An Investigation in Teaching Strategies: a Process-Genre Model to Promote Students' Writing skills
Case of Third Year EFL Students at the University of Bejaia

Etude des stratégies d'enseignement: un modèle de processus-genre pour promouvoir les compétences en écriture des élèves
Cas des étudiants en Anglais de 3éme année à l'Université de Bejaia

دراسة في استراتيجيات التدريس: نموذج من نوع العملية PG لتعزيز مهارات الكتابة لدى الطلاب
حالة طلبة السنة الثالثة في اللغة الإنجليزية في جامعة بجاية

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Abstract :

This paper aims to adapt a process-genre model, based on Badger and White (2000), to 34 third year students of English at the university of Bejaia in order to develop their writing skills. The model is implemented as an alternative to develop students' writing skills as it is based on the principles of the product, process and genre approaches to teaching writing. The researcher introduced four types of writing (expository, narrative, descriptive and writing), accomplished in 180 minutes each. The model proposed is based on seven-7 steps: *preparation*; *modelling*; *planning*; *collaborative* writing; *independent* writing; *Revision and Assessment.* The study is based on students' essays evaluated on the basis of an essay assessment rubric (ReadWriteThink). This latter encompasses the main elements of writing investigated in this paper (*Focus and Details*; *Organization*; *Voice*; *Word Choice*; and *Sentence Structure, Grammar, Mechanics and Spelling*). The results revealed the effectiveness of the process-genre model as students developed in a significant way their writing skills.

Key Words: process-genre (PG) model, teaching writing skills, 3rd year EFL students, University of Bejaia, Algeria

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Résumé

Cet article vise à adapter un modèle de processus-genre, basé sur Badger et White (2000), à 34 étudiants d'anglais de troisième année à l'université de Bejaia afin de développer leurs compétences en écriture. Le modèle est mis en œuvre comme une alternative pour développer les compétences en écriture des élèves car il est basé sur les principes des trois approches: produit, processus et genre de l'enseignement de l'écriture. Le chercheur a introduit quatre types d'écriture (expositoire, narratif, descriptif et argumentatif), réalisées en 180 minutes chacune. Le modèle proposé est basé sur sept étapes: préparation; modélisation; Planification; écriture collaborative; écriture indépendante; Révision et évaluation. L'étude est basée sur les essais des étudiants évalués sur la base d'une rubrique d'évaluation de l'essai (ReadWriteThink). Ce dernier englobe les principaux éléments de l'écriture étudiés dans cet article (Focus and Détails; Organisation; voix de l'écrivain; Choix des mots; et Structure de la phrase, Grammaire, Mécanique and épellation). Les résultats ont révélé l'efficacité du modèle de processus-genre alors que les élèves développaient de manière significative leurs compétences en écriture.

Mots clés : modèle de processus-genre (PG), enseignement de l'écriture, étudiants de 3eme année de langue anglaise, Université de Bejaia, Algérie

ملخص:

تهدف هذه الورقة إلى تكييف نموذج نوع العملية (PG) ، القائم على Badger and White(2000) ، مع 34 طالبا في السنة الثالثة في اللغة الإنجليزية في جامعة بجاية من أجل تطوير مهاراتهم في الكتابة. يتم تنفيذ النموذج كبديل لتنمية مهارات الكتابة لدى الطلاب لأنه يعتمد على مبادئ المنتج والعملية ونهج النوع لتدريس الكتابة. قدم الباحث أربعة أنواع من الكتابة (تفسيرية وسردية وصفية وكتابة) تم إنجازها في 180 دقيقة لكل منها. النموذج المقترح مبني على سبع خطوات: التحضير؛ النمذجة ؛التخطيط؛ الكتابة التعاونية ؛ كتابة مستقلة المراجعة والتقييم. تعتمد الدراسة على مقالات الطلاب التي تم تقييمها على أساس نموذج تقييم تقييم المقالة (ReadWriteThink). يشمل هذا الأخير العناصر الرئيسية للكتابة التي تم بحثها في هذه الورقة (التركيز والتفاصيل؛ التنظيم؛ الصوت؛ اختيار الكلمة؛ وهيكل الجملة والقواعد والميكانيكا والإملاء). كشفت النتائج عن فعالية نموذج نوع العملية، حيث طور الطلاب بطريقة مهمة مهاراتهم في الكتابة.

كلمات مفتاحية: نموذج نوع العملية (PG) ، تدريس مهارات الكتابة ، طلاب السنة الثالثة في اللغة الإنجليزية كلغة أجنبية ، جامعة بجاية ، الجزائر

Introduction

This paper aims to implement the process-genre approach to teaching writing in order to develop EFL learners' writing skills in the target competence. It aims at building up the sample's writing competence in English; a strongly required know-how to help them engage into and assume their future professional careers. The study discusses Badger and White's (2000) process-genre approach for the sake of implementing a writing model which would fit the needs of the learners and the objectives of the study.

Learners need to acquire writing strategies for both short-term and long-term objectives. In this view, they strongly need a mastery of writing skills for different writing assignments, learning different language aspects, skills and content, but more for job requirements. Students must master writing in the field they are appealed to work. Consequently, they need to be exposed to different genres that promote their writing skills in such directions. As for the objectives, this paper aims to develop 3rd year students' writing skills in different genres. Learners, mainly at university, are required to write constantly about different subjects and topics, whether to take notes, to summarize, or to answer questions in exams, essays.... Consequently, acquiring basic writing skills would help much in both the educational and the psychological sides. EFL students have to build up an upright know-how in order to successfully come across university. It is, then, mandatory to have a command of the linguistic system of English and to master the sentence and paragraph structures to be able to complete different social situations. It seeks to address the following question:

- Do students develop their writing abilities through the process-genre instruction regarding *focus and details*, *organization*, *voice*, *word choice*, and *sentence structure grammar, mechanics and spelling* and essay writing in general?

1. Review of the Literature

Research in teaching writing has known significant improvements through time (Brisk, 2011) for better instruction and achievement. It shifted from a focus on the product implying a mere imitation of a text model, to the focus on the process of writing involving the stages required in order to achieve a final writing product. A second shift happened when the researchers turned their attention to the genre within which one writes. In other words, how language and text are structured in order to reach a certain communicative purpose have increasingly held the centre stage of writing instructions in the foreign language context. With the new millennium, a new approach called the process-genre approach has emerged (Badger and White, 2000); combining the three main paradigms to teaching writing which are the product, the process and the genre approaches.

The process-genre approach looks at writing as product, process and genre. It starts from a particular situation, passes through different and essential stages and ends up in a text. In this approach, writing involves not only the final product, but also the process through which it passes and above all the context, the objective of writing and the person (audience) intended to read that final product. The process-genre approach is considered as a modern option for ESL and EFL writing classes.

Badger and White (2000) argue that an effective methodology for teaching writing should cover the strengths of different approaches (product, process and genre). They claim that

Writing involves knowledge about language (as in product and genre approaches), knowledge of the context in which writing happens and especially the purpose for the writing (as in genre approaches), and skills in using language (as in process approaches), writing development happens by drawing out the learners' potential (as in process approaches) and by providing input to which the learners respond (as in product and genre approaches). (Badger and White, 2000, pp. 157-158)

Likewise, Nordin & Mohammad state that "the proposal to implement a process/genre-based approach in ESL writing pedagogy ensures that the usefulness and power of process writing pedagogy (prewriting, drafting, feedback, and revising) are not replaced entirely by the genre approach" (2017, p.82-3). As a matter of fact, the process and genre approaches are seen in complementary ways. According to Raimes (1983, p. 266), teachers have to provide writing assignments which can "unite form and content, ideas, and organization, syntax, meaning, writing and revising, and above all, writing and thinking" (in Yan, 2005, p. 22). All these features are integrated with the process-genre approach.

In the Algerian context, the process-genre approach also attested to be salient for developing students' essay writing. Saihi Kihal (2015) has conducted a process-genre instruction on 3rd year students at the university of Biskra and arrived to the conclusion that it "proves to be an effective instructional approach to EFL writing classes..." (p. III). In her view, PGA increases learners' knowledge about essay content, organization, vocabulary and language use, and mechanics; hence, it fits the learners' needs regarding essay writing.

1.1. Badger and White's Process-Genre Approach

Badger and White (2000) set six steps for the process-genre model:

1.1.1. **Preparation** which provides the context, and involves brainstorming whose features are "important words and phrases that relate in various ways to the subject area or to the specific topic you are concerned with" (Brandon and Brandon, 2011, p. 35);

1.1.2. **Modelling** which identifies the purpose and considers the genre. Harmer claims that "where students are writing within a recognized genre, they will benefit from first analyzing that genre before writing within it" (2004; p. 91);

1.1.3. **Planning** which consists of brainstorming, gathering data and analyzing the genre features;

1.1.4. **Joint constructing** involves writing in group. In this context, Harmer claims that "one way of making collaborative writing successful is to have students write on the board. This gets them out of their chairs... it allows everyone to see what is going on" (2004, p. 73). He adds that "collaborative writing... has the power to foster the writing habit in a unique way" (ibid);

1.1.5. Independent writing consists of drafting and writing an individual work. The students are required to pay attention to the different features of the genre treated and write in respect of such requirements;

1.1.6. Revising and editing consist of providing a final corrected work. In this path, McLean states that "revising and editing are the two tasks you undertake to significantly improve your writing..." (McLean, 2012, p. 424). Hence, revising involves adding, cutting, moving or changing information and details in order to make ideas more interesting, attractive, understandable and convincing as well as accurate and clear; whereas editing entails the ways ideas are expressed; it involves changing words, adding or omitting, fixing grammar and punctuation mistakes, sentence structure....

The PGA suits students' needs in that it provides the required theoretical and practical basis of successful writing since it endows learners with text models, language use and practice, process writing, genre characteristics and writing. Hence, the process-oriented approach is based on how the text is written, that is the steps followed in order to produce a written output. It focuses on the writing skills such as planning, revising, drafting and editing rather than writing knowledge such as mechanics, structure.... Besides, "a genre approach is grounded on the systematic functional model that refers to the theory of genre as a theory of language use" (Eliwarti & Maarof, 2017, p.48). In other words, the genre approach helps to understand the relationship between the language used and the context of its use. That is, the reader understands the purpose of the text or the basis of the register used in specific contexts. The process-genre approach to teaching writing, then, provides the necessary input learners need to rely on in order to produce their own work.

2. Research design

An experimental design was adopted in the academic year 2017/2018 at the university of Bejaia. The researchers implemented a process-genre model to teach the writing skill for a group of 34 students enrolled in the third year level at the university of Bejaia, Algeria. The students were aged between 18 to 20 years old (43.33%) and between 21 to 23 years old (56.64%). The sample was mainly constituted of females (90.67%) and only 9.33% of males.

The main tool of the research relies on students' essays. Hence, a pre-test or diagnostic essay was written by the students before the experiment to highlight their writing competence before introducing the model. Four types of essays: narrative, descriptive, argumentative and expository were performed during the treatment and a post-test essay was also performed in order to reveal the students' achievement after the training programme. The researchers introduced an essay writing lesson in general,

and then asked the participants to write an essay about a free topic (pre-test). In the following sessions, lessons following the 7 steps of the treatment were introduced to the learners, with 2 sessions for each type of essay. After the accomplishment of the 7 steps, the researchers took the students' essays for evaluation on the basis of a relied writing rubric. At the end, the students were asked to write an essay about their own choice as a post-test.

In this path, both qualitative and quantitative data analyses were used in order to evaluate students' essays. Hence, the results are analyzed with numerals and with reference to a selected rubric for essay writing assessment. The quantitative data provide the researchers with statistics that helped them to measure the participants' improvements from the pre-test to the post-test; whereas the qualitative analysis guided the researchers to highlight the quality of the participants' improvement for each aspect of writing selected for this research. Hence, a rubric was relied on.

2.1. The essay scoring rubric:

The results are obtained from the students' essays performed before, during and after the experiment. They are evaluated according to a writing rubric (ReadWriteThink[2], 2013) adopted from National Council of Teachers of English (NCTE). This latter is an online source that has been the professional home for English language arts for almost a century. It aims at providing new sources and approaches in order to improve English language teaching and learning and language arts. The essay scoring rubric is based on five main writing criteria:

2.1.1. **Focus and Details:** the focus and details element of writing is related to the consistency of ideas and analytical abilities of the writer. That is to say; the writer needs to generate ideas and details that critically engage in multiple perspectives on the issue. Thus, the details should show precision in thought and purpose as they should examine potential implications on the issue. It deals with the development of the thesis statement and the logic orientation of the supporting details to sustain it as well as a reinforcing conclusion.

2.1.2. **Organization:** the organization of the essay is related to essay structure or format, transitions, cohesion and coherence, therefore the way the information is presented so as to attract the reader and convince him/her about the issue raised. Hence, the essay organization helps both the writer and the reader. It lets the writer to check whether the various ideas s/he generated fit within the framework and helps the reader to know where s/he puts his feet or not. Moreover, it deals with the general structure of the essay and genre format.

2.1.3. **Voice:** the voice refers to the writer's purpose and audience of his/her writing. The learners should know who they are writing for (reader-audience) and why they are writing it (reason-

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[2] Readwritethink Essay Scoring Rubric (retrieved from: National Council of Teachers of English (NCTE). 2013. readwritethink.org/files/resources/.../Essay%20Rubric.pdf on 2015)

purpose). Audience and purpose determine not only "how" to write but also "what" to include (process and content). Accordingly, the style, language and tone are largely determined by the target audience.

2.1.4. Word Choice: word choice is determined by the register selected for writing. Register is related to the language style used in a situation, thus vocabulary used in a genre. Therefore, register refers to the vocabulary used in a particular situation or field. The word choice criterion refers to the appropriate selection of words that fit not only the content of the essay but mostly the communicative purpose the writer wants to reach to the reader's mind. And

2.1.5. Sentence Structure, Grammar, mechanics, and Spelling: this whole is related to the correct use of sentence structure and types, grammar rules and structures, punctuation and correct spelling. Grammar consists of rules and structures. It embodies tenses, parts of speech, sentence structure, use of active/passive forms, articles, prepositions.... the sentences should be consistent and varied. Hence, correct use of language (that is to say, mastery of language conventions) is necessary to avoid understanding impediments. This element of writing helps the reader's understanding and helps him/her from shifting the focus from content and meaning to language mistakes.
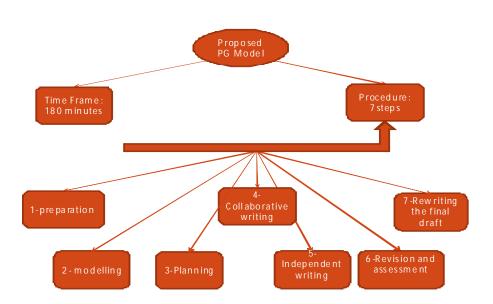
The results translate the mean scores of the whole class regarding the essay's general appreciation and the writing elements appreciations.

2.2. Description of a Process-Genre Lesson Plan adapted to learners' needs

On the basis of the literature referred to (Badger and White, 2000), we designed a model that is believed to fit the objectives, time constraints and the sample's needs regarding teaching and learning writing. The model proposes a set of steps to help the participants to practice language, work individually, in pairs and in groups, to follow the steps of process writing, raise their awareness about genre features by reading a text model and practice. Reading as a main step intends to increase students' knowledge about the topic and vocabulary as well as genre attributes. Moreover, it provides the opportunity to revise, correct and rewrite the final work. Hence the participants develop step by step their writing skills and adapt to different social situations they would encounter in the future.

What follows is the description of our suggested model:

Source: the researcher's design   *Figure1:* The Proposed Process-Genre Model

2.2.1. <u>**Step1: preparation**</u> (20 mns). Preparation is a brainstorming step. It refers to one or two activities which aim to warm up students' previous knowledge and raise their background on the topic and genre. It can be, for example, a picture analysis, question/answer activity, a filling in the gaps.... The choice of the activity(ies) depends on the genre requirements. The students were provided with pictures they have discussed together then performed activities. Here is an activity example for the descriptive writing lesson:

Activity: who am I? Find me:

- I have four legs.
- I have milk.
- I like to eat grass.
- I have big body.

2.2.2. <u>**Step 2: modelling:**</u> (40 mns). This step deals with the discovery of the elements of the genre dealt with. The activities adopted in this stage aim to consider the purpose, the structure and organization of the text genre, the vocabulary and grammar used as well. The step is based on reading a text model provided by the teacher. This phase takes 40 minutes because we believe that students need time to notice, understand and internalize genre features. As an example, the students were handed a text entitled: *to chew or not to chew?* for argumentation study.

2.2.3. <u>**Step 3: planning**</u> (30 mns). The planning stage involves activities such as discussion about any of the features analyzed in step 2, reading of other text models; comparing texts.... The aim is to reinforce students' awareness and knowledge about genre features. That is to say, to help students internalize the genre features so as they would be able to reinvest their knowledge when writing an essay within that genre. As an example in narrative writing, plot emphasis. The

students were asked to write a number of events to show the turning point of the plot-the climax analysis.

2.2.4. <u>Step 4:</u> **collaborative writing** (20 mns). This step appeals the teacher and the learners to cooperate in order to construct a text based on the genre treated in the previous stages. The students provide ideas and information and with the teacher, they write them on the board. Therefore, they together should pay attention to text structure, genre format, language and grammar. As an example of expository group writing: *causes of pollution*.

2.2.5. <u>Step 5:</u> **independent writing** (30 mns). This phase is the most important because it gives the learners the opportunity to write individually, reinvest what they have acquired and produce a personal text. The teacher guides and helps when necessary. We believe that the teacher should monitor the writing process which is much demanding.

2.2.6. <u>Step 6:</u> **Revision and Assessment** (20 mns). This phase is characterized by work exchange and revision. The students hand their drafts to their peers who read and assess the work. The teacher provides a peer assessment checklist which intends to help the learners assess the strengths and weaknesses of peers' productions. This activity is motivating because it helps learners reflect on others' works, and reflect on their own writing besides being instructive. The teacher also can assess the students' drafts.

2.2.7. <u>Step 7:</u> **Rewriting the Final Text** (20 mns). The last phase of our model demands from students to take into consideration their peers' and teacher's remarks, correct their work and submit a final copy to the teacher. As a final lesson point, the teacher gives a home work assignment that requires writing another essay within the same genre and handing it the next session.

3. Results

The participants were tested individually before and after the treatment in order first to highlight possible areas of weaknesses in the pre-test essay and eventual improvement after the intervention programme under the process-genre model in the post-test essay. In the pre-test essay, students were asked to write an essay on a free topic in order to do not disadvantage them and underline their abilities in general. During the experiment, topics were suggested for each type of essay. For the first essay, expository (E), students wrote about *stress*. In the second, narrative (N), they performed a story on *a forbidden love*. In the third, descriptive (D), the topic of the essay was *a favourite place or person*. In the fourth, argumentative (A), they performed an essay on *do marks reflect the real level of the students?* The post-test essay asked the participants to write an essay on a free topic to highlight their improvement hence within the genre they prefer.

The table below shows the differences in the mean scores of each aspect of writing included in the essay scoring rubric.

Table n°1: The difference in the mean scores of the pre-test essays and post- test essays

Source: the researcher's design

Essay number Features of writing	Pre-test essay Mean scores	Post-test essay Mean scores
Focus and Details /4	2.14	3.52
Organization /4	1.97	3.55
Voice /4	1.79	2.97
Word Choice /4	1.44	2.61
Sentence Structure, Grammar, mechanics, and Spelling/4	1.26	2.50
Whole class /20	8.61	15.20

The mean score of the whole class increased from 8.61 out of 20 in the diagnostic test to 15.20 out of 20 in the post-test essay. This is really a significant progress. The "focus and details" feature increased from 2.14 out of 4 in the pre-test essay to 3.52 out of 4. The "organization" feature increased from 1.97 out of 4 to 3.55 out of 4. The "voice" feature increased from 1.79 out of 4 to 2.97 out of 4. The "word choice" feature increased from 1.44 out of 4 to 2.61 out of 4. The "sentence structure, grammar, mechanics, and spelling" also increased from 1.26 out of 4 to 2.50 out of 4. Accordingly, the students revealed a noticeable development in essay writing in general.

Table n°2: Comparison of the results obtained from the diagnostic essay, the first to the fourth essays in the intervention programme and the last essay

Source: the researcher's design

Essay number Feature	Pre-test (free topic)	Essay (E) E n°1	Essay (N) E n°2	Essay (D) E n°3	Essay (A) E n°4	Post-test (free topic)
Focus and Details mean score /4	2.14	2.20	2.70	3.08	3.35	3.52
Organization mean score /4	1.97	2.29	2.50	2.79	3.35	3.55
Voice mean score /4	1.79	2.05	2.17	2.50	2.73	2.97
Word Choice mean score /4	1.44	2.02	2	2.23	2.64	2.61

Sentence Structure, Grammar, mechanics, and Spelling mean score /4	1.26	1.44	1.79	1.94	2.41	2.50
Whole class mean score /20	8.61	10.02	11.17	12.44	14.50	15.20

E1: narrative essay; **E2**: descriptive essay; **E3**: argumentative essay; **E4** expository essay

The mean score of the whole class increased from 8.61 out of 20 in the diagnostic test to 10.02 in E1, 11.17 in E2, 12.44 in E3, 14.50 in E4 to finally achieve 15.20 out of 20 in the post-test essay. This is really a significant progress. The "focus and details" feature increased from 2.14 out of 4 in the pre-test essay to 2.20 in E1, 2.70 in E2, 3.08 in E3, 3.35 in E4 to finally attain 3.52 out of 4 in the post-test. The "organization" feature increased from 1.97 out of 4 to 3.55 out of 4. The "voice" feature increased from 1.79 out of 4 to 2.05 in E1, 2.17 in E2, 2.50 in E3, 2.73 in E4 to finally reach 2.97 out of 4 in the post-test. The "word choice" feature increased from 1.44 out of 4 to 2.02 in E1, 2 in E2, 2.23 in E3, 2.64 in E4 to finally arrive at 2.61 out of 4. The "sentence structure, grammar, mechanics, and spelling" also increased from 1.26 out of 4 to 1.44 in E1, 1.79 in E2, 1.94 in E3, 2.41 in E4 to finally reach to 2.50 out of 4. Accordingly, the students revealed a noticeable development in essay writing.

4. Discussion

This research suggested a process-genre model of seven steps in order to help third year EFL students at the university of Bejaia, Algeria, develop their essay writing skills on the basis of selected criteria: *focus and details, organization, voice, word choice*, and "*sentence structure, grammar, mechanics and spelling*".

The results obtained from the evaluation of the students' essays are satisfactory since they illustrate a significant improvement of the mean scores from the diagnostic essay to the post essay in general. This, in essence, proves the effectiveness of the process-genre approach to teaching writing since from one essay to another, the improvement is noticeable and important. In this context, Pelenkahu (2018) asserts that the PG Approach helps students improve their essay writing skills regarding the five aspects dealt with in this intervention programme, namely *focus and details, organization, voice, word choice*, and "*sentence structure, grammar, mechanics and spelling*. Moreover, the outcomes go hand in hand with those obtained by other researchers in the Algerian context (Saihi Kihal, 2015). The PGA helps learners to improve not only essay writing in general but also elements of writing such as grammar, punctuation, vocabulary, language register, organization, etc.

The treatment with the process-genre approach to teaching writing proved to be salient as the scores from essay n°1 to essay n°4 demonstrate it clearly. Consequently, learners have developed their essay writing skills under the process-genre model. As a matter of fact, the researchers reached the expected results. In this view, Chang and Szanajda assert that "the PGA was conducive to the students' writing development no matter what kind of writing classrooms they were in" (Chang and Szanajda, 2016, p. 179).

4.1. Discussion of the aspects of writing

4.1.1. Focus and Details

The results of the first element of writing dealt with in this research-focus and details- show a significant progress from essay n°1 (2.20/4) to essay n°4 (3.35/4) in the intervention programme and from the pre-test essay (2.14/4) to the post-test essay (3.52/4). The participants have developed their abilities in making and supporting their ideas. They now achieve one of the essay's objectives (focusing on one main idea), thus stating clearly and precisely a thesis, bringing and selecting evidence and accurate information that support well this thesis.

4.1.2. Organization

The results of the second element of writing discussed in this research-organization- demonstrate a progressive and noticeable development from essay n°1 (2.29/4) to essay n°4 (3.35/4) in the treatment programme and from the diagnostic essay (1.94/4) to the post-experiment essay (3.55). The participants have developed their essay organization skills under the process-genre approach. The students achieve to organize their essays in that they respect the general essay structure (introduction, body and conclusion), adopt the appropriate genre format; their essays show a logical progression of ideas and thoughts-coherence is respected- and the use of transitional devices is evident and mature-cohesion is respected. In this context, Yan (2005) stresses the fact that the PGA is an effective tool since it provides learners with content, as input and opportunities for organizing, revising and thinking about their content (in Palpanadan et al., 2015).

4.1.3. Voice

The participants have learned to pay attention to the purpose of writing, the audience and the style to use in their writing, after the experiment. The results, for this element, point up a progress from essay n°1 (2.05/4) to essay °4 (2.73/4) in the intervention programme and from the pre-test essay (1.79/4) to the post-test essay (2.97/4). In this context, Zhang (2018) asserts that the PGA helps learners construct their writing on the basis of meaningful communicative purposes. Moreover, it raises their self-efficacy in writing.

4.1.4. Word Choice

The results also highlight the learners' awareness and knowledge of the adequate words and expressions to include in their essays. The scores of the students' essays increased from essay n°1 (2.02/4)

to essay n°4 (2.64) in the intervention programme and from the pre-test essay (1.44/4) to the post-essay (2.61). Hence, they enriched their personal dictionary. This is, in fact, true since learners were exposed to different registers-different genres of writing. Therefore, they enriched their repertoire. After the experiment, students' essays showed a positive change in the correct use and variation of words. The students have selected the adequate words for their essays, thus developed their vocabulary. This is mainly due to the text models used in class. Learners were required to read texts provided by the teacher and analyze its genre features, among which vocabulary use.

4.1.5. Sentence Structure, Grammar, Mechanics and Spelling

Students have slightly developed correct use of grammar rules and structures, punctuation and spelling. Though there is an improvement in the results, but this is still not sufficient. The mean score goes up from 1.44/4 in the first essay to 2.44/4 in the fourth essay-during the experiment, and from 1.26/4 in the pre-test essay to 2.50/4 in the post-essay. Nonetheless, as the results illustrate it, the learners have reduced the amount of mistakes at the end of the experiment. That is to say, they still make mistakes; however, these mistakes do not detract from the quality and comprehension of the whole essay. Therefore, the reader is not prevented from getting the whole image of the essay. This is mainly due, first, to their recognition and new knowledge of grammatical conventions, punctuation and spelling system as they read in class, and second to the revising and peer assessment stage. The former helped learners recognize the correct use of tenses, structures and rules, punctuation rules as well as how words are spelled. The latter refers to one of the main steps of the process-genre approach that appeals students to read their peers' works and try to find out eventual mistakes; this helps them find and understand their peers' mistakes as well as reflect on their own mistakes.

The results of our research go hand in hand with results obtained from different researches in different contexts. In other words, the process-genre approach proved effective in developing several attributes of writing. Abin Litinim (2012), Eliwarti and Prof. Maroof (2014); Palpanadan et al. (2015); Agibuay (2016); Eliwarti & Maroof (2017); Belmekki and Sekkal (2018), for example, concluded their works by claiming that the PGA has a significant effect on the participants' overall performance in writing and on the components of writing such as organization, vocabulary, content, expression, mechanics and linguistic accuracy. Moreover, Xu and Li (2018) state that their research proved that the PGA not only helped the participants in developing their writing skills but also motivated them and attracted their interests in writing within different genres.

Furthermore, Palpanadan et al. (2015) affirm that the PGA helps learners develop both basics of grammar (sentence structure, subject verb agreement, paragraph structure, punctuation marks, conjunctions, articles, word selection style, and cohesion), and genre characteristics, types, and structures,

purpose and audience, besides writing sub-skills (such as drafting, brainstorming, planning, revising and even assessing). Accordingly, Kim and Kim (2005) state that "the process-genre approach provides opportunities for students to develop their individual creativity and that it helps them understand the features of target genres". Our results confirmed the value of the PGA on students' essay writing.

5. Conclusion

Ultimately, the students have developed their writing abilities through the process-genre instruction regarding *focus and details*, *organization*, *voice*, *word choice*, and *sentence structure grammar*, *mechanics and spelling* and essay writing in general. This is clearly shown in the mean scores of the essays in general and of each writing aspect in particular. Though the last element was not developed drastically, a slight improvement has been noticed.

The intervention programme with the process-genre model to teaching writing proved to be effective in developing students' essay writing. The participants who completed the programme and performed all the tasks provided showed an encouraging improvement in the different features of writing included in the experiment. An even better progress was made in the final essay (post-test essay). Accordingly, the process-genre approach helped the learners to perform better and write improved essays. Consequently, a well-constructed approach that would promote students' writing abilities in the second/foreign language is necessary.

The findings reveal significant data and proclaim the effectiveness of the process-genre approach to writing instruction. The process-genre approach helped learner-participants to develop useful writing sub-skills such as thinking and reasoning, communicating and expanding personal views and experience, reflecting.... These sub-skills are part of our everyday life. However, to announce the effectiveness of such an eclectic approach, it is worth adopting it on a large group of students in different levels and schools. In this way, generalization would be feasible.

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