



A STUDY OF THE EPOCHAL IMPACTS OF PROCESS-GENRE APPROACH TO TEACHING WRITING ON THE TERTIARY LEVEL STUDENTS

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Abstract

English as a second language (ESL) writing instruction has gained special attention and increasing interest particularly during the past few years. There were enormous changes in approaches to writing during the last two decades that have led to paradigm shifts in the field. In recent years, emphasis has been on the differences between three major approaches: the product-based approach, the process-based approach, and the genre-based approach. Several approaches to writing were used by the teachers and yet, one of the major concerns voiced by language teachers is that the strategies used for teaching writing were not fully effective in developing the students' proficiency in writing. Accordingly, this study discusses these approaches and proposes a synthesis, integrating two of the major approaches: the process approach and the genre approach. The objective was to find out epochal influences of using Process Genre Approach on tertiary level students' writing proficiency. To this end, a sample of 60 students were taken from the first year English Degree program at BLC Campus, Jaffna and were equally divided into the experimental group and the control one. They were given 10 sessions of treatment, 2 sessions per week, where the process-genre approach was administered for the experimental group writing sessions and general teaching strategies were handled for the control group writing sessions. Data has been collected using a pre and post writing assessments and a questionnaire for both groups. The data gathered was then analysed both quantitatively and qualitatively. An independent samples t-test was run to compare the mean scores of both groups. The control group's P-value was $0.651 > 0.05$. So, there is no significant difference in mean value of the pre and post-test. The experimental group's P-value was $= 0.002 < 0.05$. Thus, it confirms the existence of a significant difference between both tests. The result showed that teaching writing using Process Genre Approach had epochal impacts on the students' writing mastery when compared to the general teaching strategies. Further, the findings suggest that it would be a remedy for both students and teachers to overcome the encountered writing difficulties such as organization of ideas and appropriate rhetorical styles.

Keywords: process-genre approach, ESL teachers, general teaching strategies, product writing, process writing