senior secondary schools in Ondo State, Nigeria: A critical review. *American Journal of Social and Management Sciences*, 2(3), 304-315.
- Afolayan, A., & Bamgbose, A. (1980). The changing patterns of bilingualism in Nigeria. *Evangelos A. Afendras, (ed.)*, 2(1), 217-237.
- Agnes, M. Reonal (2015). Process-Genre Approach in Teaching Expository Writing in Secondary ESL Classes *International Journal of Social Science and Humanities Research* 3(3) 187-191.
- Ahmed, A., Cane, G., & Hanzala, M. (Eds.). (2011). *Teaching English in Multilingual Contexts: Current Challenges, Future Directions*. Cambridge Scholars Publishing.
- Ahn, H. (2012). Teaching Writing Skills Based on a Genre Approach to L2 Primary School Students: An Action Research. *English Language Teaching*, 5(2), 2-16.

- Akinfolarin, C. A. (2008). Resource utilization in vocational and technical education in colleges of education in South-West Nigeria. Unpublished Ph.D Thesis. University of Ado-Ekiti, Ado-Ekiti.
- Akinwamide, T. K. (2012). The influence of process approach in ESL students' performance in essay writing. *Journal of English Language Teaching*, 5(3), 16-29.
- Alabere, R. A., Hasan M. K. & Shapii, A. (2015). Co-curricular activities and achievement in language learning of secondary school students in Nigeria. *ABAC Journal* 35(2) 18-31.
- Alabere, R. A. & Aspalila, B. S. (2017). Process approach for teaching writing in tertiary institutions, *International Journal of Recent Advances in Multidisciplinary Research*, 4(7), 2658-2663.
- Alabere, R. A. & Shapii, A. (2017). Problem and Prospect of Using Literature to Teach Writing in English as a Second Language. *International Journal of Humanities and Social Science Invention* 6(2), 53-57.
- Alabi, V. A. (1994). English language in second language context. *New Introduction to English Language*. Ilorin Y-Book.
- Ali Grami, G. M. (2010). The effects of integrating peer feedback into university-level ESL writing curriculum: A comparative study in a Saudi context. Unpublished doctoral dissertation, Newcastle University.
- Alimi, O. S., Ehinola, G. B. & Alabi, F. O. (2012). School Types, Facilities and Academic Performance of Students in Senior Secondary Schools in Ondo State, Nigeria, *International Education Studies* (3) 44.
- Appel, R., & Muysken, P. (1987). *Language Contact and Bilingualism*. London: Edward Arnold.
- Aremu, A.O. (2001): Development and Validation of Academic Performance 5-Factor Inventory. *Ibadan Journal of Educational Studies* 1(2), 321 – 334.
- Aremu, O. A & Sokan, B. O. (2003). A multi-causal evaluation of academic performance of Nigerian learners: issues and implications for national development. Department of Guidance and Counselling, University of Ibadan, Ibadan unpublished.
- Ammara Numan & Syeda Salma Hasan (2017). Effect of study habits on test anxiety and academic achievement of undergraduate students. *Journal of Research and Reflections in Education* 11(1) 1-14. <http://www.ue.edu.pk/jrre>.
- Armbruster, B. B. (2009). Note-taking from lectures. *Handbook of college Reading and Study Strategy Research*, 2(3) 220-248.

- Andy, H., Alan, B., & Alma, H. (2014). *Uplifting Leadership: How Organizations, Teams and Communities Raise Performance*. Jossey-Bass E-book.
- Ary, D. Jacobs, L., Sorensen, C., & Walker, D. (2013) *.Introduction to Research in Education*. CengageBrain.
- Austin, J. L., Lee, M., & Carr, J. P. (2004). The effects of guided notes on undergraduate students' recording of lecture content. *Journal of Instructional Psychology: 31(1)* 314-320.
- Ausubel, D. P. (1960).The use of advance organizers in the learning and retention of meaningful verbal material. *Journal of educational psychology,51(5)*, 267.
- Aziekwesili, O. (2006). Lack of funds is the bane of the Nigerian education system, network news 27th October, 2006.
- Azikiwe, U. (1998). Language teaching and learning. *Onitash: Africana-FEP Publishers Ltd.*
- Babalola, O., & Abiodun Adesanya, D. (2008). An appraisal of the factors affecting production of cost estimate for electrical services in Nigeria. *Journal of Financial Management of Property and Construction, 13(3)*, 200-208.
- Babalola, H. A. I. (2012). Effects of process-genre based approach on the written English performance of computer science students in Nigerian polytechnic *Journal of Education and Practice, 3(1)* 1-6.
- Bacha, N. N (2002). Developing learners' academic writing skills in higher education. A Study for Education Reform, *Journal of Language and Education, 16 (3)* 20-29.
- Badger, R., White, G., Sutherland, P., & Haggis, T. (2001). Note perfect: an investigation of how students view taking notes in lectures. *System, 29(3)*, 405-417.
- Badger, R. & White, G (2000). Product, process and genre approaches to writing in EAP (Electronic version). *ELT Journal, 54(2)*, 153-160.
- Banda, F. (2007). Study groups and peer roles in mediated academic literacy events in multilingual educational contexts in South Africa. *Tellenbosch Papers in Linguistics, 37(1)* 1-21.
- Bartlett, J., Kotrlik, J., Higgins, C., & Williams, H. (2001). Exploring factors associated with research productivity of business faculty at National Association of Business Teacher Education. Unpublished report.
- Barton, R. & Klump, J. (2008). Improving writing in secondary schools. *Principal's Review 3(4)* 1-7.

- Bayan, E. B.(2014) The influence of note taking strategies on improving students' academic achievement from English and TEFL major's perceptive at An Najah national university . Al-Najah.
- Bayat, N. (2014). The Effect of the Process Writing Approach on Writing Success and Anxiety. *Educational Sciences: Theory and Practice*, 14(3), 1133-1141.
- Benjasmith, N. (2016). A study of English borrowing in Patani- Malaysia, Master's Thesis, University of Malaya.
- Benson, M. J. (1994). Lecture listening in an ethnographic perspective. *Academic Listening: Research Perspectives*, 1(2) 181-198.
- Bidabadi, F., & Yamat, H. (2011). The relationship between listening strategies used by Iranian EFL freshman university students and their listening proficiency levels. *English Language Teaching*, 4(1), 26-34.
- Blanton, L. L. (1987). Reshaping ESL students' perceptions of writing. *ELT Journal*, 41(2), 112-118.
- Blumner, J. (2008). A Review of Engaged Writers and Dynamic Discipline Research on the Academic Writing Life, *The WAC Journal*, 19 (1) 85-87.
- Boch, F., & Piolat, A. (2005). Note taking and learning a summary of research. in *Writing*. CiteSeer.
- Boch, F. & Piolat, A. (2005). Note taking and learning: A summary of research. *The WAC Journal* 16(1)101–113.
- Bohay, M., Blakely, D. P, Tamplin, A. K, & Radvansky, G. A. (2011). Note taking, review, memory, and comprehension. *Am J Psychol* 124(1) 63-73.
- Bonner, J. M., & Holliday, W. G. (2006). How College Science Students Engage in Note- Taking Strategies. *Journal of Research in Science Teaching*, 43(8), 786-818.
- Bonwell, C. C., & Eison, J. A. (1991). *Active Learning: Creating Excitement in the Classroom*. ASHE-ERIC Higher Education Reports. ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington.
- Borich, G. D. (2004). *Effective Teaching Methods*: Education, Merrill-571 pages.
- Bourdin, B., & Fayol, M. (2002). Even in adults, written production is still more costly than oral production. *International Journal of Psychology*, 37(4), 219-227.
- Boyle, J. R., & Weishaar, M. (2001).The effects of strategic note-taking on the recall and comprehension of lecture information for high school students with

- learning disabilities. *Learning Disabilities Research and Practice*, 16(3), 133-141.
- Burns, A., & Siegel, J. (Eds.). (2017). *International Perspectives on Teaching the Four Skills in ELT: Listening, Speaking, Reading, Writing*. Springer.
- Burns, A. (2001). Genre-based approaches to writing and beginning adult ESL learners. In C. Candlin & N. Mercer (Ed), *English Language Teaching in its Social Context*. London: Routledge 200-207.
- Brazeau, G. A. (2006). Hand outs in the classroom: is note taking a lost skill? *American Journal of Pharmaceutical Education*, 70(2) 74-80.
- Brown, J. D. (2001). *Using Surveys in Language Programs*. Cambridge University Press.
- Brown, S. & Knight, P. (2005). *Assessing Learners in Higher Education*: Routledge Falmer, London and New York.
- Byram, M. (2004). Genre and genre-based teaching, *The Routledge Encyclopedia of Language Teaching and Learning London*, Routledge 234-237.
- Cambridge University Reporter. (2003). Indicators of academic performance. Available: <http://www.admin.cam.ac.uk/reporter/200203/weekly/5915/>.
- Campbell, C (1998). *Teaching Second Language Writing: Instructing with Text*. Newbury: Heinle & Heinle.
- Cary, M., & Carlson, R. A. (1999). External support and the development of problem-solving routines. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 25(4), 10-53.
- Castelló, M., & Monereo, C. (2005). Students' note-taking as a knowledge-construction tool. *L1-Educational Studies in Language and Literature*, 5(3), 265-285.
- Chamot, A. U. (2004). Issues in language learning strategy research and teaching. *Electronic Journal of Foreign Language Teaching*, 1(1), 14-26.
- Chappell, F. (2010) Creative writing in social studies. <https://www.google.com>.
- Cheng, Y. S., Horwitz, E. K., & Schallert, D. L. (1999). Language anxiety: Differentiating writing and speaking components. *Language learning*, 49(3), 417-446.
- Chimonbo, M. (1989). Towards reality in the writing class, <https://www.google.com>.
- Chokwe, M. J. (2011). Academic writing in English second language contexts: perceptions and experiences of first year university students and tutors. Unpublished Thesis.

- Chokwe J. M. (2013). Factors impacting academic writing skills of English second language students *Mediterranean Journal of Social Sciences* 4(14) 377-383.
- Chokwe, J. M. (2015). Students' and tutors' perceptions of feedback on academic essays in an open and distance learning context, *Open Praxis* 7(1) 39–56.
- Chokwe, J. M. (2016). The acquisition of academic writing skills model for English Second Language Students : from elementary to tertiary education *Journal of Educational Studies*, 15(2), 136 – 161.
- Chow, V.F.T. (2007). Chow, T. V. F. (2007). The effects of the process: The genre approach to writing instruction on the expository essays of EFL students in a Malaysian secondary school (Unpublished doctoral dissertation). Universiti Sains Malaysia, Penang, Malaysia.
- Christenson, S. L. & Thurtow, M. L. (2004). School dropouts: prevention considerations, intervention, and challenges. *American Psychological Society* 13(1) 36-39.
- Clay, M. M. (2005). *Literacy Lessons Designed for Individuals Part One and Part Two: Portsmouth, NH: Heinemann.*
- Cook, V. (2013). *Second Language Learning and Teaching*, 4th Edition: Routledge Taylor and Francis Group, London and New York.
- Gupitasari, H. (2013). The implementation of process genre approach to teaching writing business letter, *Journal of English and Education* 1(1), 89-95.
- Cohen, J. (1992). Statistical power; analysis, Current distribution in *psychological science*, 1(3), 98-101.
- Cohen, J. (1988). *Statistical Power Analysis: A Computer Program*. Routledge.
- Cohen, A. D. (2014). *Strategies in Learning and Using a Second Language*, 2nd Edition: Routledge Longman Applied Linguistics, London & New York.
- Cope, B Kalantzis, M (2014) *The Power of Literacy: A Genre Approach to Teaching Writing*: The Falmer Press. London Washington D.C.
- Considine, G., & Zappalà, G. (2002). The influence of social and economic disadvantage in the academic performance of school students in Australia. *Journal of Sociology*, 38(2), 129-148.
- Copley, J. (2007). Audio and video-podcasts of lectures for campus-based students' production and evaluation of student use *Innovations in Education and Teaching International*, 44 (4), 387-399 .
- Corson, D. (1997). The learning and use of academic English words. *Language learning*, 47(4), 671-718.

- Cottrell, S. (2014). *Study Skills Handbook*, (3rd edn) Palgrave MacMillan.
- Creswell, J. W. (2002). *Educational Research: Planning, Conducting, and Evaluating Quantitative*. Prentice Hall.
- Cromley, J. G. (2009). Reading achievement and science proficiency: international comparisons from the programme on international student assessment, *Journal Reading Psychology* 30(2), 89-118.
- Crowder, M. (1966). *A Short History of Nigeria*. FA Praeger.
- Danladi, S. S. (2013). The language policy: Nigerian and the role of the English language in the 21st century. *European Scientific journal*, 9(17).
- David N. (2008). Methods in second language classroom-oriented research: a critical review, *Published online* 13(2) 249-274 .
- Daniel K. K. & Felix K. (2014). The impact of school environment and peer influences on students' academic performance in Vihiga County, Kenya, *Journal of Education and Practice*, 5(11)1-12.
- Daniel, I. O. A. (2012). Comparison of Continuous Assessment (CA) and Examination Scores in an English Speech Work Class *International Journal of Applied Linguistics & English Literature* 1(6) 92-101.
- Devine, T. G., & Meagher, L. D. (1989). *Mastering Study Skills: A Student Guide*. Longman Publishing Group.
- De Brito, J. (2015) The effect of listening comprehension on English language learners writing performance while taking notes. Bridgewater State University. <http://vc.bridgew.edu/thesis>.
- Deng, L. (2003). A systematic study of process approach and its implications for the teaching reforms of college English writing. *Foreign Language Education*.6(1).
- Deng, X. (2007). A pedagogical response to the different approaches to the teaching of ESL/EFL essay writing. *STETS Language & Communication Review*, 6 (1), 15-20.
- DeZure, D., Kaplan, M., & Deerman, M. A. (2001). Research on student note taking: Implications for faculty and graduate student instructors. *CRLT Occasional paper, Center for Studies in Higher Education*.
- Dixon, H. & Hawe, E. (2017). Creating the climate and space for peer review within the writing classroom *RW Journal of Response to Writing* 3(1):6–30.
- Doff, A. (1988). *Teach English Trainer's Handbook: A Training Course for Teachers*. Cambridge university press .Predicting Student Success beyond the Freshman

Year: High-School Record vs. Standardized Tests as Indicators of Four-Year College Outcomes. Research & Occasional Paper Series: *Center for Studies in Higher Education*.

- Dorleijn, M. (2018). 2016. Languages in contact 240 pages, written by Lisa Lim and Umberto Ansaldo, *Journal of Language Contact*, 11(1) 180-188.
- Duruji, M. M., Azuh, D. E., & Oviasogie, F. O. (2014). *Learning environment and academic performance of secondary school students in external examinations: a study of selected schools in Ota*. Nigeria.
- Dunkel, P. (1988). The content of L1 and L2 students' lecture notes and its relation to test performance. *TESOL Quarterly*, 22(2), 259-281.
- DuPaul, G. J., & Weyandt, L. L. (2009). Introduction to Special Series on College Students with ADHD. *Journal of attention disorders*, 13(3), 232-233.
- Edward, M. W. (2006). *Assigning, Responding, And Evaluating: A Writing Teacher's Guide*: Macmillan.
- Elton, L. (2010), Academic writing and tacit knowledge. *Teaching in Higher Education*, Vol. 15(2), 151-169.
- Elson, M. J. (2011). A process genre approach to teaching argumentative writing to grade nine learners. *English for Specific Purposes* 20, 207–226.
- Eliyas R. (2010). The effects of pre listening activities on students of college of education note taking. PhD Thesis University of Ilorin.
- Espin C. A. & Deno, S. L. (1993). Performance in reading from content-area text as an indicator of achievement *Remedial and Special Education*, 14(6), 47-49.
- Etsy, K.(2005). Causes of Low Academic Performance of Primary School Pupils in Theshamia Sub-Metro of Shama Ahanta East Metropolitan Assembly of Ghana. Regional Conference of Education in West Africa, Dakar Senegal, 1st-2nd Novemeber 2005.
- Eweniyi, G. D. (2005). The impact of Family Structure on University Students' Academic Performance. Olabisi Onabamijo University, Ago-Iwoye. Unpublished.
- Fahim, M. & Rad, S. K. (2012). The relationship between self-esteem and paragraph writing of Iranian EFL learners. *Journal of Language Teaching*, 3(10), 24-29.
- Faraj, A. K. A. (2015). Scaffolding EFL Students' Writing through the Writing Process Approach. *Journal of Education and Practice*, 6(13), 131-141.
- Farris, D. (2008). Feedback issues and options in friedrich, F. (Ed) *Teaching Academic Writing*. London, Continuum International Publication Group.

- Faul, F., Erdfelder, E., Buchner, A., & Lang, A. G. (2009). Statistical power analyses using G* Power 3.1: Tests for correlation and regression analyses. *Behavior research methods*, 41(4), 1149-1160.
- Fauziah, S., H., A., Cohzam, M. I., & Hisban, D. (2004). Problem-based learning: A study of the web-based synchronous collaboration. *Malaysian online Journal of Instructional Technology*, 1 (2), 58-66.
- Fauziah, B. I., & Rahim, B. S. (2015). Role of model essays in developing students writing skills in Malaysian schools: a review of literature. *Mediterranean Journal of Social Sciences MCSER Publishing, Rome-Italy*. 6(2)
- Ferris, D. (2007). Preparing teachers to respond to student writing. *Journal of Second Language Writing*, 16(3) 165-193.
- Field, J. (2012). Skills and strategies: Towards a new methodology for listening. *ELT journal*, 52(2), 110-118.
- Fiona Willans & Constant Leung (2016). Empirical foundations for medium of instruction policies: *Approximate replications of Afolayan (1976) and Siegel (1997b)* 49 (4) 549-563.
- Friedlander, E. (2009). Magazine and feature writing, '21st century communication: A reference Handbook, Edie, William F., 6th edition.
- Friedlander, E. (2009). *Second language writing: Research insights for the text classroom*. Edited by Babara kroll: California State University, Northridge.
- Frith, J. (2006). The process genre approach to writing transactional letters. Retrieved from http://www.developingteachers.com/articles_tchtraining/processgenre1james.Htm.
- Gao, J. (2007). Teaching writing in Chinese university: Finding an Eclectic Approach *Asian EFL Journal of English Language teaching and Research Articles*.20 (2).
- Gee, K. L. (2011). The impact of instructor-provided lecture notes and learning interventions on student note taking and generative processing. Unpublished Thesis, San Jose State University.
- Gee, K. L. (2011). The impact of instruction-provided lecture notes and learning interventions on student note taking generative processing. In Geiser, S. & Santelices, M. V. 2007 *Validity of Higher-School grades*.
- George, E. N. (2001). Writing to learning: how alternative theories of school writing account for student performance in *A Handbook of Writing Research* (ed) MacArthur, Graham & Fitzgerald: The Guilford Press, new York London.

- Gerald N. K., Augustine M. K. & Lucy W. N. (2013). Teacher factors influencing students' academic achievement in secondary schools in Andarua country, Kenya, *International Journal of Education and Research* 1(3) 1-14.
- Gettinger, M., & Seibert, J. K. (2002). Contributions of study skills to academic competence. *School Psychology Review*, 31(3), 350-365.
- Ghasemi, A. & Zahediasi, S. (2012). Normality tests for statistical analysis: A guide for no-statisticians. *International Journal of Endocrinology and Metabolism*. 10(2), 486-489.
- Gilbert, J., & Graham, S. (2010). Teaching writing to elementary students in grades 4-6: A national survey. *The Elementary School Journal*, 110(4), 494-518.
- Goh, C. (2008). Metacognitive instruction for second language listening development theory, practice and research implications. *RELC Journal*, 39(2), 188-213.
- Goh, C. C., & Hu, G. (2014). Exploring the relationship between metacognitive awareness and listening performance with questionnaire data. *Language Awareness*, 23(3), 255-274.
- Goodwin, N. (2001). The long term importance of English primary care groups for integration in primary health care and deinstitutionalisation of hospital care. *International journal of integrated care*, 1(2)152-162.
- Grabe, M., & Christopherson, K. (2005). Evaluating the advantages and disadvantages of providing lecture notes: The role of internet technology as a delivery system and research tool. *The Internet and Higher Education*, 8(4), 291-298.
- Graham, S. (2006). Listening comprehension: The learners' perspective. *System*, 34(2), 165-182.
- Graham, S., McKeown, D., Kiuahara, S., & Harris, K. R. (2012). *A meta-analysis of writing instruction for students in the elementary grades*.
- Graham, S., & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. *Journal of Educational Psychology*, 99(3), 445-476.
- Gregg, L. W., & Steinberg, E. R. (1980). *Cognitive processes in writing*. Lawrence Erlbaum.
- Gupitasari, H. (2013). The implementation of process genre approach to teaching writing business letter, *Journal of English and Education* 1(1), 89-95.
- Grosjean, F. (1980). Spoken word recognition processes and the gating paradigm. *Perception & Psychophysics*, 28(4), 267-283.
- Haghverdi, H. R., Biria, R., & Karimi, L. (2010). Writing strategies and academic achievement. *Journal of Language and Linguistic Studies*, 6(1), 75-109.

- Hair, E. C., & Graziano, W. G. (2003). Self-esteem, personality and achievement in high school: a prospective longitudinal study in Texas. *Journal of personality*, 71(6), 971-994.
- Halima, S. Q. B. (2011). The perceptions and practices of first year students' academic writing at the colleges of applied sciences in Oman. PhD Thesis: The University of Leeds.
- Hamid, R.H., Reza, B. & Lotfollah, K. (2010) The effect of note taking Strategy instruction on the students' academic achievement. *Journal of Asia TEFL*, 7(2) 123-151.
- Hanaa, A. M. (2014). The effect of a suggested program based on note taking strategy on enhancing EFL pre-service teachers' listening and writing skills. Fayoun University. Unpublished.
- Handayani, N. D. (2016). Problems in writing spoof texts. *Studies in English Language and Education*, 3(1)1-9.
- Hassan, MK and Akhand, M.M (2011). Approaches to writing in EFL/ESL context. *Journal of NELTA* 15(2) 77-88 <http://www.habnetats.com>.
- Hartley, J. (2007). Reading, writing, speaking and listening: Perspectives in applied linguistics. *Applied linguistics*, 28(2), 316-320.
- Hair Jr, J. F., Black, J. W., Babin, B. J., & Anderson, E. R. (2010). *Multivariate Data Analysis* (Seventh Ed., pp.1-758). Edinburgh: Pearson Education Limited.
- Hair Jr., J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2013). *A primer on partial least squares structural equation modeling (PLS-SEM)* (pp. 1-307). SAGE Publications, Incorporated.
- Hasan, A. S. (2000). Learners' perceptions of listening comprehension problems. *Language Culture and Curriculum*, 13(2), 137-153.
- Hayati, A. M. & Jelilifa, A. (2009). The impact of cultural knowledge on listening comprehension of EFL learners. *English language teaching*, 2(3), 144-156.
- Heck, R. H. (2009). Teacher effectiveness and student achievement: Investigating a multilevel cross-classified model. *Journal of Educational Administration*, 47(2), 227-249.
- Hilda, G.. (2013). The implementation of process: The genre approach to teaching writing business letters. *Journal of English and Education*, 1(2), 23-30.
- Holden, C. (2004). The origin of speech. *Science*, 303(5662), 1316-1319.
- Holden, W. R. (2004). Facilitating listening comprehension: Acquiring successful strategies. *Bulletin of Hokuriku University*, 28(1), 257-266.

- Howitt, D., & Cramer, D. (2000). *An introduction to statistics in psychology* Essex. England: Pearson Education Limited.
- Howitt, D., & Cramer, D. (2005). *Introduction to SPSS in psychology: with supplements for releases 10, 11, 12 and 13*. Pearson education.
- Huang, J. (2006). The effects of academic skills on Chinese ESL students lecture comprehension. *College Student Journal*, 40(2), 385.
- Hyland, K. (2002). Genre in primary classroom: The New South Wales (NSW) K-6 syllabus. In C. N. Candlin & D. R. Hall (Eds), *Teaching and researching*. Harlow, Essex, 96-103.
- Hyland K. (2016). *Teaching and Researching Writing*. Third Avenue Routledge, New York.
- Hyland, K. & Hyland, F. (2006). Feedback on second language students' writing. *Language Teaching* 39(1), 83-101.
- Igbafe, E. C. (2016). Emotional intelligence in coping with professional academic and institutional challenges in Nigerian universities: <http://hd.handle.net/2263/56934>.
- Ivanic, R. & Lea, M. R. (2006). New contexts, new challenges: The teaching of writing in UK higher education. In: Ganobcsik-Williams, Lisa ed. *Teaching Academic Writing in UK Higher Education: Theories, Practices and Models*. Universities into the 21st Century. London: Palgrave Macmillan.
- Jubhari, R. (2009). Academic writing as discourse practice in Australian and Indonesian universities: A critical review, *Educationist*, 3(2), 67-81.
- Jackson, K. M., & Trochim, W. M. (2002). Concept mapping as an alternative approach for the analysis of open-ended survey responses. *Organizational Research Methods*, 5(4), 307-336.
- Jack L. (2014). Note-taking and note-making. LEAPS Summer School Induction, Edinburgh Law School.
- Jahin, J. H. (2012). The Effect of Peer Reviewing on Writing Apprehension and Essay Writing Ability of Prospective EFL Teachers *Australian Journal of Teacher Education*, 37 (11), 1-12.
- Johansson, S. (2008) Contrastive analysis and learner language: A corpus based approach University of Oslo.
- Johnstone, B. & Marcellino, W. M. (2010). *Dell Hymes and the Ethnography of Communication: The Sage Handbook of Sociolinguistics*.

- Jones, M. (2015). On families of distributions with shape parameters. *International Statistical Review* 83(2), 175–192.
- Kannan, R. (2009). Difficulties in learning English as a second language, *ESP World*, 8(5) 26 [www.esp-world info](http://www.esp-world.info).
- Kanshanskaya, M., Yoo, J. & Marian V. (2011). The effects of second language experience on native-language processing, *Vigo International Journal of Applied Linguistics* 14(8) 55-77.
- Kiewra, K. A. (1991). Aids to lecture learning. *Educational Psychologist*, 26(1), 37-53.
- Kiewra, K. A. (2002). How classroom teachers can help students learn and teach them how to learn. *Theory into practice*, 41(2), 71-80.
- Kiewra, K. A., & Benton, S. L. (1988). The relationship between information-processing ability and notetaking. *Contemporary Educational Psychology*, 13(1), 33-44.
- Kiewra, K. A., & Frank, B. M. (1988). Encoding and external-storage effects of personal lecture notes, skeletal notes, and detailed notes for field-independent and field-dependent learners. *The Journal of Educational Research*, 81(3), 143-148.
- Kiewra, K. A., Benton, S. L., Kim, S. I., Risch, N., & Christensen, M. (1995). Effects of note-taking format and study technique on recall and relational performance. *Contemporary Educational Psychology*, 20(2), 172-187.
- Kiewra, Kenneth A., Nelson F. DuBois, David Christian, Anne McShane, Michelle Meyerhoffer, and David Roskelley. "Note-taking functions and techniques." *Journal of Educational Psychology* 83(2), 240-248.
- Kim, Y. & Kim, J. (2005). Teaching Korean University writing class: Balancing the process and the genre approach. *Asian ELT Journal* 7(2), 1-15.
- Kimani, G. N., Kara, A. M., & Njagi, L. W. (2013). Teacher factors influencing students' academic achievement in secondary schools in Kenya *International Journal of Education and Research*, 1(3) 1-14.
- Knapp, P. & Watkins, M. (2005). *Genre, text and grammar*. Sydney: University of New South Wales Press Ltd.
- Kobayashi, K. (2005). What limits the encoding effect of note-taking? A meta-analytic examination. *Contemporary Educational Psychology*, 30(2), 242-262.
- Kobayashi, K. (2006). Combined effects of note-taking/-reviewing on learning and the enhancement through interventions: a meta-analytic review, *Educational Psychology* 26 (3) 459–477.

- Kolade, A. T. (2012). The influence of process approach on English as second language students performances in essay writing, *Journal of English Language Teaching* 5(3).
- Kong, C. (2005). Review on the writing theories of foreign language in China. *Foreign Languages Teaching and Research* 2(1), 150-155.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational Psychological Measurement*, 30(1) 607-610.
- Kroll, B. (2001). Considerations for teaching an ESL/EFL writing course. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed.) 219-232. Boston, MA: Heinle and Heinle.
- Kyoshaba, M. (2009). *Factors affecting academic performance of undergraduate students at Uganda Christian University*, Makerere University. Unpublished Thesis.
- Labarrete, R. A. (2016). Composition writing ability of pre-service special education students: an analysis, *ISELT-4 Journal Proceedings* 4(2), 1-8.
- Lamidi, T. (2000). Language: varieties and content. *Studies in English Language*, 2(1) 105-121.
- Larkin, J. H., & Simon, H. A. (1987). Why a diagram is (sometimes) worth ten thousand words. *Cognitive science*, 11(1), 65-100.
- Lawal, R. A. (2011). 'I've not got a job; I'm only teaching: Dynamics of teacher identity in an era of globalization. University of Ilorin, Nigeria.
- Lea M. R. & Street, B. V. (2006). Academic literacies model: theory and applications. *Theory into practice*, 45(4), 368-377.
- Lee, Icy (2013). Becoming a writing teacher: using identity as an analytic lens to understand EFL writing teaching development. *Journal of Second Language Writing* 22(3), 330-345.
- Leki, I. (2017). *Undergraduates in a Second Language Challenges and Complexities of Academic Literacy Development*. Routledge Taylor & Francis Group.
- Lillis, T. (2006). Moving towards academic literacies' pedagogy dialogues of participation. In L. Ganobcsik-Williams (Ed) *Teaching academic writing in UK higher education: Theories, Practices and Models*, New York, Palgrave Macmillan.
- Lillis, T. & Scott, M. (2007). Defining academic literacy research: issues of epistemology, ideology & strategy. *Journal of Applied Linguistics* 4(1), 1-11.
- Lloyd, A. (2010). *Information Literacy in Education, workplace and Everyday Contexts*, Chandos Publishing, Oxford Cambridge New Delhi.

- Liu Li (2011). Predicting academic competence with in-class and out-of-class engagement: within the cross disciplinary differences. A paper presented at the annual meeting of the American Educational Research Association.
- Lynch, T. (2011). Academic listening in the 21st century: Reviewing a decade of research. *Journal of English for Academic Purposes*, 10(2), 79-88.
- Macalister, J. (2008). Integrating extensive reading into an English for academic purposes program, *The Reading Matrix* 8(1) 23-33.
- Makany, T., Kemp, J., & Dror, I. E. (2009). Optimising the use of note-taking as an external cognitive aid for increasing learning. *British Journal of Educational Technology*, 40(4), 619-635.
- Martin, L.L. (2014). *Classifying Student Writers as Skilled and Unskilled: Right or Wrong?* Analisis de Epidermia.
- McCrimmon, M. (2005). High school writing practices in the age of standards: implications for college composition. Teaching English in the Two Year College; *Urbana* 32(3), 248-260 .
- Macbeth, K. P. (2010). Deliberate false provisions: the use and usefulness of models in learning academic writing. *Journal of Second Language Writing*, 19, 33-48.
- McKay, S. L. (2006). *Researching Second Language Classrooms*: Lawrence Erlbaum Associates Publishers Mahwah, New Jersey, London.
- McKenzie, K., & Schweitzer, R. (2001). Who succeeds at university? Factors predicting academic performance in first year Australian university students. *Higher Education Research & Development*, 20(2), 21-33.
- Mendelsohn, D. (2006). Learning how to listen using learning strategies. *Current trends in the development and teaching of the four language skills*, 2(2) 75-90.
- Meyer, C. F. (2002). *English corpus linguistics: An introduction*. Cambridge University Press.
- Meyers, L.S., Gamst, G., & Guarino, A.J. (2006). *Applied multivariate research: Design and interpretation*. Thousand Oaks, CA: Sage.
- Michael, J. Crawford (2016). Lecture notetaking, questions and answer. *The Language Teachers Readers' Forum* 40(2). <http://jalt-publications.org/tlt>
- Miller, C. R. (1984). Genre as social action *Quarterly Journal of Speech*, 70(1), 151-167.
- Miller, L. (2002). Towards a model for lecturing in a second language. *Journal of English for Academic Purposes*, 1(2), 145-162.

- Mishan, F. (2015). *Materials development for TESOL*. Edinburgh University Press.
- Mohammed Farzanch (2014) Impact of note taking on the improvement of listening comprehension of Iranian learners. *International Journal of English Language & Literature Studies*, 3(2) 165-175.
- Mojica, L. A. (2010). An investigation on self-reported writing problems and actual writing deficiencies of EFL learners in the beginners' level, *ESOL Journal*, 2(1), 24-38.
- Morrow, L. M. (2012). *Literacy Development in the Early Years: Helping Children Read and Write*, 7th Edition, Rutgers, The State University of New Jersey, Pearson .
- Mourtaga (2004)). Investigating writing problems among Palestinian students studying English as a foreign language Dissertation Abstracts
International Journal of Language 66 (1), 63-71.
- Mouthana, I. N. (2007). Challenges facing higher education: the problem of academic literacy. Vc/speeches/worthwest university workshop 17th September, 2007.
- Munro, J. (2003). Fostering literacy across the curriculum. *International Journal of Learning* 10(1), 1-12.
- Muraina, M. B., Nyorerere, I. O., Eman, I. E., & Muraina K. O. (2014). Impact of note taking and study habit on academic performance among selected secondary school students in Ibadan, Oyo State, Nigeria. *International Journal of Education and Research*. (2), 6-17.
- Murray, S & Johanson, L. (1990). *Write to learn*. Bergvele: Hodder & Stoughton.
- Musa, N. C., Lie, K. Y., & Azman, H. (2012). Exploring English language learning and teaching in Malaysia. *GEMA: Online Journal of Language Studies*, 12(1), 35-51.
- Nation, I. S. P. (2009). *Teaching ESL/EFL Reading and Writing*: Routledge Taylor and Francis Group, New York and London.
- Nazim, M., & Ahmad, J. (2012). Developing writing skills: a practical remedy of common writing problems among students of writing skills courses at preparatory year. *Journal of Language in Indi*, 12 (3), 348-360.
- Ng, C. H., & Cheung, Y. L. (2017). Innovations in Writing Instruction in China: Metasynthesis of Qualitative Research for the Period 2005–2016. In *Innovation in Language Learning and Teaching*: Palgrave Macmillan, London. 63-87.
- Nenty, H. J. (2009). Writing a quantitative research thesis. *International Journal of Educational Sciences* 1(1), 1-11.

- Nordin, S. M. (2017). The best of two approaches: Process/genre-based approach to teaching writing. *The English Teacher*, 11(1), 1-11.
- Noor H. (2011) *Writing apprehension in English among Jordanian postgraduate students at Universiti Utara Malaysia (UUM)*. *Academic Research International*, 1 (2), 1-9.
- Noura A. H. A. (2015) Exploring English instructors' perceptions and actual practices regarding the strategies used in teaching and assessing writing in three tertiary education institutions in the sultanate of Aman, PhD Thesis at United Arab Emirates University.
- Nunan, D. (2001). *Second English Teaching and Learning*. Beijing: Foreign Language Teaching and Research Press.
- Nwadinigwe, I. P., & Azuka-Obieke, U. (2012). The impact of emotional intelligence on academic achievement of senior secondary school students in Lagos, Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(4), 395-401.
- Obayan, P. (2007). *Thinking and Talking Education*. Ibadan: Evans Brothers.
- Obayan, P. (2012). Twenty-first century higher education in Nigeria and skill acquisition the issue of curriculum. 26th convocation lecture of the University of Calabar, Nigeria on Thursday 1st March, 2012.
- O'donnell, A., & Dansereau, D. F. (1993). Learning from lectures: Effects of cooperative review. *The Journal of experimental education*, 61(2), 116-125.
- Oladosu, A.G.A.S (2004). Concepts in education related to teaching in I. O. Abimbola & A. O. Aboded. *Fundamental principles and practice of instruction*. Ilorin: Tunde Babs Printers.
- Olanipekun, S. S. (2015). Analysis of students' academic performance in general English in kwara state college of education (Tech.) Lafiagi, Nigeria. *Open Access Library Journal* 2 (e1262) 1-7.
- Olajide, S. B. (2010). Linking reading and writing in an English-as-a-second-language (ESL) classroom for national reorientation and reconstruction. *International Education Studies* 3(3) 195-200.
- Olaoye, A. A. (2009). *Theory and practice of language studies contents*. www.wadnypublisher.com.
- Olmos, O. L., & Lusung-Oyzon, M. V. P. (2010). Effects of prior knowledge and lesson outline on note taking and test scores. *Education Quarterly*, 66(1) 34-41.

- O'malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge University Press.
- Omolewa, M. (2008). Programmed for failure? The colonial factor in the mass literacy campaign in Nigeria, 1946–1956. *Pedagogical Historical*, 44(1-107-121).
- Opara, I. M. (2012). Self-concept and gender as determinants of music achievement in junior secondary schools. *The Educational Psychologist* 6(1), 166-173.
- Oraif, I. M. (2016). The Right Approach in Practice: A Discussion of the Applicability of EFL Writing Practices in a Saudi Context. *English Language Teaching*, 9(7), 97-102.
- Ormond, J. E. (2008). *Human learning (5th ed.)*. Upper Saddle River, New Jersey: Pearson Education, Inc.
- Oxford, R. L. (1993). Instructional Implications of Gender Differences in Second/Foreign Language (L2) Learning Styles and Strategies. *Applied language learning*, 4(1), 65-94.
- Özenc, E. G. (2016). The Effect of Process Oriented Writing Activities on the Achievement and Attitude of the Pre-service Primary School Teachers: An Example of Mixed Method Study. *Journal of Education and Training Studies*, 4(11), 227-237.
- Pallant, J. (2011). *SPSS Survival Manual A Step by Step Guide to Data Analysis Using SPSS for Windows 3rd edition*. Open University Press.
- Peregoy, S. F. & Boyle, O. F. (2013). *Reading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 English Learners*, 6th Edition: Pearson
- Peverly, S. T., Ramaswamy, V., Brown, C., Sumowski, J., Alidoost, M., & Garner, J. (2007). What predicts skill in lecture note taking?. *Journal of Educational Psychology*, 99(1), 167-177.
- Piasta, S. B., Cabell, S. Q., Justice, L. M. & Curenton, S. M. (2012). Impact of professional development on preschool teachers' conversational responsivity and children's linguistic productivity and complexity. *Early Childhood Research Quarterly*, 27(3), 387-400.
- Piolat, A., Olive, T., & Kellogg, R. T. (2005). Cognitive effort during note taking. *Applied Cognitive Psychology*, 19(3), 291-312.
- Polit, D. F., & Beck, C. T. (2010). Generalization in quantitative and qualitative research: Myths and strategies. *International journal of nursing studies*, 47(11), 1451-1458.
- Poulos, A. & Jane M. (2008). Effectiveness of feedback: the students perspective, *Journal Assessment & Evaluation in Higher Education* 33(2), 143-154.

- Poon, J. (2013). Blended learning: an institutional approach for enhancing students' learning experiences. *MERLOT Journal of Online Learning and Teaching* 9(2), 271.
- Pressley, M., Graham, S., & Harris, K. R. (2006). The state of educational intervention research. *British Journal of Educational Psychology*, 76, 1-19.
- Preye Adekoya (2016) The succession dispute to the throne of Lagos and the British conquest and occupation of Lagos. *African Research Review* 10(3) <http://ldx.doi.org/10.4314/afrrv.v10i3.14>.
- Quirk, M., & Beem, S. (2012). Examining the relations between reading fluency and reading comprehension for English language learners. *Psychology in the Schools*, 49(1) 539-553.
- Rahmani, M., & Sadeghi, K. (2011). Effects of note-taking training on reading comprehension and recall. *Journal of Reading*, 11(2), 116-128.
- Richards, J. C. (2005). Second thoughts on teaching listening. *RELC Journal*, 36(1), 85-92.
- Risko, E. F. & Dunn, T. L. (2015). Storing information in-the-world metacognition and cognitive offloading in a short-term memory task. *Journal Consciousness and Cognition* 36(1), 61-74.
- Roshni, M. (2009). Public digital note-taking in lectures [eScholarship] scholarship. [Org/uc/item/0j62q16k](http://uc/item/0j62q16k). Dissertation, University of California, San Diego.
- Rost, M. (2006). Areas of research that influence L 2 listening instruction. In E. Usó-Juan & A. Martínez-Flor (Eds.), *Current trends in the development and teaching of the four language skills*. Berlin: Mouton de Gruyter. 47-74.
- Sadiq, A. A. I. (2011). Exploring students' perceptions of ESL writing. *English Language Teaching* . 4(2) 73.
- Sambo, A. A. (2005). *Research Methods in Education*. Stirling-Horden Publishers (Nig) Ltd, Lagos, Ibadan, Benin-city, Jettu-Uzairue.
- Sanchez, D.M. & Paulson, E.J. (2008). Critical Language Awareness and Learners in College Transitional English. *Teaching English in the two year College*, 36(2) 164-176.
- Sarala, T. Fauziah, B. I, & Abdul Rahim B. S. (2015). Role of Model Essays in Developing Students Writing Skills in Malaysian Schools: A Review of Literature, [Doi:10.5901/mjss.2015.v6n2s1p56](https://doi.org/10.5901/mjss.2015.v6n2s1p56).
- Shapii, A. (2011). Learner-centredness in malaysia year five primary school teaching: four case studies of teachers' practices, belief and knowledge. Published PhD Thesis, University of Leicester.

- Shuaib, S. D. (2013). "Language policy:Nigeria and the role of English language in the 21st century" *European Scientific Journal* 9(17), 1-21.
- Smagorinsky, P. (2007). Vygotsky and the social dynamics of classrooms. *English Journal* 97(2) 61-66.
- Sondra, P. (1979). The composing processes of unskilled college writers *Research in the Teaching of English*, 13(4) 317-336.
- Scheaffer, R., Mendenhall III, W., Ott, R., & Gerow, K. (2011). Elementary survey sampling. Cengage Learning. schools in Ondo State, Nigeria. Unpublished PhD Thesis, University of Ibadan, 95-112.
- Sentamu, N. P. (2003). School influence of learning: A case of upper primary schools in Kampala and Wakiso Districts. *Uganda Education Journal*, 4(1) 32-37.
- Sekaran, U. (2000). *Research Methods for Business: A Skill-building approach*. 4th edition Santhern Illinois University at Carbondale.
- Silva, T. (1990). Second Language composition instruction: developments, issues, and directions in ESL. In B, Kroll (Eds.), *Second Language Writing. Research insights for the language classroom*. Cambridge: Cambridge University Press. 10-23.
- Slotte, V., & Lonka, K. (1999). Review and process effects of spontaneous note-taking on text comprehension. *Contemporary Educational Psychology*, 24(1), 1-20.
- Sanchez, D.M. & Paulson, E.J. (2008). Critical Language Awareness and Learners in College Transitional English. *Teaching English in the two year College*,36(2) 164-176.
- Snowman, J., and R. F. Biehler. (2003). *Psychology applied to teaching* 10th ed. Boston: Houghton Mifflin.
- Steele, V. (1992). *Product and Process Writing: A Comparison*. Rowley: Newbury House.
- Steele, V. (2004). *Product and process writing*. Retrieved on 20th April. 2015 from <http://www.englishonline.org.cn/en/teachers/workshops/teaching-writing/teaching-tips/product-process>.
- Steele, V. (1992). *Product and Process Writing: A Comparison*. Rowley: Newbury House.
- Stevens, J. (1996). *Applied Multivariate Statistics for the Social Sciences* 3rd edition. Mahvah, NJ. Erlbaum.

- Street, B. V. (2004). 'Academic Literacies and the 'New Orders': Implications for research and practice in student writing in *HE' Learning and Teaching in the Social Sciences 2004 1(1) 9-32.*
- Spencer, J. (Ed.). (1971). *The English Language in West Africa*. London: Longman. 1-9.
- Spencer, T. D. & Petersen, D. B. (2012). The narrative language measures: tools for language screening, progress monitoring, and intervention planning *SIGI Perspectives 19(4)*, 1-9.
- Spivey, N. R., & Cuthbert, A. (2006). Reciprocal teaching of lecture comprehension skills in college students. *Journal of Scholarship of Teaching and Learning, 6(2)*, 66-83.
- Spolsky, B. (1989). Communicative competence, language proficiency, and beyond. *Applied Linguistics, 10(2)*, 138-156.
- Sui, H. J., & Wang, R. (2005). The functional approach: material and methods. *Sino-US English Teaching, 2(11)*, 39-41.
- Tabachnick, B. G. & Fidell, L. S. (2007). *Using Multivariate Statistics*. Pearson, New York.
- Tan, E.K., & Miller, J. (2008). *Writing in English in Malaysian High Schools: The Discourse of Examinations*, England: Routledge.
- Tenibiaje, M. O. (2011). Effects of single-parenthood on the academic performance of secondary school students in Ekiti State, Nigeria, *International Review of Social Sciences and Humanities 2(1) 240-248.*
- Thaiss, C. & Zawacki, T. M. (2009) *Engaged Writers and Dynamic Disciplines: Research on the Academic Writing Life*. Boynton/Cook Heinemann Press, 19.
- Tienken, C. H. & Achillies, C. M. (2003). Changing teacher behaviour and improving student writing achievement, *Journal of Planning and changing, 34(3&4)*, 153-168 .
- Trupe, A. L. (2001). Formative assessment of student writing. <http://www.bridgewater.edu/WritingCenter/Resources/sumform.htm>.
- Unoh, S. O., Omojuwa, R. A., & Ikonta, N. R. (Eds.). (1989). Literacy and Reading in Nigeria: Selections from the proceedings of the Second [sic] Biennial Conference of the Reading Association of Nigeria. *Institute Journal of Education, ABU, Zaria 4(1)16-18.*
- Ushie, M. A., Emeka, J. O., Ononga, G. I., & Owolabi, E. O. (2012). Influence of family structure on Students academic performance in Agege Local

Government Area, Lagos State, Nigeria. *European Journal of Educational Studies*, 4(2), 177-187.

Vandergrift, L. (2004). Listening to learn or learning to listen?. *Annual Review of Applied Linguistics*, 24(1), 3-25.

Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language teaching*, 40(03), 191-210.

Vandiver, B. (2011). The Impact of School Facilities on the Learning Environment. ProQuest LC. 789 East Eisenhower Parkway, PO Box 1346, Ann Arbor, MI 48106, Unpublished.

Veloo, A., Krishnasamy, H. N., & Harun, H. M. (2015). What are the learning approaches applied by undergraduate students in English process writing based on gender? *International Education Studies* 8(6), 46-52.

Voon, H. F. (2010). The use of Brainstorming and role playing as a writing strategy, *International Journal of learning* 17(3) 537-558.

Vanessa, S. (2004). *A Product and Process Writing: A Comparison*. London, British Council Educational Service.

Vygotsky, L. S. (1978). *Mind in society: the development of higher psychological processes*. Cambridge, MA: Cambridge University Press.

Weaver, M. L. (2006). Do students value feedback? Student perceptions of tutor written responses, *Assessment and Evaluation in Higher Education*, 31(3), 379-394.

Walsh, A. (2009). Information literacy assessment: where do we start? *Journal of Librarianship and Information Science*, 41 (1) 19-28. <http://eprints.hud.ac.uk/2882/>.

Wang, L., & Coleman, J. A. (2009). A survey of Internet-mediated intercultural foreign language education in China. *ReCALL*, 21(1), 113-129.

Watson, C. B. (1982). The Use and Abuse of Models in the ESL Writing Class. *TESOL Quarterly*, 16(1), 5-14.

Waweru, P. N., Thinguri, R. & Mugwe Chui, M. (2016). Physical facilities for holistic education: lessons from secondary schools in Kiambu and Samburu Counties, Kenya *Journal of Education and Practice* 7(33) 190-198.

Weinberg, A. L. (2014). Effects of note-taking strategies and transcription fluency on students' performance after viewing a video. PhD Dissertation, Fordham University, New York.

- White, R. (1998). Academic writing: process and product. In P. C. Robinson (Ed.), *Academic writing: process and product. ELT documents 129*. Modern English Publications and The British Council.
- White, R., & Arndt, V. (1991). *Process Writing*. Harlow: Longman.
- Whitney, A., Blau, S., Bright, A., Cabe, R., Dewer, T., Levin, J., & Macias, R. & Rogers, P. (2008). Beyond strategies: Teacher practices, writing process, and the influence of inquiry. *Journal of English Education*, 40(3), 201–230.
- Williams, R. L., & Eggert, A. (2002). Note taking predictors of test performance. *Teaching of Psychology*, 29(3), 234-237.
- Williams, R. L., & Eggert, A. C. (2002). Note taking in college classes: student patterns and instructional strategies. *The Journal of General Education*, 51(3), 173-199.
- Wilson, J. (2010). Preface to the philosophy of education *International Library of the Philosophy of Education 24(1)* . Routledge.
- Wingate, U.(2006). Doing away with the study skills, teaching in higher education, *Journal of English for Academic Purposes* 11(4), 457-469.
- Wingate, U. (2012). Using Academic Literacies and genre-based models for academic writing instruction: A ‘literacy’ journey. *Journal of English for Academic Purposes* 11(2), 26-37.
- Woolfolk Hoy, A. (2004). Self-efficacy in college teaching. *Essays on teaching excellence: Toward the best in the academy*, 15(7), 1-2.
- Yekini B. & Lawal R. A. (2015). Students’ Personality Traits and Performance Correlates of High Grades in Senior School Certificate English in Kwara State, Nigeria. *Asia Pacific Journal of Education, Arts and Sciences*,2(3) 120-126.
- Yilmaz, S. & Aslau, M. (2014). Parent-child interaction in language acquisition and personality development of young children in monolingual and bilingual families. *European Journal of Language and Literature Studies*, 2(1) 82-89.
- Yong, F.L. 2010. Attitudes toward academic writing of foundation students at an Australian-based university in Sarawak, *European Journal of Social Sciences*, 3(2), 472-478.
- Zeng, D. (2005). The process-oriented approach to ESL/EFL writing instruction and research, *Celea Journal* 28(5), 1-5.
- Zhang, B. (2013). An analysis of spoken language and written language and how they affect English language learning and teaching. *Journal of Language Teaching & Research*, 4(4).

- Zuhana, M. Z. (2007). The relationship between reading anxiety and academic reading performance among ELS learners. Unpublished Master's thesis, Universiti Putra Malaysia, Malaysia.
- Zhou, D. (2015). An Empirical Study on the Application of Process Approach in Non-English Majors' Writing. *English Language Teaching*, 8(3), 89-96.
- Yan, G. (2005). A process genre model for teaching writing. *English Teaching Forum* 43(3),1-11.
- Yusuf, M. A. & Adigun, J. T. (2010). The influence of school , sex, location and type on students' performance. *International Journal of Education Sciences*, 2(2), 81-85.
- Zikmund-Fisher, B. J., Sarr, B., Fagerlin, A., & Ubel, P. A. (2006). A matter of perspective: choosing for others differs from choosing for yourself in making treatment decisions. *Journal of General Internal Medicine*, 21(6), 618-622.
- Zuhana, M. Z. (2007). The relationship between reading anxiety and academic reading performance among ELS learners. Unpublished Master's thesis, Universiti Putra Malaysia, Malaysia.



APPENDICES

Appendix A

Questions Selected from Past WAEC/NECO Examination

Dear Student,

This written composition test is meant to elicit information about students' essay writing. The information elicited will be of help to the researcher for making a suggestion about your performance in written skill. Therefore, it will be treated confidently.

Yours sincerely

Alabere, Rabiat Ajoke

Section A: Personal Data

Instruction: Write your name and write appropriate information for the following items.

Name of Student.....

Gender male.....female.....

SECTION B

Instruction: answer ONE question in not more than 450 words from this section.

1. Write a letter to your Local Government Authority commenting on three health hazards in your area. Make suggestions as to how the situation can be improved.
2. The rising incidence of road traffic accidents nowadays is alarming. In an article suitable for publication in an international magazine, discuss at least three factors responsible for this and suggest ways of dealing with the problem.
3. Your brother is about to enter secondary school. Write a letter to him, stating at least three problems he is likely to face in school and suggesting ways of solving them.
4. You have been involved to take part in an inter-school debate, the topic of which is: 'schooling in a village is more advantageous than schooling in a city.' Write your speech for or against the motion.

5. Write a story ending with the words: 'indeed, it was a blessing in disguise.'
6. Your house-master has just been promoted to head another school. As the houseprefect, write a speech you would deliver during the send-off party organized for him.

Thank you.

(WAEC/NECO)



Appendix B

Lesson Plan on Content

Lecturer's name: A	Time: 1 st /2 nd lessons
Course: DAIS	Duration: 2 hours
Subject/Unit: GEN	Level: 100
Topic: Content of Essay	
Aims of lesson: To develop students' essay writing skills	
Lesson objectives: Students will be able to... Brainstorm for ideas to develop the content of their essay	
Assumed prior knowledge: Students have knowledge of writing through model	
Resources: Blackboard and the Departmental Book of Readings	
Assessment (how learning will be recognized) The student were given simple essay topic to brainstorm for ideas (The day I will never forget)	
Differentiation (addressing all learners' needs) Each student is made to read out their point to the hearing f other students to give feedback and corrections while the teacher monitors the activities	
Skills for Life / Key Skills to be addressed Communication/literacy: The student learn the skills of thinking for ideas by themselves to enhance their writing skills	
Number/ numeracy- none in this lesson	
Lesson Information: Brainstorming for ideas A thesis statement /topic sentence is a sentence or two that gives the main idea or the focus of an essay. It should be stated as a fact because it is going to be proved with evidence. It should not be stated as an obvious statement. For instance, don't write 'in this essay I will be writing about But rather you state it as this essay will prove... or the topic of this essay will.... The thesis/topic statement is not just the topic but the interpretation, analysis or opinion on the topic. A good thesis/topic statement must not be too long and must contain only one idea and simple eg success is a result of doing the right things consistently. A good thesis/topic statement must be a declarative sentence with no qualifiers like might, maybe, perhaps etc. Examples of thesis/topic statements: What is a topic sentence in essay writing? Question: Does Romeo's prior feelings for Rosaline diminish the credibility of his love for Juliet/	

The good topic statement will be: Romeo's prior feelings for Rosaline diminish the credibility of his love for Juliet.

The bad topic statement is 'this essay examines whether or not Romeo's prior feeling for Rosaline diminishes his love for Juliet.

On the other hand, if you want to acknowledge the other side, it should be stated this way:

Good one is: Juliet was not the first woman to capture Romeo's fancy she was, however, the one who affected him the most.

Bad one is: Romeo loved Juliet with all his heart, but he loved Rosaline too. It could be argued that they are both his favourite.

CLASSROOM ACTIVITIES

The teacher wrote a topic on the board for students to write thesis/topic statement. Students brainstorm ideas, arrange the points and interact with others in the classroom. Each one wrote was read to the class to judge whether is correct. The teacher gave the students the chance to write several times to master it.



UUM
Universiti Utara Malaysia

Appendix C

Lesson Plan on Organization

Lecturer's name: A	Time: 3 rd /4 th lessons
Course: DAIS	Duration: 2 hours
Subject/Unit: GEN	Level: 100
Topic: THE USE OF COHESIVE DEVICES	
Aims of the lesson: To develop students' organization of ideas in essay writing skills	
Lesson objectives: Students will be able to... Arranging the ideas generated to logically develop the content of their essays by linking the ideas in a cohesive manner.	
Assumed prior knowledge: Students have knowledge of writing through model	
Resources: Blackboard and the Departmental Book of Readings	
Assessment (how learning will be recognized) The students were given simple essay topic to brainstorm ideas (The day I will never forget))	
Differentiation (addressing all learners' needs) Each student is made to read out the arrangement of a point to the hearing of other students to give feedback and corrections while the teacher monitors the activities	
Skills for Life / Key Skills to be addressed Communication/literacy: The students learn the skills of organizing ideas by themselves to enhance their writing skills	
Number/ numeracy- none in this lesson	
Lesson Information: CONJUNCTIVE IN WRITING ESSAY This is a very important device that makes texts cohesive. They are words that show how ideas are connected in essay writing. For example: In trying to list ideas, cohesive devices like firstly, secondly, thirdly, to begin with, etc; To add more idea: furthermore; next; To end listing ideas: finally, to conclude etc Devices for reinforcement: also, furthermore, moreover, in addition, above all, in the same way, etc. Devices to indicate similarity: equally, likewise, similarly, correspondingly, in the same way. Devices showing the transition to a new point: now, as far as, with regard to, with reference to, it follows that, To show concession, the following devices are used; however, even though, nevertheless, still, yet. To indicate deduction: then, in the other words, in that case, otherwise, this implies	

that, if so, if not.

To show contrastive ideas: instead, conversely, in contrast, in comparison, on the contrary.

To express alternative ideas: alternately, rather, on the contrast, in comparison, on the contrary.

To show highlight in writing: in particular, particularly, especially, mainly.

To indicate result: so, therefore, as a result, accordingly, consequently, thus, because of this/that, in that case, under this circumstances, hence.

Forgiving examples devices like these are used: for instance, for example, that is, in this case, namely, in other words, etc

They will be taught with detailed analysis.

CLASSROOM ACTIVITIES

ESL students do have a problem with identifying cohesive ties in the essay. Cohesive has to do with linking one sentence to another as well as paragraph to another paragraph. There are three forms of cohesive in writing: Backward reference and forward reference, Ellipsis, and Conjunctive.

For this study, only conjunctive will be emphasized to students during the intervention.



UUM
Universiti Utara Malaysia

Appendix D

Lesson Plan on Mechanics

Lecturer's name: A	Time: 5 th /6 th lessons
Course: DAIS	Duration: 2 hours
Subject/Unit: GEN	Level: 100
Topic: SUBJECT VERB AGREEMENT IN ESSAY	
Aims of the lesson: To develop students' expression of ideas in essay writing skills	
Lesson objectives: Students will be able to... To develop students ability to express the ideas generated inaccurate language and logically develops the content of their essays in a simple language using different sentence patterns.	
Assumed prior knowledge: Students have knowledge of writing through model	
Resources: Blackboard and the Departmental Book of Readings	
Assessment (how learning will be recognized) The students were given simple essay topic to write on for ideas (The food I like best)	
Differentiation (addressing all learners' needs) The student exchanged their essays among themselves for feedback and corrections while the teacher monitors the activities and later checked the corrected essays.	
Skills for Life / Key Skills to be addressed Communication/literacy: The student practiced the types of sentence and ideas to enhance their expression in writing skills	
Number/ numeracy- none in this lesson	
Lesson Information: One way of guiding against errors in essay writing is to follow the rules of grammar, spellings, punctuation marks etc. Subject-verb agreement means exactly what it says that the subject and verb have to agree with each other in statements. This means that if the subject of a sentence is plural, the verb should also be plural, but it is tricky to know the right verb to use with a particular subject. Therefore, it needs constant practice. Examples: He posits that eating cucumber is good. They posit that eating cucumber is good. They take the garbage out. He takes the garbage out. She listens to the music. He and she listen to the music. It should be noted that 'I' and 'you' take a plural verb and is a bit confusing. Eg I write with a pen. You write with a pencil.	
CLASSROOM ACTIVITIES ESL students do have a problem with expressing themselves accurately by discussing one idea in one paragraph using different sentence patterns. Therefore, this lesson	

exposed them to different ways of using punctuation marks in expressing their ideas accurately.



Appendix E

Lesson Plan on Expression

Lecturer's name: A	Time: 7 th /8 th lessons
Course: DAIS	Duration: 2 hours
Subject/Unit: GEN	Level: 100
Topic: PARAGRAPHING IN WRITING	
Aims of the lesson: To develop students' expression of ideas in essay writing skills	
Lesson objectives: Students will be able to... To develop students ability to express the ideas generated inaccurate language and logically develops the content of their essays in a simple language using different sentence patterns.	
Assumed prior knowledge: Students have knowledge of writing through model	
Resources: Blackboard and the Departmental Book of Readings	
Assessment (how learning will be recognized) The students were given simple essay topic to write on for ideas (The food I like best)	
Differentiation (addressing all learners' needs) The students were grouped to practice how to write a paragraph among themselves for feedback and corrections while the teacher monitors the activities and later checked the corrected essays.	
Skills for Life / Key Skills to be addressed Communication/literacy: The student practiced writing a paragraph in the group to increase their ability to write one idea in a paragraph to enhance their expression in writing skills	
Number/ numeracy- none in this lesson	
Lesson Information: A paragraph is a unit of writing that consists of one or more sentences that focus on a single idea or logic. A good paragraph must have a controlling idea, supporting point and a conclusion related to the idea. The topic sentence contains the controlling idea and could be one to two sentence. The length of a paragraph varies according to students' detail needed to support the controlling idea and depends on the proficiency of the students. A paragraph should contain a topic sentence with supporting details and examples, then concluding the sentence with transition sentence that links the paragraph to another paragraph. The following will help students to structure paragraph better. Paragraph length varies: students should be aware that each paragraph must be long enough to cover the main point. It should be from five sentences to one page. When writing a paragraph: knowing where to put each sentence clarifies important points. As a rule, the first sentence holds the strongest position, the last sentence holds the second strongest position, and the middle sentences hold the weakest position. Varying sentence lengths helps emphasize your most important points. This is an important .putting short sentence in between two long sentences makes the middle	

sentence more powerful.

CLASSROOM ACTIVITIES

What is subject-verb agreement or Concord in writing?

One way of guiding against errors in essay writing is to follow the rules of grammar. Subject-verb agreement means exactly what it says that the subject and verb have to agree with each other in statements. This means that if the subject of a sentence is plural, the verb should also be plural, but it is tricky to know the right verb to use with a particular subject. Therefore, it needs constant practice.

Examples:

He posits that eating cucumber is good. They posit that eating cucumber is good.

They take the garbage out. He takes the garbage out.

She listens to the music. He and she listen to the music.

It should be noted that 'I' and 'you' take a plural verb and is a bit confusing. Eg

I write with a pen.

You write with a pencil.

Class activities: students should be placed in groups in the class and ask them to write a paragraph each using one of the examples given.



UUM
Universiti Utara Malaysia

Appendix F

Lesson Plan on Genre of Essay

Lecturer's name: A	Date: 9 th / 10 th / 11 th / 12 th lessons
Course: DAIS	Duration: 2 hours
Subject/Unit: GEN	Level: 100
Topic: THE GENRE OF WRITING	
Aims of the lesson: To develop students' essay writing in the different types of writing	
Lesson objectives: Students will be able to... To develop students ability to recognize the different genre of writing knowing how to generate ideas using accurate language in presenting the content of their essays in a clear language.	
Assumed prior knowledge: Students have knowledge of writing through model	
Resources: Blackboard and the Departmental Book of Readings	
Assessment (how learning will be recognized) The students were given simple essay topics to write on anyone.	
Differentiation (addressing all learners' needs) The students were grouped to practice how to write different types of essay through social interaction among themselves for feedback and corrections while the teacher monitors the activities and later checked the students' essays.	
Skills for Life / Key Skills to be addressed Communication/literacy: The student practiced writing different essay types in the group to increase their ability to write.	
Number/ numeracy- none in this lesson	
<p>Narrative essay is like telling a story. The essay is anecdotal, experiential, or personal story that allows students to express themselves in creative and motivating ways. When writing a story in form of art, students should follow the following and include the following parts: an introduction, plot, characters, setting, climax, and conclusion. When students are asked to write a story in form of a book report. The students are expected to provide or focus on informative narrative for the reader and not following the pattern of the story. Point out the purpose of writing the story which is very important in an essay. If there is no purpose there is no need to write. This type of essay is written from the point of the author. Therefore, creativity is often from the author's perspective.</p> <p>Clear and concise use of language should be chosen by the writer. Make use of language that will evoke the emotions and interest of your readers in the introduction. Remember, you are in control of the essay, so guide it where you desire: just make sure your audience can follow your lead.</p> <p>The descriptive essay is a genre of essay that asks the student to describe something object, person, place, experience, emotion, situation, etc. This genre encourages the student's ability to create a written account of a particular experience with a great deal of artistic freedom that is the ability to paint an image that is vivid and moving in the</p>	

mind of the reader.

Students should follow the following guidelines for writing a descriptive essay: First all brainstorm for ideas before writing. For example when you are asked to describe your best food. Eg jolof rice, think of the ingredients and write down rice, magi, tin tomatoes, pepper, onions, vegetable oil, curry and theme, fish, meat, etc before compiling the description. Use clear and concise language to describe your essay. Connect with your readers by using emotional related words to your topic to motivate your readers. In other words, try to present an organized and logical description.

The argumentative essay is a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner.

The argumentative essay and the expository essay. These two genres are similar, but the argumentative essay differs from the expository essay in the amount of pre-writing (invention) and research involved. The argumentative essay is commonly assigned as a final project in first year writing or advanced composition courses and involves lengthy, detailed research.

Expository essays involve less research and are shorter in length. Detailed research allows the student to learn about the topic and to understand different points of view regarding the topic so that she/he may choose a position and support it with the evidence collected during research. Regardless of the amount or type of research involved, argumentative essays must establish a clear thesis.

Argumentative essay assignments generally call for extensive research of literature or previously published material. Argumentative assignments may also require empirical research where the student collects data through interviews, surveys, observations, or experiments. The structure of the argumentative essay is held together by the following.

CLASSROOM ACTIVITIES

Write on any of the genres of an essay of your choice thinking about the ideas and writing them down, arranging the points in order.

Class activities: students should be placed in groups in the class and ask them to write on any essay type.

Appendix G

Teachers Information Guide (TIG)

Introduction

Please note that this information is to guide the teachers that will help the researcher teach the experimental group. To demonstrate the level of learners' composition, a process-genre approach will be used to teach the learners on how to write an essay.

The Highlights of the Teachers' Guide

1. The teachers will be expected to perform the role of moderator in helping learners to integrate what is being learned.

2. The teaching of the writing skill is to enhance learners' ability to organize and integrate existing and new ideas through the meaningful writing process to achieve writing skill.

3. The teachers will ensure an unbroken comprehension from the beginning of the lesson to the end by engaging the students in activities that make them generate ideas for the topic and make new knowledge means to sustain their interest in the topic through sensitization collaborative activities. The appropriateness of ideas will be verified and updated by learners through brainstorming activities and explaining the key ideas and giving them the time to correct by verification from friends.

4. The knowledge should be well organized, clear and stable by teachers as they present the lesson.

5. The teachers will use two important steps to present the lesson:

Progressive differentiation and integrative recognition: The first is a major step whereby the teacher will present the ideas of the essay topic gradually while the second points out the relationship between the new ideas to the previous knowledge.



Appendix H

Marking Guide for Writing

The researcher will carefully mark and grade the participants' tests for the essay writing. The WAEC/NECO grading system will be adopted as below

- | | |
|--------------------------|---------|
| 1. Content of the notes | 10marks |
| 2. Organization of facts | 10marks |
| 3. Expression of ideas | 20marks |
| 4. Grammatical accuracy | 10marks |

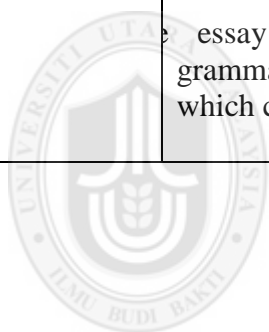
In other words, the content of what the students write will attract 10 marks and it will contain ideas relevant to the central theme of the topic and their development, an organization of facts 10marks, what to look for while marking are an introduction, body, and suitable conclusion in paragraphs. The expression is 20marks and has to do with the appropriate use words in sentence structure, cohesive devices, abbreviation, and grammatical accuracy relates to punctuation marks, spelling 10 marks. The errors will be ringed and penalized in every first occurrence but underlined without penalty in repeated instances.

Appendix I Rating Guide

Table Showing How Items of an Essay are Scored

Item type	Writing test	
Response mode	Written essay	
Item type description	Respondents are required to write an essay about given topics	
No. of items trait	Four items	
Item traits	Content, Organization, Mechanics, & Expression	
Item trait	Content	Score
	<p>Content is scored by determining if all aspects of the topic have been addressed in the response and if provided details, examples and explanations are appropriately supporting the respondent's view.</p> <p>If the respondent does not address the topic, the trait will be scored zero.</p> <p>The essay adequately deals with the prompt.</p> <p>The essay deals with the prompt but omits 1or2 minor points</p> <p>The essay does not properly deal with the prompt</p>	<p>0</p> <p>10</p> <p>7</p> <p>1</p> <p>Content 10marks</p>
	Organization	
	<p>Development, structure and coherent are scored according to the organization of the response demonstrating the good development of ideas and a logic structure</p> <p>The essay shows a good development and logical structure.</p> <p>The essay incidentally is less well structured; some elements or paragraphs are poorly linked.</p> <p>The essay lacks coherence, mainly consists of lists or loose elements.</p>	<p>10</p> <p>4</p> <p>1</p> <p>Organization 10 marks</p>
	Expression	
	Formal requirement is scored by determining if the response meets the length requirement of 450	

	<p>words</p> <p>The respondent writes less than 100 words will be scored zero.</p> <p>Observed the rules and follow instruction.</p> <p>Between 300 and 350 words</p> <p>Less than 100 or more than 450 words. The essay contains no punctuation marks error and poor or short sentences.</p>	<p>0</p> <p>20</p> <p>10</p> <p>5</p> <p>Expression 20marks</p>
	<p>Mechanics</p> <p>Grammar is scored by examining if the response demonstrates the correct grammatical usage</p> <p>The essay shows consistent grammatical control of complex language. Errors are rare and difficult to spot.</p> <p>The essay shows a relatively high degree of grammatical control, there are fewer mistakes which could lead to misunderstanding.</p>	<p>10</p> <p>7</p> <p>Mechanics 10marks</p>



UUM
Universiti Utara Malaysia

Appendix J

Lesson and Data Collection Plan

Lessons on the Effects of Process-genre Approach for Teaching Writing

Wk	Group	Activities	Materials	Approach	Description	Assignment
One	Group A (Experimental)	Orientation Pre-test			Past essay questions	
Two	A	Teaching A narrative essay focusing on content	Department book on the use of English and study skills	Process approach	how to compose in many drafts	Write a paragraph with one idea
Three	A	Teaching argumentative essay focusing on organizing of ideas	Introduction, body, & conclusion in paragraph	Process approach	Learning how to use cohesive devices	Write a short story
Four	A	Descriptive essay focusing on Expression	Sentence patterns & types	Process approach	Subject-verb agreement	Write 10 sentences
Five	A	An explorative essay focusing on Mechanics	Spellings, punctuation marks	Process approach	Several practices	Writing an essay on d 'my best friend'
Six	A	Letter writing	A formal letter with formal expression	Process approach	They will be taught how to write model	Write a letter seeking for a job
Seven	A	Letter writing	An informal letter	Process approach	They brainstorm ideas	Topics will be given to write on
Eight	A	Post-test	Questions on different topics			

Appendix K

Nigeria Marking Guide

CONTENT 30marks

What to look for in content are:

The relevance of ideas to the topic, its specific audience, and purpose

Appropriateness of language, and its relevance to central theme and development

There must be adequate an treatment of the subject matter.

ORGANIZATION 20marks

Organization refers to the following;

Correct use of formal features like;

Good paragraphing

Appropriate use of emphasis

Arrangement of ideas

Paragraphs must be chronologically and logically coherent.

EXPRESSION 30marks

In expression, the examiner looks for

The choice of words must reflect the general audience, atmosphere or format of composition eg vocabulary, and sentence structure must be accurate.

The expression must be correct and the sentences must not be translations from the mother tongue

This is also referred to as mechanical accuracy

- i. The focus is on grammar, punctuation, and spelling (GPS) rules.
- ii. $\frac{1}{2}$ mark is deducted for each error up to a maximum of 10 errors.
- iii. So candidates must comply with grammatical rules

Other general rules:

1. Students must follow instruction. If 450 words are required it should be obeyed because anything above 450 words will not be considered.
2. For anything less than the 450 words, the marks for mechanics will be reduced while if it is more than the required words the penalty will be under content, organization, and expression.
3. If a candidate writes more than one where the instruction says answer only one question, only the first one answered will be marked.

Appendix L Nigeria Grading System

Marking Guide

This study will choose to adopt the WAEC/NECO format of analytic scoring rubrics to be interpreted as listed below based on the conventional 100% format but will be divided by 2 for every range because the grading will be over 50. Below will be the grading format:

1.	43 – 50	very high	5
2.	34 – 42	high	4
3.	25 – 33	average	3
4.	16 – 24	low	2
5.	0 – 15	very low	1

Therefore, ESL learners' writing skills will be analyzed based on the above explanation by using mean scores and standard deviation.

Most Common Grading Scale

Grade	Scale	Grade Description	US Grade
A	70.00-100.00	First Class (5)	A
B	60.00-69.99	Second Class (4)	B
C	50.00-59.00	Second Class Lower (3)	C+
D	45.00-49.99	Third Class (2)	C
E	40.00-39.99	Pass (1)	P
F	0.00-39.99	Fail	F

Appendix M

Questions and Response of the Interview

The first student from product approach class:

Question 1: How did you find the lessons in your group?

Answer: not so bad as usual.

A student from process-genre approach class:

Oh, Very interesting and clear lessons!

Question 2: what can you say about the approach used to teach your group?

A student in product approach class:

Answer: it has been the usual method used by our teacher. I find it difficult to generate ideas by myself

A student in process-genre approach class:

Answer: I enjoyed the method because it makes essay writing very simple and easy to write.

Question 3: suppose you are given a topic to write on without any guide, can you write on it?

A student in product approach class:

No, because I cannot generate the ideas to write on my own except when I follow another person's work.

A student in process-genre approach:

Yes, with this new approach I don't need to fear once I follow the stages of the approach used to teach us.

Question 4: what are steps to writing an essay that you know?

A student in product approach class:

Answer: if am given a topic, I have got already written essay to follow to be able to write my own.

A student in process-genre approach:

Answer: there are five stages in writing an essay. When a topic is given, I think of the ideas to use (by brainstorming), organize the ideas in order, write the first draft, interact with my colleagues in the class, rewrite the draft, revise it and edit it before I write the final copy.

Question 5: Did you enjoy the program and will you like your teacher to continue using the approach.

Answer:

The student in product approach class:

No. it is boring and would like my teacher to look for a better method that can make me write without looking at another person's work.

The student in process-genre approach:

Answer:

Yes. I enjoyed it and would like my teachers to continue using it.

From the discussion above it is obvious that students in group A which is process-genre approach enjoyed and prefer the approach as compared to the product approach.

Though the product approach is a good method but does not teach students the basic skills of writing as process-genre does.

Appendix N

Permission Letter

Universiti Utara Malaysia
06010 UUM Sintok
Kedah Darul Aman, Malaysia
12th October 2016.

The Provost
College of Arabic and Islamic Legal Studies
Ilorin, Kwara State, Nigeria.

Dear Sir,

REQUEST TO CONDUCT RESEARCH AT YOUR INSTITUTION

This is to request for your permission to conduct data collection at your college.

The research study is titled 'The Effects of Process-genre Approach in Teaching Writing in College of Arabic and Islamic Legal Studies, Ilorin' which will involve year one -degree students and teachers in the Department of English. 80 students will be requested to take part in the experimental study that has to do with classroom teaching and interviews with few students and teachers.

This study is necessary due to the yearly mass failure of students in the English language especially in essay part of the examination and teachers' consistent use of product approach to teach writing in our schools. The outcome of this research expose other methods of teaching writing. I want to make it clear that this exercise will not interfere with the normal daily academic activities.

Thanks

Yours faithfully

Alabere Rabiat Ajoke

Appendix O

Proposed Data Collection Gantt Chart

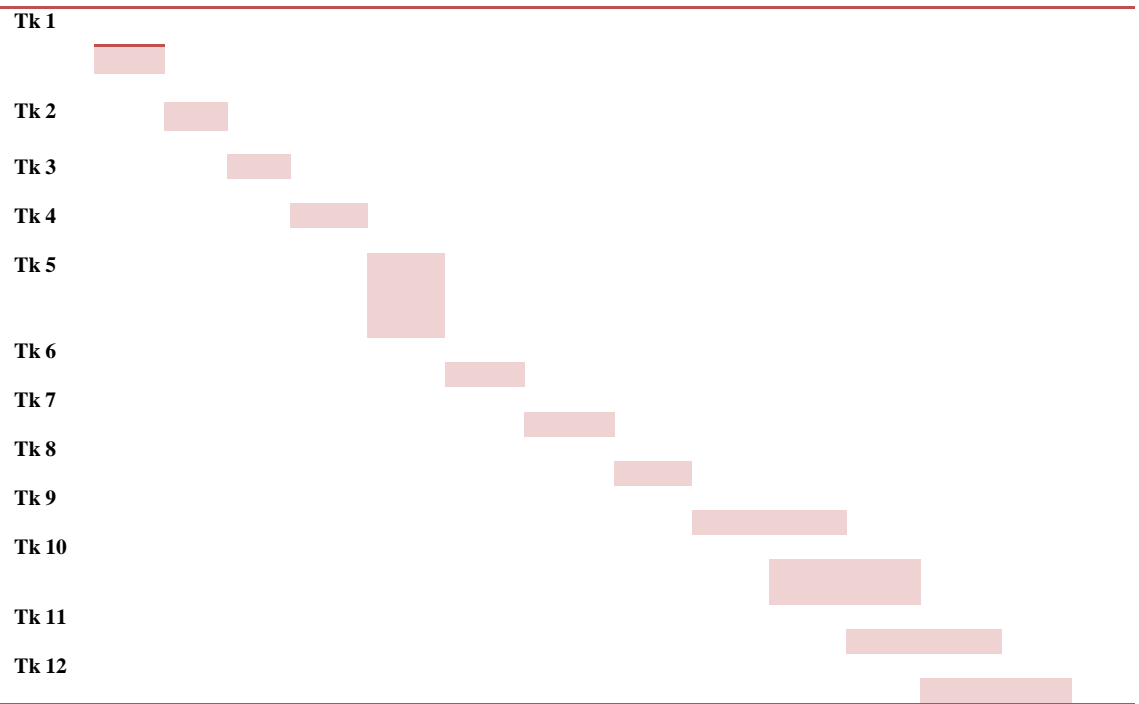
Table Showing the Format for Data Collection Gantt and Chart

TASK	START	END	DAYS	ACTIVITIES
Task 1	15/8/2016	21/8/2016	7	Introduction, a grouping of respondents, orientation, and pre-test
Task 2	27/8/2016	28/8/16	2	Teaching students content in essay eg narrative essay using process-genre approach for the experimental group.
Task 3	3/9/2016	4/9/2016	2	Teaching the experimental group organization of ideas in eg argumentative essay using the process-genre approach.
Task 4	17/9/2016	18/9/2016	2	Expression using correct language structure in eg Descriptive essay using the process-genre approach
Task 5	24/9/2016	25/9/2016	2	Mechanics in essay writing eg teaching expository using the process-genre approach
Task 6	1/10/2016	2/10/2016	2	Formal letter such as application, report, request etc will be taught using the process-genre approach
Task 7	8/10/2016	9/10/2016	2	Informal & related letter will be taken care of using the process-genre approach.
Task 8	15/10/2016	21/10/2016	7	Post-test for the two groups and marking
Task 9	22/10/2016	30/11/2016	40	Uploading scores and statistical analysis (chapter 4)
Task 10	1/12/2016	31/12/2016	31	Report, discussion, and recommendation (chapter 5)
Task 11	1/1/2017	31/1/2017	31	Proofreading & editing by Supervisor & researcher
Task 12	1/2/2017	9/2/2017	7	Final checking, print and submission

The above table was a proposed data collection format before leaving Malaysia to Nigeria but unfortunately, the intervention did not start at the specified date due to journey stress and the hardship situation in Nigeria due to fuel scarcity. See intervention procedure in chapter three.

GANTT GRAPH

8/15 8/27 9/3 9/17 9/24 10/1 10/8 10/15 10/22 12/1 1/1 2/1



UUM
Universiti Utara Malaysia

Appendix P Descriptive Analysis

Descriptive Table for Difference between Experimental and Control Groups

	Group		Statistic	Std. Error			
PreCont.	EXPERIMENT	Mean	3.05	.101			
		95% Confidence Interval for Lower Bound	2.85				
		Mean	Upper Bound	3.25			
		5% Trimmed Mean	3.06				
		Median	3.00				
		Variance	.408				
		Std. Deviation	.639				
		Minimum	2				
		Maximum	4				
		Range	2				
		Interquartile Range	0				
		Skewness	-.040	.374			
		Kurtosis	-.395	.733			
		CONTROL	CONTROL	Mean	2.05	.087	
				95% Confidence Interval for Lower Bound	1.87		
				Mean	Upper Bound	2.23	
				5% Trimmed Mean	2.06		
Median	2.00						
Variance	.305						
Std. Deviation	.552						
Minimum	1						
Maximum	3						
Range	2						
Interquartile Range	0						
Skewness	.034			.374			
Kurtosis	.539			.733			
PostCont.	EXPERIMENT			Mean	7.95	.107	
				95% Confidence Interval for Lower Bound	7.73		
				Mean	Upper Bound	8.17	
				5% Trimmed Mean	7.94		
		Median	8.00				
		Variance	.459				
		Std. Deviation	.677				
		Minimum	7				
		Maximum	9				
		Range	2				
		Interquartile Range	1				
		Skewness	.060	.374			
		Kurtosis	-.708	.733			
		CONTROL	CONTROL	Mean	2.50	.143	
				95% Confidence Interval for Lower Bound	2.21		
				Mean	Upper Bound	2.79	
				5% Trimmed Mean	2.50		

		Median	3.00	
		Variance	.821	
		Std. Deviation	.906	
		Minimum	1	
		Maximum	4	
		Range	3	
		Interquartile Range	1	
		Skewness	-.109	.374
		Kurtosis	-.691	.733
PreOrg	EXPERIMENT	Mean	3.03	.116
		95% Confidence Interval for Lower Bound	2.79	
		Mean Upper Bound	3.26	
		5% Trimmed Mean	3.03	
		Median	3.00	
		Variance	.538	
		Std. Deviation	.733	
		Minimum	2	
		Maximum	4	
		Range	2	
		Interquartile Range	2	
		Skewness	-.039	.374
		Kurtosis	-1.076	.733
	CONTROL	Mean	2.78	.131
		95% Confidence Interval for Lower Bound	2.51	
		Mean Upper Bound	3.04	
		5% Trimmed Mean	2.81	
		Median	3.00	
		Variance	.692	
		Std. Deviation	.832	
		Minimum	1	
		Maximum	4	
		Range	3	
		Interquartile Range	1	
		Skewness	-.673	.374
		Kurtosis	.243	.733
PostOrg	EXPERIMENT	Mean	8.08	.110
		95% Confidence Interval for Lower Bound	7.85	
		Mean Upper Bound	8.30	
		5% Trimmed Mean	8.08	
		Median	8.00	
		Variance	.481	
		Std. Deviation	.694	
		Minimum	7	
		Maximum	9	
		Range	2	
		Interquartile Range	1	
		Skewness	-.100	.374
		Kurtosis	-.827	.733
	CONTROL	Mean	4.23	.154
		95% Confidence Interval for Lower Bound	3.91	
		Mean Upper Bound	4.54	
		5% Trimmed Mean	4.25	
		Median	4.00	
		Variance	.948	
		Std. Deviation	.974	



		Minimum	2	
		Maximum	6	
		Range	4	
		Interquartile Range	1	
		Skewness	-.129	.374
		Kurtosis	.203	.733
PreExp	EXPERIMENT	Mean	2.95	.101
		95% Confidence Interval for Lower Bound	2.75	
		Mean	Upper Bound	3.15
		5% Trimmed Mean	2.94	
		Median	3.00	
		Variance	.408	
		Std. Deviation	.639	
		Minimum	2	
		Maximum	4	
		Range	2	
		Interquartile Range	0	
		Skewness	.040	.374
		Kurtosis	-.395	.733
	CONTROL	Mean	2.83	.133
		95% Confidence Interval for Lower Bound	2.56	
		Mean	Upper Bound	3.09
		5% Trimmed Mean	2.86	
		Median	3.00	
		Variance	.712	
		Std. Deviation	.844	
		Minimum	1	
		Maximum	4	
		Range	3	
		Interquartile Range	1	
		Skewness	-.728	.374
		Kurtosis	.323	.733
PostExp	EXPERIMENT	Mean	14.70	.230
		95% Confidence Interval for Lower Bound	14.24	
		Mean	Upper Bound	15.16
		5% Trimmed Mean	14.72	
		Median	15.00	
		Variance	2.113	
		Std. Deviation	1.454	
		Minimum	12	
		Maximum	17	
		Range	5	
		Interquartile Range	3	
		Skewness	-.235	.374
		Kurtosis	-.853	.733
	CONTROL	Mean	5.83	.237
		95% Confidence Interval for Lower Bound	5.35	
		Mean	Upper Bound	6.30
		5% Trimmed Mean	5.81	
		Median	6.00	
		Variance	2.251	
		Std. Deviation	1.500	
		Minimum	3	
		Maximum	9	
		Range	6	



		Interquartile Range	2	
		Skewness	.074	.374
		Kurtosis	-.155	.733
PreMac	EXPERIMENT	Mean	3.30	.153
		95% Confidence Interval for Lower Bound	2.99	
		Mean	Upper Bound	3.61
		5% Trimmed Mean	3.31	
		Median	3.00	
		Variance	.933	
		Std. Deviation	.966	
		Minimum	1	
		Maximum	5	
		Range	4	
		Interquartile Range	1	
		Skewness	.065	.374
		Kurtosis	-.175	.733
	CONTROL	Mean	2.65	.116
		95% Confidence Interval for Lower Bound	2.41	
		Mean	Upper Bound	2.89
		5% Trimmed Mean	2.67	
		Median	3.00	
		Variance	.541	
		Std. Deviation	.736	
		Minimum	1	
		Maximum	4	
		Range	3	
		Interquartile Range	1	
		Skewness	-.551	.374
		Kurtosis	.281	.733
PostMac	EXPERIMENT	Mean	7.18	.186
		95% Confidence Interval for Lower Bound	6.80	
		Mean	Upper Bound	7.55
		5% Trimmed Mean	7.19	
		Median	7.00	
		Variance	1.379	
		Std. Deviation	1.174	
		Minimum	5	
		Maximum	9	
		Range	4	
		Interquartile Range	2	
		Skewness	-.157	.374
		Kurtosis	-.544	.733
	CONTROL	Mean	4.65	.132
		95% Confidence Interval for Lower Bound	4.38	
		Mean	Upper Bound	4.92
		5% Trimmed Mean	4.67	
		Median	5.00	
		Variance	.695	
		Std. Deviation	.834	
		Minimum	3	
		Maximum	6	
		Range	3	
		Interquartile Range	1	
		Skewness	-.644	.374
		Kurtosis	-.017	.733

PreOP	EXPERIMENT	Mean	12.33	.239		
		95% Confidence Interval for Lower Bound	11.84			
		Mean	Upper Bound	12.81		
		5% Trimmed Mean	12.33			
		Median	12.00			
		Variance	2.276			
		Std. Deviation	1.509			
		Minimum	9			
		Maximum	15			
		Range	6			
		Interquartile Range	3			
		Skewness	.118	.374		
		Kurtosis	-.448	.733		
		CONTROL	CONTROL	Mean	10.30	.227
				95% Confidence Interval for Lower Bound	9.84	
				Mean	Upper Bound	10.76
5% Trimmed Mean	10.33					
Median	10.00					
Variance	2.062					
Std. Deviation	1.436					
Minimum	6					
Maximum	13					
Range	7					
Interquartile Range	2					
Skewness	-.341			.374		
Kurtosis	1.070			.733		
PostOP	EXPERIMENT			Mean	37.90	.356
				95% Confidence Interval for Lower Bound	37.18	
				Mean	Upper Bound	38.62
		5% Trimmed Mean	37.89			
		Median	38.00			
		Variance	5.067			
		Std. Deviation	2.251			
		Minimum	33			
		Maximum	43			
		Range	10			
		Interquartile Range	3			
		Skewness	-.153	.374		
		Kurtosis	-.207	.733		
		CONTROL	CONTROL	Mean	17.20	.391
				95% Confidence Interval for Lower Bound	16.41	
				Mean	Upper Bound	17.99
5% Trimmed Mean	17.19					
Median	17.00					
Variance	6.113					
Std. Deviation	2.472					
Minimum	12					
Maximum	23					
Range	11					
Interquartile Range	4					

Skewness	-.006	.374
Kurtosis	-.139	.733



UUM
Universiti Utara Malaysia

Appendix Q The Reliability Test

Reliability Statistics

	Cronbach's Alpha Based on Standardized Items	N of Items
Cronbach's Alpha	.848	12

Item Statistics

	Mean	Std. Deviation	N
PRE_C	2.0513	.75911	39
POST_C	3.4103	.78532	39
CONTENT	5.4615	1.29465	39
PRE_O	3.8462	1.03970	39
POST_O	4.0256	.70663	39
ORG	7.8718	1.62512	39
PRE_E	2.9231	.73930	39
POST_E	3.6667	.57735	39
EXPRESSN	6.5897	1.22942	39
PRE_M	2.6410	.62774	39
POST_M	2.7436	.54858	39
MECHNIC	5.3846	.96287	39

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PRE_C	48.5641	43.621	.571	.	.835
POST_C	47.2051	44.009	.509	.	.838
CONTENT	45.1538	38.186	.629	.	.828
PRE_O	46.7692	40.709	.613	.	.829
POST_O	46.5897	44.354	.539	.	.837
ORG	42.7436	36.196	.567	.	.843
PRE_E	47.6923	42.377	.728	.	.826
POST_E	46.9487	44.576	.651	.	.834
EXPRESSN	44.0256	37.657	.713	.	.820
PRE_M	47.9744	47.341	.254	.	.851
POST_M	47.8718	46.852	.369	.	.846
MECHNIC	45.2308	44.498	.350	.	.848



UUM
Universiti Utara Malaysia

Appendix R

Normality Test Showing Skewness and Kurtosis

Table for Normality Test

Groups	Variables	Min	Max	Mean	SD	Skewness		Kurtosis	
						Statistic	SE	Statistic	SE
Content (process-genre)	Pre-test	2	4	3.25	.639	-040	.374	-395	.733
	Post-tests	7	9	7.95	.677	-060	.374	-.708	.733
Organization (process-genre)	Pre-test	2	4	3.03	.733	-039	.374	-1.076	.733
	Post-tests	7	9	8.30	.694	-100	.374	-.827	.733
(process-genre)	Pre-test	2	4	3.16	.639	.040	.374	-.395	.733
	Post-tests	12	17	15.16	1.454	-235	.374	-.853	.733
(process-genre)	Pre-test	1	5	3.61	.966	.065	.374	-.175	.733
	Post-tests	5	9	7.55	1.174	-157	.374	-.544	.733
(product)	Pre-test	1	3	2.23	.552	.034	.374	.539	.733
	Post-test	1	4	2.79	.906	-109	.374	-.691	.733
Organization (product)	Pre-test	1	4	3.04	.832	-673	.374	.243	.733
	Post-test	2	6	4.54	.974	-129	.374	.203	.733
(product)	Pre-test	1	4	3.09	.844	-728	.374	.323	.733
	Post-test	3	9	6.30	1.500	.074	.374	-155	.733
(product)	Pre-test	1	4	2.89	.736	-551	.374	.281	.733
	Post-test	3	6	4.92	.834	-644	.374	-.017	.733
Overall perf (experimental)	Pre-test	9	15	12.81	1.509	.118	.374	-448	.733
	Post-test	33	43	38.62	2.251	-153	.374	-207	.733
Overall perf	Pre-test	6	13	10.76	1.436	-341	.374	1.070	.733

	Post-test	12	23	17.99	2.472	-006	.374	-139	.733
--	-----------	----	----	-------	-------	------	------	------	------

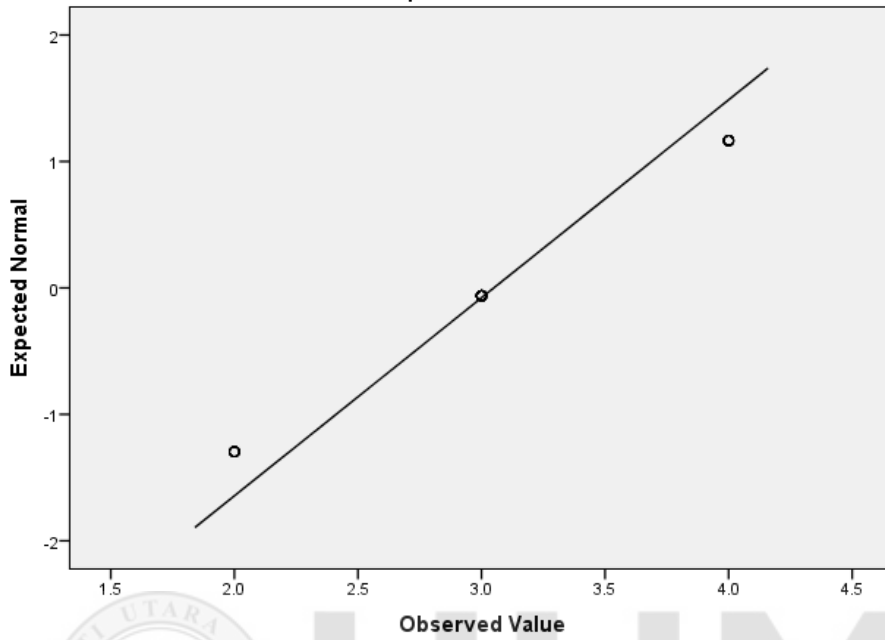


UUM
Universiti Utara Malaysia

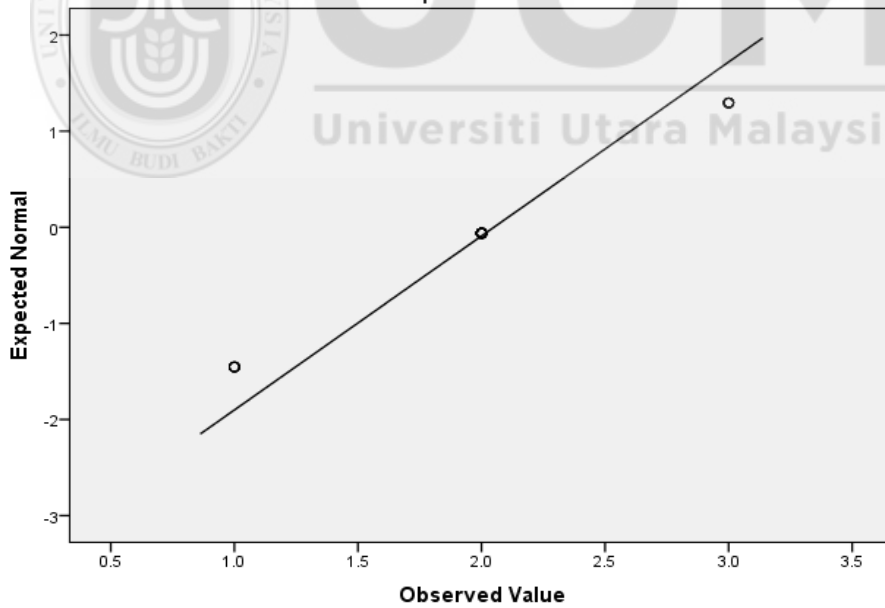
Appendix S

Normality Histogram

Normal Q-Q Plot of PreCont
for Group= EXPERIMENT



Normal Q-Q Plot of PreCont
for Group= CONTROL



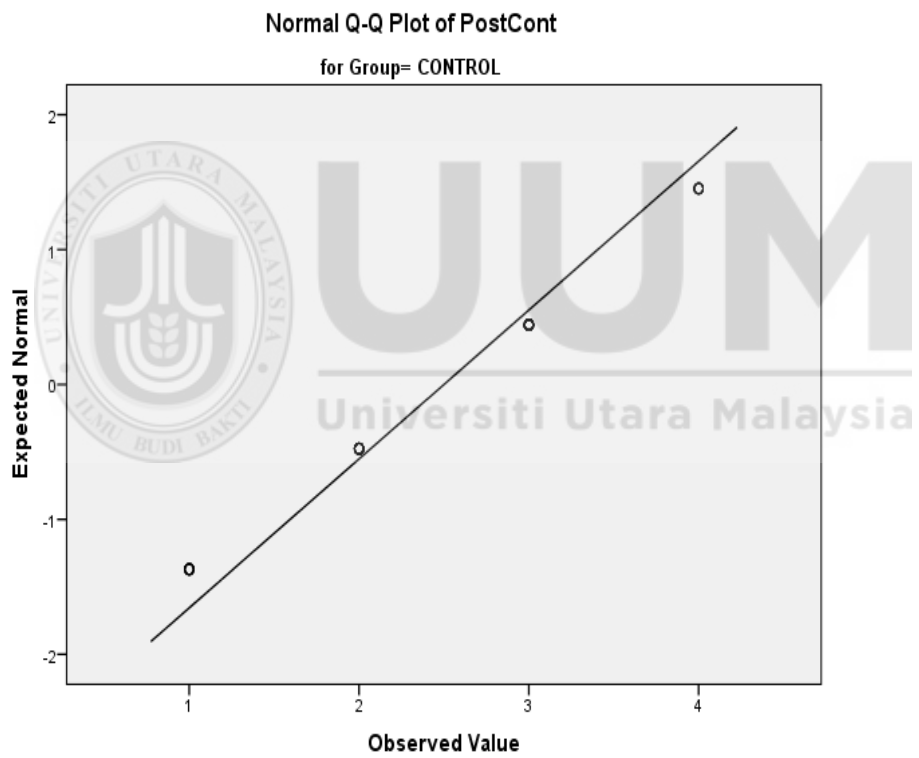
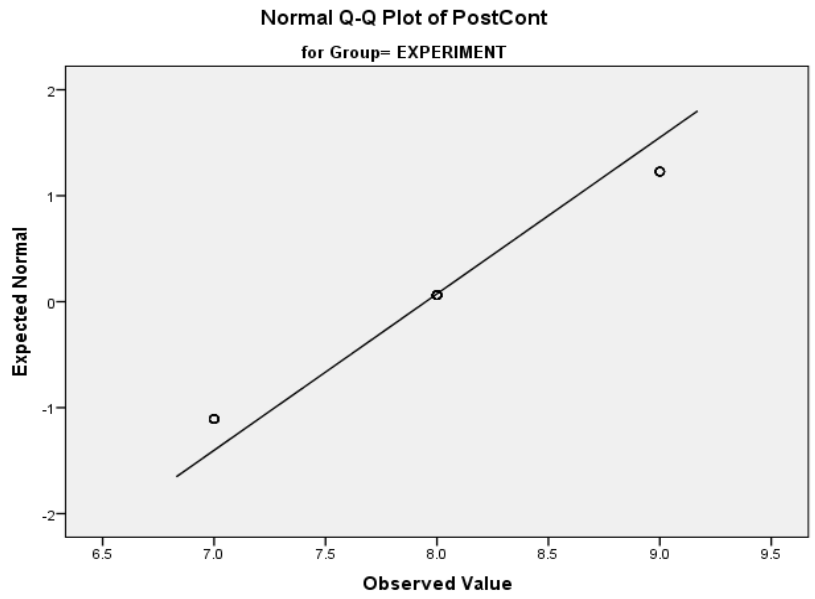


Figure 4.1. Histogram for pre and post content

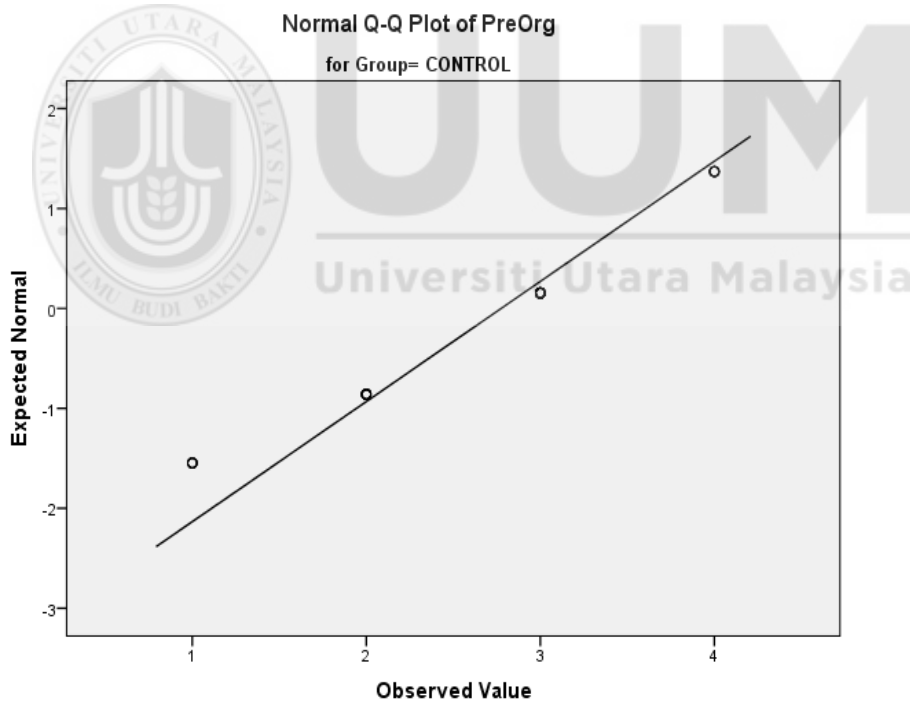
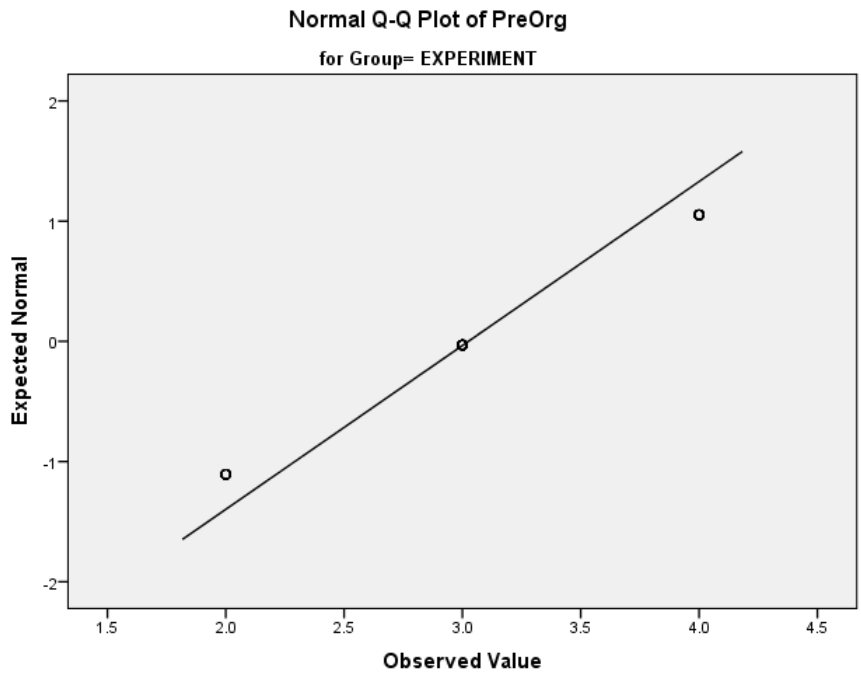


Figure 4.2. histogram for pre and post organization

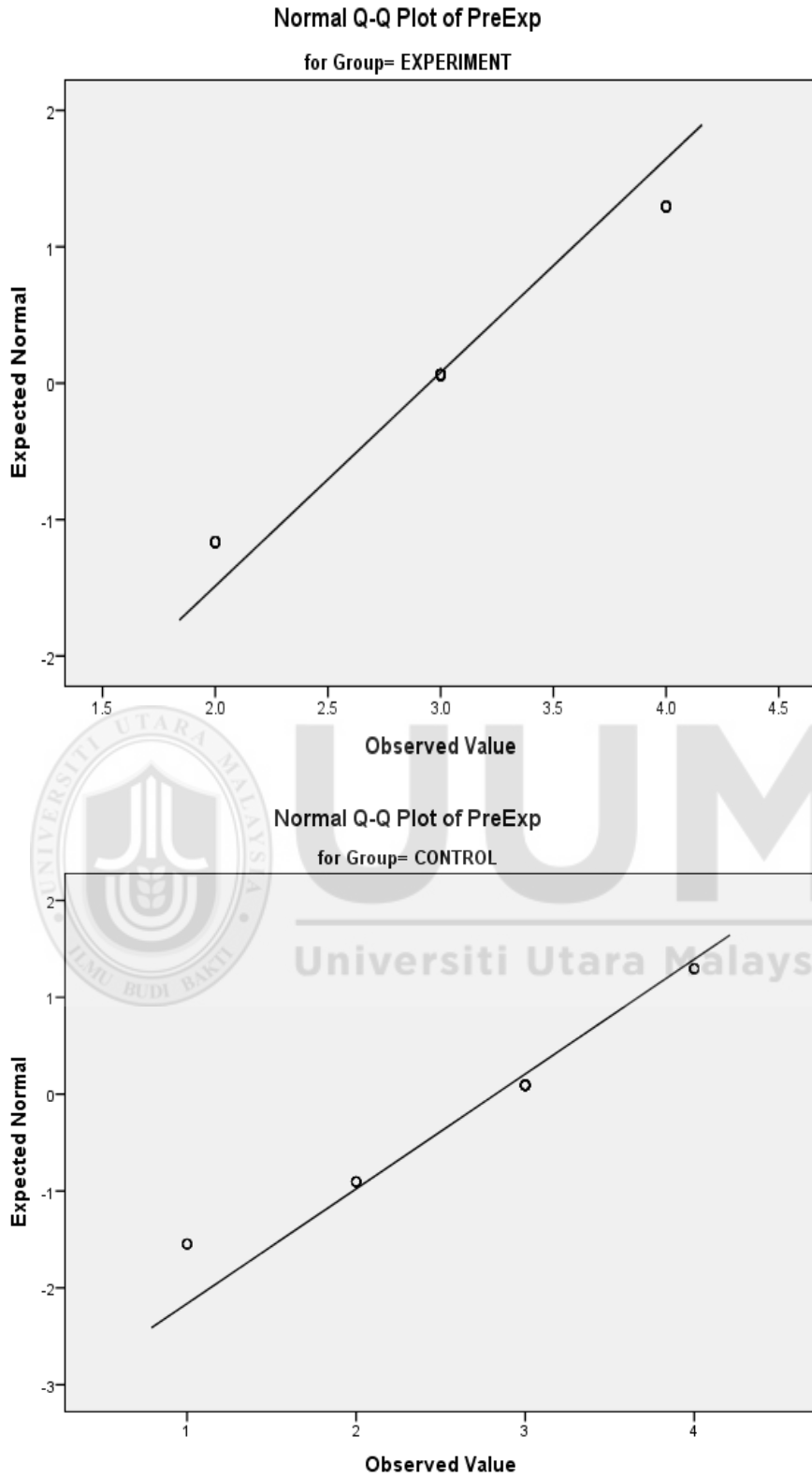


Figure 4.3. pre and post expression

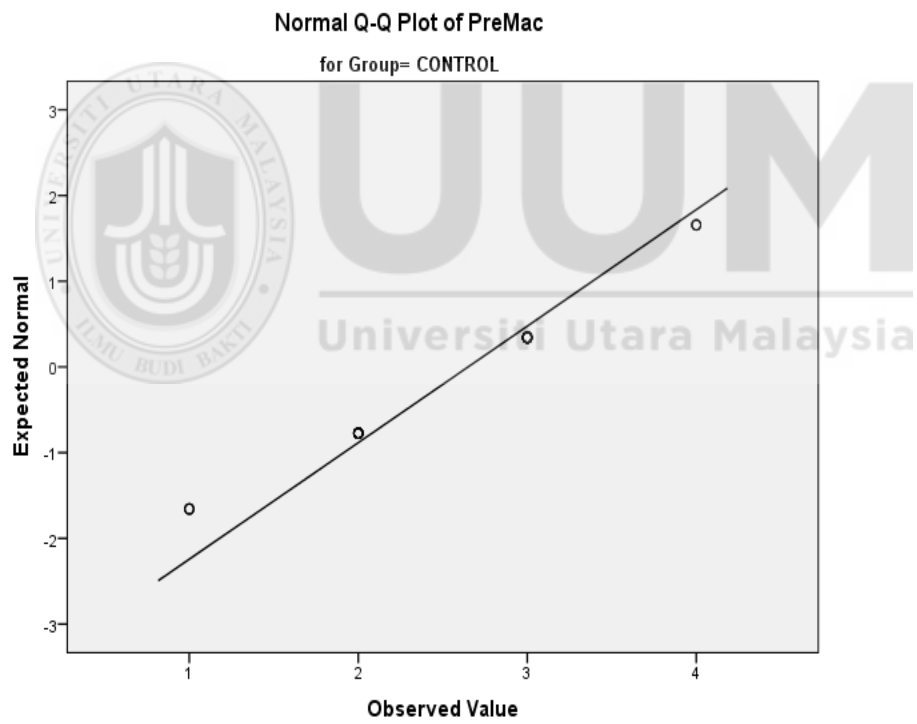
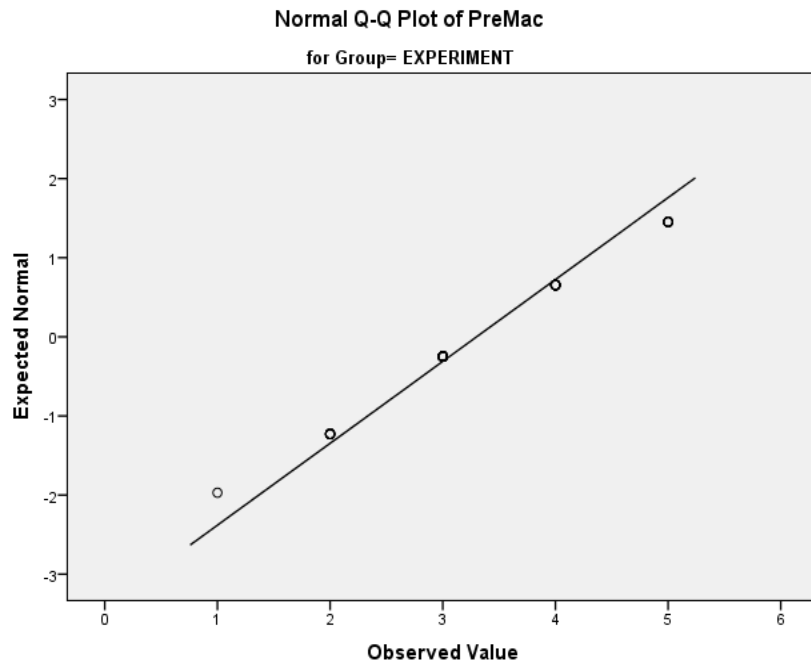


Figure 4.4. Histogram for pre and post mechanics

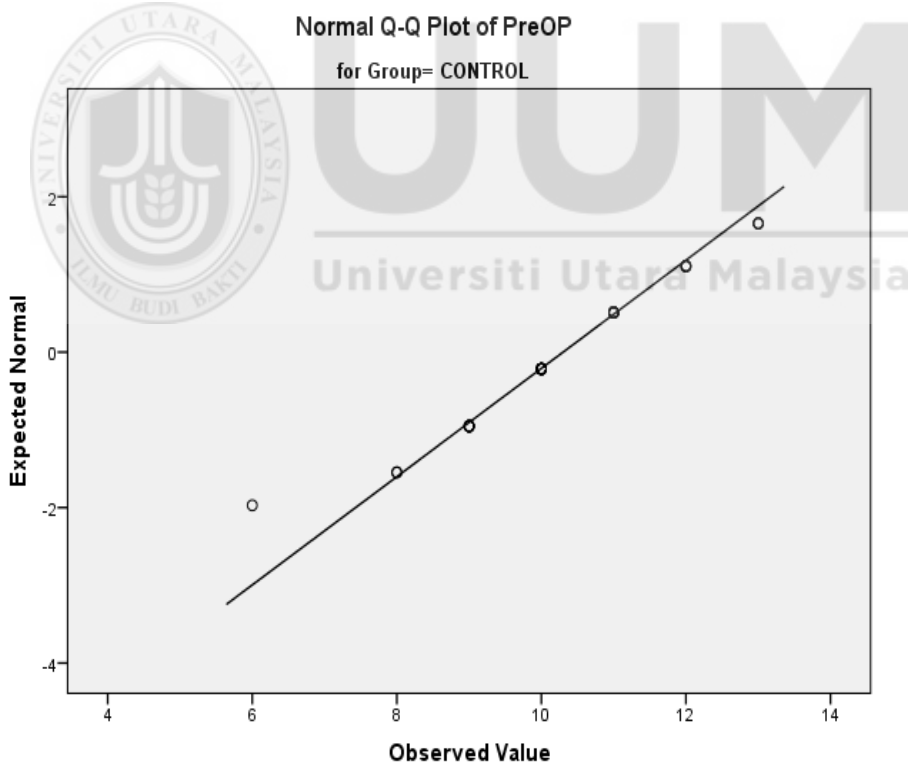
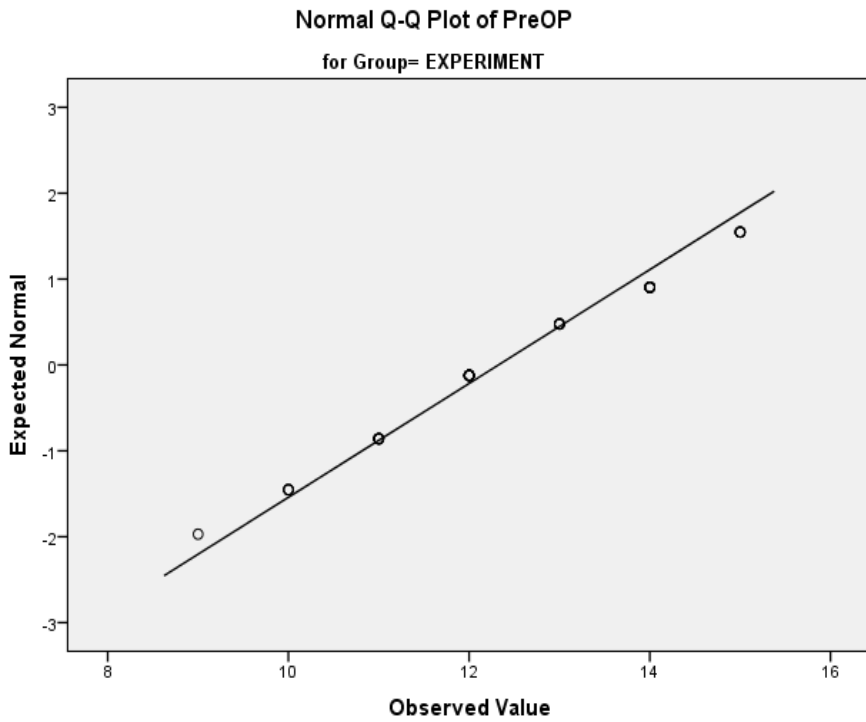


Figure 4.5. Histogram for pre and post overall performance

Appendix T Analysis of Variance

Univariate Analysis of Variance

Descriptive Statistics

Dependent Variable: PostCont

Group	Mean	Std. Deviation	N
EXPERIMENT	7.95	.677	40
CONTROL	2.50	.906	40
Total	5.23	2.855	80

Levene's Test of Equality of Error Variances^a

Dependent Variable: PostCont

F	df1	df2	Sig.
5.400	1	78	.023

Tests of Between-Subjects Effects

Dependent Variable: PostCont

Source	Type III Sum of Squares	Df	Mean Square	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				

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

Descriptive Statistics

Dependent Variable: PostOrg

Group	Mean	Std. Deviation	N
EXPERIMENT	8.08	.694	40
CONTROL	4.23	.974	40
Total	6.15	2.111	80

**Levene's Test of Equality of Error
Variances^a**

Dependent Variable: PostOrg

F	df1	df2	Sig.
4.014	1	78	.049

Tests of Between-Subjects Effects

Dependent Variable: PostOrg

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				

Descriptive Statistics

Dependent Variable: PostExp

Group	Mean	Std. Deviation	N
EXPERIMENT	14.70	1.454	40
CONTROL	5.83	1.500	40
Total	10.26	4.701	80

**Levene's Test of Equality of Error
Variances^a**

Dependent Variable: PostExp

F	df1	df2	Sig.
.082	1	78	.775

Tests of Between-Subjects Effects

Dependent Variable: PostExp

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				

Descriptive Statistics

Dependent Variable: PostMac

Group	Mean	Std. Deviation	N
EXPERIMEN T	7.18	1.174	40
CONTROL	4.65	.834	40
Total	5.91	1.624	80

Levene's Test of Equality of Error Variances^a

Dependent Variable: PostMac

F	df1	df2	Sig.
2.915	1	78	.092

Tests of Between-Subjects Effects

Dependent Variable: PostMac

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				

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

Descriptive Statistics

Dependent Variable: PostOP

Group	Mean	Std. Deviation	N
EXPERIMENT	37.90	2.251	40
CONTROL	17.20	2.472	40
Total	27.55	10.677	80

Levene's Test of Equality of Error Variances^a

Dependent Variable: PostOP

F	df1	df2	Sig.
.291	1	78	.591

Tests of Between-Subjects Effects

Dependent Variable: PostOP

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	.952
Intercept	1085.721	1	1085.721	192.800	.000	.715
PreOP	2.388	1	2.388	.424	.517	.005
Group	5906.717	1	5906.717	1048.904	.000	.932
Error	433.612	77	5.631			
Total	69726.000	80				
Corrected Total	9005.800	79				

a. R Squared = .952 (Adjusted R Squared = .950)



UUM
Universiti Utara Malaysia

Appendix U

Tests of Between-Subjects Effects

Between-Subjects Factors			
		Value Label	N
Group	1	EXPERIMENT	40
	2	CONTROL	40

Tests of Between-Subjects Effects

Dependent Variable: *PostCont*

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	595.622 ^a	3	198.541	312.220	.000
Intercept	133.910	1	133.910	210.583	.000
Group	26.583	1	26.583	41.804	.000
PreCont	1.413	1	1.413	2.222	.140
Group * PreCont	.319	1	.319	.502	.481
Error	48.328	76	.636		
Total	2828.000	80			
Corrected Total	643.950	79			

a. R Squared = .925 (Adjusted R Squared = .922)

Between-Subjects Factors

		Value Label	N
Group	1	EXPERIMENT	40
	2	CONTROL	40

Tests of Between-Subjects Effects

Dependent Variable: *PostOrg*

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	296.893 ^a	3	98.964	135.992	.000
Intercept	185.923	1	185.923	255.486	.000
Group	14.350	1	14.350	19.719	.000
PreOrg	.126	1	.126	.173	.679
Group * PreOrg	.364	1	.364	.500	.482
Error	55.307	76	.728		
Total	3378.000	80			
Corrected Total	352.200	79			

a. R Squared = .843 (Adjusted R Squared = .837)

Between-Subjects Factors

		Value Label	N
Group	1	EXPERIMENT	40
	2	CONTROL	40

Tests of Between-Subjects Effects

Dependent Variable: PostExp

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1583.937 ^a	3	527.979	248.383	.000
Intercept	486.110	1	486.110	228.686	.000
Group	149.043	1	149.043	70.116	.000
PreExp	.030	1	.030	.014	.906
Group * PreExp	8.226	1	8.226	3.870	.053
Error	161.550	76	2.126		
Total	10171.000	80			
Corrected Total	1745.487	79			

a. R Squared = .907 (Adjusted R Squared = .904)

Between-Subjects Factors

	Value	Label	N
Group	1	EXPERIMENT	40
	2	CONTROL	40

Tests of Between-Subjects Effects

Dependent Variable: PostMac

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	129.219 ^a	3	43.073	41.349	.000
Intercept	196.069	1	196.069	188.222	.000
Group	3.456	1	3.456	3.318	.072
PreMac	.036	1	.036	.035	.852
Group * PreMac	1.428	1	1.428	1.371	.245
Error	79.168	76	1.042		
Total	3005.000	80			
Corrected Total	208.387	79			

R Squared = .620 (Adjusted R Squared = .605)

Between-Subjects Factors

	Value	Label	N
Group	1	EXPERIMENT	40
	2	CONTROL	40

Tests of Between-Subjects Effects

Dependent Variable: PostOP

Source	Type III Sum of			F	Sig.
	Squares	Df	Mean Square		
Corrected Model	8573.763 ^a	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 Squared = .952 (Adjusted R Squared = .950)



UUM
Universiti Utara Malaysia

Appendix V Letter for Data Collection

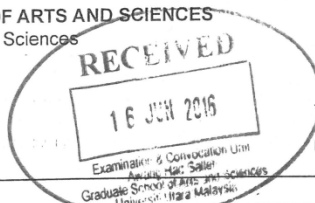


AWANG HAD SALLEH
GRADUATE SCHOOL OF ARTS AND SCIENCES
UUM College of Arts and Sciences
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARULAMAN
MALAYSIA



UUM
Universiti Utara Malaysia

Tel: 604-928 5299/5266/5251
Faks (Fax): 604-928 5297/5298
Laman Web (Web): <http://ahsgs.uum.edu.my>



KEDAH AMAN MAKMUR • BERSAMA-SAMA MEMALU TRANSFORMASI

UUM/CAS/ AHSGS/96081

15 June 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam

DATA COLLECTION FOR PROJECT PAPER/ THESIS

This is to certify that Alabere Rabiat Ajoke (matric number: 96081) is a full time postgraduate student in Doctor of Philosophy (Education) at UUM College of Arts and Sciences.


She needs to do her field study and data collection for her project paper/thesis in order to fulfill the partial requirements of her graduate studies.

We sincerely hope that your organization will be able to assist her in the data collection and the distribution of the questionnaires for her research.

Thank you.

“KNOWLEDGE, VIRTUE, SERVICE”

Yours faithfully


WAN NORHASHIMA BINTI WAN MIN
Assistant Registrar
for Dean
Awang Had Salleh Graduate School of Arts and Sciences
UUM College of Arts and Sciences

Universiti di Rimba Hijau - The University in a Green Forest



Appendix W

The Image of Cails Entrance



Appendix X
The Image of the Centre for Degree and Professional Programmes



Appendix Y
The Image of Students in the Writing Class during the Intervention

