
EFFICACY OF PROCESS GENRE APPROACH-PGA IN DEVELOPING ACADEMIC WRITING ONLINE

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ABSTRACT

COVID-19 has hit very closely and has affected every sector of life forcing life or people to a New Normal. Online teaching during the lockdown and pandemic has become a new normal for teachers and students alike. Teachers and students had gone through several trials and errors to come to appease online teaching-learning. One such experiment was conducted to test the effectiveness of Process-Genre-Approach in an online classroom to improve students' writing achievement and embed self-evaluation abilities among students. The data was collected through pretest and post-test, and pre and post-experiment questionnaires. The study was conducted with freshmen students enrolled in the English for Academic Purpose writing course. The findings of the study showed a 30% increase in the writing achievements of students. Besides, the findings from the questionnaire have given weightage to the improvement in confidence, online surfing, writing fluency, negotiation, and synthesis skills. The findings of the study are quite beneficial for teachers, students, and policymakers in developing writing skills among English for Academic Purpose students.

KEYWORDS

Process-Genre Approach, Writing skills, Synthesis writing, Self-evaluation

INTRODUCTION

Writing instructions at the higher education level has been a matter of concern for teachers, researchers, and policymakers for two main reasons: the unavailability of trained teachers, and to fill the gap students have created from previous education systems. Effective writing is an ability that is based on the domain of cognition which entails understanding, integration, synthesizing, and new insight (Defazio et al. 2010). Among the four skills of the English language, writing is one of the most complex forms to handle (Janenoppakarn, 2016; Richards & Renandya, 2002; Tangpermpoon, 2008). That is because L2 learners need to have some contextual knowledge of the rhetorical organization and use adequate vocabulary to express their ideas to their readers (Janenoppakarn, 2016). In the education system of Pakistan, English has a high pedestal that's why from the initial to tertiary level it is used as a compulsory subject (Ashraf, Rubab & Ajmal, 2020). There are multiple options of writing, one is an academic writing which is commonly defined as 'scientific writing,' which is characterized as 'structured research' practiced and used by researchers at the tertiary level (Ansari & Siddiqui, 2015, p.175). Students are typically unprepared to deal with scholarly writing as it is presented in various professional contexts (Bhatia, 2006; Haider, 2016). Academic writing is considered difficult by second language learners as they don't have command over vocabulary and grammar (Giridharan & Robson, 2012). Hyland (2003), Badger, and White (2000) stated, that the synthesis approach is claimed to enable the students to produce different types of texts easily. It allows the cyclical processes of pre-writing, sketching, modification, and revising. This approach also allows students to investigate the interaction between objective and structure for a specific category (Ghufron, 2016; Handayani & Siregar, 2013). This research aimed to fill the gap in the current literature by experimenting with the PGA in developing Academic Writing to write research-based argumentative essays which will be helpful for students to write scholarly writing. Considering it as a gap at undergraduate in instructional methodology, the study was conducted. To the best of the researcher's knowledge, this is the first study of its kind in a Pakistani tertiary institution.

LITERATURE REVIEW

Researchers have conducted research on this topic, such as; Ashraf, Rubab & Ajmal, (2020) researched "Investigating the Problems of Organization and Vocabulary in Academic Writing Encountered by Students at Undergraduate Level". Findings have proven that students who lag in academic writing due to a lack of training make students suffer in their academic writing. Ajmal & Irfan, (2020) studied the 'Effects of Process-Genre Approach on Writing Anxiety among English Academic Writing Learners in Pakistan' in Lahore. It was Quasi-Experimental research. Yu Huang (2019) conducted research "Does a Process-Genre Approach Help Improve Students' Argumentative Writing in English as a Foreign Language? Findings from an Intervention Study" on undergraduates.

Parveen, Iqbal & Javaid, (2018) conducted their research on ‘A Comparative Study of Process, Product and Process Genre Theory in Writing of Essay at Intermediate Level’ in Faisalabad where they found the Process-Genre Approach effective. Xu and Li (2018) conducted another research in China “Teaching Academic Writing through a Process-Genre Approach: A Pedagogical Exploration of an EAP Program in China” it was conducted to observe whether a postgraduate English-for-academic curriculum might be implemented. Azhar, Kiran, and Khan (2016) conducted research on “Teaching writing skill based on process genre approach in community learning context”. The results have shown an evident increase in the achievement of students after adopting the Process Genre Approach. Tuyen et al. (2016) conducted other research on “Developing Research Paper Writing Programs for EFL/ESL Undergraduate Students Using Process Genre Approach”. Though the topic of research is not new still we are facing problems in writing, we are in dire need to work more in this line to provide a successful approach to our system of education. Per researcher’s understanding knowledge and the above-mentioned research have proven that in this area of research, more work is needed at the undergraduate level in the Pakistani context. This research aimed to fill the gap in the current literature by experimenting with the PGA in developing Academic Writing to write a research-based argumentative essay online which will be helpful for students to write scholarly writing. This research, therefore, examines “Is PGA Effective in Developing Academic Writing Skills Online Among Higher Education Students?” Considering it as a gap at undergraduate in instructional methodology, the study was conducted. Therefore, this research will contribute significantly to actual implementation for program creators, lecturers, stakeholders, curriculum developers, postgraduates, and novice researchers.

What is PGA?

The process-genre combined strategy, which incorporates models from both the process-based and genre-based approaches, tends to be more efficient for putting up a text in a recognized genre (Kim & Kim, 2005). Therefore, Badger and White (2000) suggested the synthesis version of the process and the genre approaches, the process-genre of teaching writing. According to Firth (2006) and Goa (2007), it is a hybrid form (Babalola, 2012). After the rejection of previous approaches, an integrated approach of process and genre was introduced by the name of Process-Genre Approach which is considered more powerful and comprehensive for enhancing the students’ writing skills (Badger & White, 2000; Babalola, 2012; Firth, 2006; Litinin, 2012). However, multiple approaches are being used to teach writing, such as the supervised composition method and the free composition method suggested for teaching beginners (Akinwamaid, 2012). Over the past few decades, different approaches to the teaching of writing have been introduced by several scholars, such as Badger & White (2000), and Myles (2002). Literature has suggested that writing is difficult to teach as

an essential capacity in language teaching (Ajoke, 2018). PGA has gone through these steps to take its final shape.

Developmental Stages of PGA

In the audio-lingual era, writing was taken as a helpful skill that's why the product approach was used to emphasize form and syntax. This approach is very traditional (Janenoppakarn, 2016). Further, he defined writing as linguistic experience, with an emphasis on using vocabulary, syntax, and coherent devices appropriately. Steele (2004) has pointed out four stages of writing to learn; familiarization guided writing or free writing. It focuses on learners' return work, rather than the way they created the writing (Nordin, 2017). It is teacher-centric (Nordin, 2017) and deals with the mastery of large vocabulary items and the basic structure of the sentences (Burn & Siegel, 2017). It saves teachers time and easily serves over 7% of classes (Musa, Lie & Azam, 2012). Nazim and Ahmed (2012) pointed out that students use a product approach in learning how to write essays but the methodology hinders them from obtaining improved writing skills. It enhances student writing proficiency (Badger & White, 2000). This approach was badly criticized; it has negative effects on successful writing skills as students write what they believe the teacher will improve based on their model, without allowing them the opportunity to be imaginative writers and express their views (Pan & Miller, 2008; Ajoke, 2018). Macbeth (2010) argued that the approach can only be met by beginners.

In the mid-1970s, the process approach was replaced by the product approach (Assaggaf, 2016). The process approach is defined by Vanessa & Steele (1992), and Sun & Feng (2009) as a process that focuses on various activities in the classroom which promote brainstorming, group discussion, language development, and rewriting. Proponents of this approach suggest that it has a lot of advantages. One of the proponents, Walsh (2004) added techniques of this approach to help learners develop more efficient ways to express meaning and to better grasp the content they wish to convey. This approach is seen as a student-centered approach. It usually functions from the beginning of their assignment to the completion of the written document. Teachers can encourage students to express their thoughts to express their writing throughout the writing process (Janenoppakarn, 2016). O'Brien (2004) said that it is an activity where teachers encourage students to view it as a form of an exploration of meaning and idea, not as a grammar exercise. A standard model identifies four stages: pre-writing, drafting, overhaul, and editing (Jarunthawatchai, 2010). The power of this approach is, that it strengthens the students by giving them linguistic knowledge about the text. This approach focuses less on grammar and more on writing (Assaggaf, 2016). It does not focus on the final product but better focuses on how a text is produced. Due

to its monolithic view, it has been scrutinized critically (Badger & White, 2000). The genre approach came on the horizon in the 1980s (Assaggaf, 2016); the genre is a term for grouping text together (Hyland, 2003, p.4). Scholars have defined the term genre like; Hammod and Derewianka (2001), and Hyland (2007). It gives importance to the linguistic knowledge of the learners and a write-up is produced as per social context (Badger & White, 2000; Hyland, 2003). This approach focuses on the content, structure, and sequence in the students' process passes to become literate (Cop & Kalantzis, 2014; Ajoke, 2018). It deals with different styles of writing. Many researchers (Kim & Kim, 2005; Ahn, 2012) have also examined the influence of the genre approach on the teaching of writing and found that due to the lack of genre approach students face a lot of difficulty in composing their ideas. Badger & White (2000) pointed out this approach as an extension of the product approach. Flowerdew (1993, p.307; Johns, 2001) said that it is linked with different social situations. Badger & White (2000 p.155) defined genre, "as a class of communicative events, the members of which share some set of communicative purposes." It is criticized for ignoring the value of creating the ideas for the content of the text by not turning students into creative authors and does not take account of the autonomy of the students (Byram, 2004). Three approaches are usually discussed in comparison to one and over (Badger & White, 2000). Thus, Firth (2006) said that in general, the process method is seen as a response to the product-based approach, whereas the genre approach is seen as a backlash to the so-called progressive curriculum. Similarly, Goa (2007) pointed out that because of its lack of attention to language and text, as well as its negligence of the environment of teaching and learning, the genre approach is not recommended.

Goa (2007) views PGA as not only a characterization of the creative thinking of the learners and the act of producing text but as well as an understanding of syntactic features and a specific argument about discourse in which a particular genre performs. Hyland (2003) said this model focuses on genre form and features like the writing process by considering both the content and the language. Further, Hyland (2003) suggested that the text characteristics and language of the specific genres be examined and evaluated based on the teacher's instructions. The use of this model is a good help for second language learners who write based on the stages of the writing process (Janenoppakarn, 2016). It has six stages; preparation, modeling, planning, joint construction, revising, and editing (Bager & White, 2000).

PGA and Online Research

Though the topic of research is not new still we are facing problems in writing, we are in dire need to work more in this line to provide a successful approach to our system of education. The researcher's understanding knowledge and above-mentioned research have proven that in this area of research, more work is needed at the undergraduate level in the Pakistani context where no research on PGA has been done

online. This research aimed to fill the gap in the current literature by experimenting with the PGA in developing Academic Writing to write research-based argumentative essays online which will be helpful for students to write scholarly writing. Writing is one of the crucial skills (Babalola, 2012; Tangpermpoon, 2008) which is fundamental for students to have, especially at the undergraduate level. According to Khan (2011), “writing skills uphold the position of a compulsory skill in ELT, and still, our students are not proficient writers”. To some degree students, students' ability to write academically has been noted as a pinch point area in which students frequently struggle or "get trapped"(Francis et al., 2019). Moreover, in terms of planning, students usually do not put the ideas, information, and organization clearly and properly too, so those matters cannot help the readers to understand their compositions correctly and persuasively (Handayani & Siregar, 2013). Further, they usually use the colloquial style (Haider, 2012). One major reason for the failure of students is the lack of trained teachers and the non-availability of teaching material, which fails to cater to the needs of the students (Warsi, 2004; Shamin, 2008; Behlol & Anwar, 2011; Khattak, Abbasi & Ahmed, 2011). Hence all the pervasive problems being stated, the researcher now proposes this study to examine how effective the Process Genre Approach is. The objective of the study was, to examine the effectiveness of the Process-Genre Approach in developing online academic writing skills of undergraduate students of a public university, and the research question was, what is the efficacy of the Process-Genre Approach in developing academic writing skills online for undergraduate students of a public university?

Theoretical Framework of this Study

Theories Behind PGA

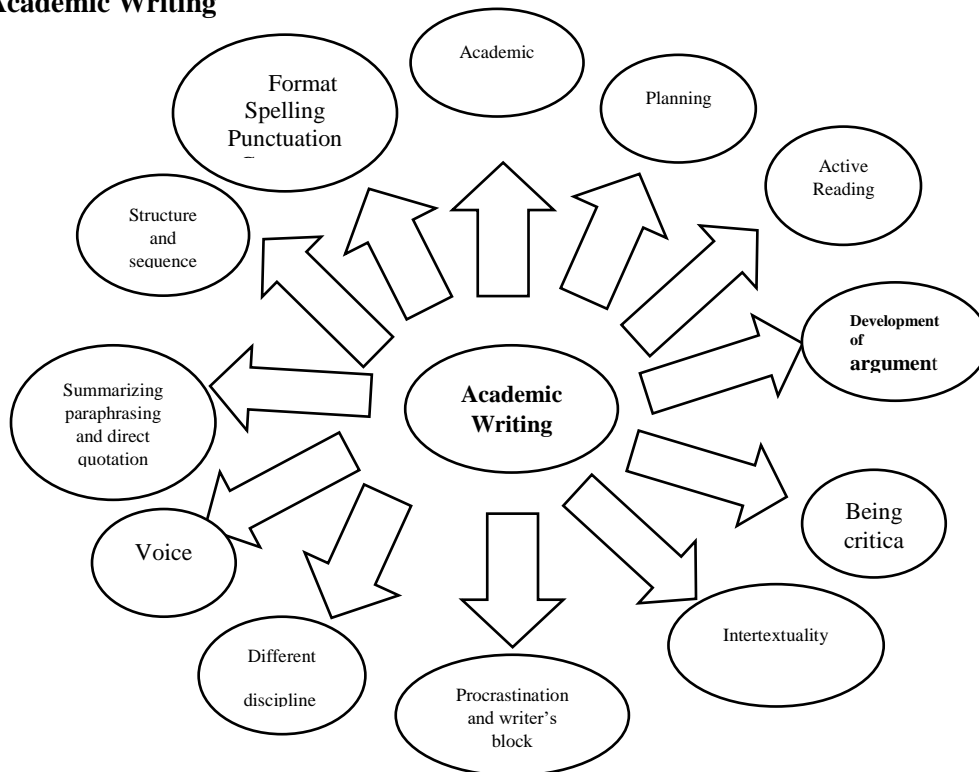
Learner-Centered Approach	These approaches have been accredited for improving students’ knowledge and understanding, developing norms for an audience with an increase in the ownership and motivation of writing, highlighting the lexical and discourse patterns, along with prompt feedback	Kowl& Swain (1994), Swain & Lapkin (1998), Storch (2005)
Collaborative Learning	Social learning is impossible without constructive reliance and alliance among students, self-reflection, and teamwork	Johnson, Johnson & Smith (1991)
Cooperative Learning	Puts greater emphasis on social interaction and communicative approach as a means for language learning	Vygotsky (1978)
Social Learning	The lesser the anxiety level would be, the better would be the language learning	Krashen (1988)
Zone of Proximal Development		
Affective Filter		

Discourse Community	The production of a text that assimilates knowledge, genre type, and the purpose meant for communication within a particular discourse community	Badger & White (2000)
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What is writing?

It can be defined by a series of contrasts that involve the act of both physical and mental ideas (Namasivayam et al., 2017). It is believed to be a creative ability that is highly complex that needs expertise in; thinking abilities, contextual perspective, and syntactical areas (Pratiwi, 2015), further he added that writing is a process in which language is expressed in visual form. Writing intrudes into people’s linguistic actions and the idea that writing is an active agent of language is unpalatable to many linguists for a variety of reasons without writing many languages being what they are. Writing is a mode of interpersonal language that uses a set of visual signs that are connected to a particular structural level of language by convention (Olson, 2019). So, writing is the reflection of language rather than a direct depiction of thought.

Academic Writing



RESEARCH OBJECTIVE

1. To examine the effectiveness of the Process-Genre Approach in developing academic writing skills of undergraduate students of a public university.

RESEARCH HYPOTHESIS

1. There is no significant effect of the Process Genre Approach in developing the academic writing skills of undergraduate students of a public university.
2. There is any significant effect of the Process Genre Approach in developing academic writing skills of undergraduate students of a public university.

RESEARCH METHODOLOGY

Methodology

The research questions guided the selection of the research design for the study. Quantitative methods and a deductive approach are well suited to the purpose of the study. The construct of PGA has already been developed by several types of research in literature, therefore the study was set to experiment with the effectiveness of PGA in developing academic writing skills among students through online platforms. Quasi-experiment was used in the research, which is based on the primary data, to compare the participants' scores of pre and post-tests and pre and post-questionnaires.

Quasi-Experimental Research

It is conducted where the participants are not randomly sampled. Quasi-experimental research involves the manipulation of an independent variable without the random assignment of participants to conditions or orders of conditions. Since it is classroom research the participants are in an intact group that can't be divided (Neuman, 2000). The study took up a quasi-experimental method to explore the effectiveness of the process genre approach on academic writing. Under the quasi-experimental study, this study undertook one intact group pretest and posttest design.

Procedures (The Experiment Design)

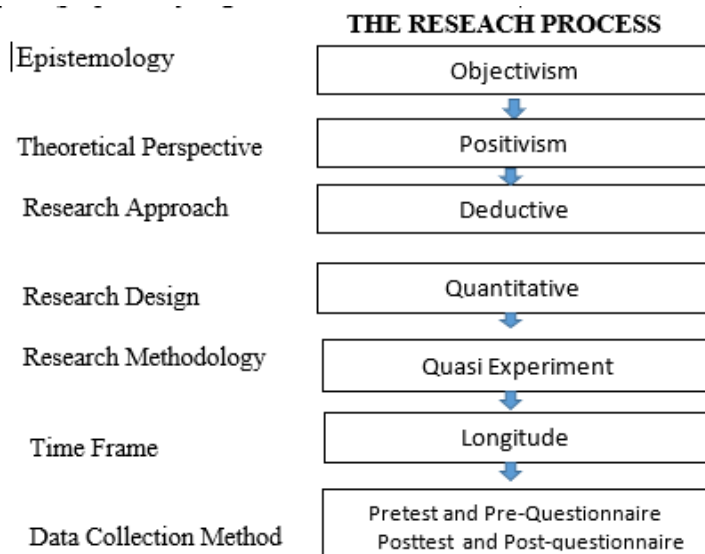
Allocation	Pre-Intervention	Intervention	Post-Intervention
Intact group	T1 • Pre- Test Pre-Questionnaire	X Six stages of the PGA (Treatment)	T2 • Post-Test • Post-Questionnaire

A single pre-test measurement (T1) was obtained, followed by an intervention (X) and a post-test measurement (T2). The pre-test provided information about what the academic writing skills would have been had the intervention not occurred while the post-test determined the effectiveness of the intervention. Side by side pre-

questionnaire and post-questionnaire from the participants were also collected for the findings of the study.

Population & Context

The study was conducted on Freshmen English major students who were enrolled in Academic Reading and writing skills courses. Though the course has been proposed in the curriculum of Higher Education Pakistan, there is a limited number of universities that are offering this course to their freshmen. Therefore, the only public engineering university in Karachi that offers Academic reading and writing courses in their sciences program (proposed by Higher Education Commission) was selected for the study.



Sample and Sampling Technique

Using accessibility sampling techniques, the research study was carried out in one of the sciences departments of an engineering public university. The sample of the study comprised of freshmen class enrolled in the sciences program and the sample size was n=26.

Data Collection Instruments

Data were collected with the help of pre-test and post-tests which were based on the IELTS test and pre-questionnaire and post-questionnaire, based on the Likert scale. The standardized rubric was used to check tests that were adopted from Arif, Zaki & Ali (2019).

Tool Development**Pre-test and Post-test:**

Two hours online open book writing task (pre-test) was designed with the help of the IELTS test, having three topics according to student's level of comprehension to evaluate students' synthesis writing skills before the start of the experiment and later on one more test was conducted (posttest) to judge the improvement in their synthesis writing skills. By keeping HEC prescribed curriculum in view, an argumentative essay writing test was conducted. For the evaluation purpose, the scoring rubric and the nature of writing tasks remained constant for both tests.

Pre and Post Questionnaires:

Like pretest and post-test, pre-questionnaire and post-questionnaire were administered twice. The pre-questionnaire had 39 items and the post-questionnaire had 41 items to attempt. Those were Likert Scale online questionnaires, designed on google forms as pre and post-questionnaires.

DATA ANALYSIS & DISCUSSION**Online Activities**

Online educators also have to know how to "convey the content appropriately" via the internet and how to help students (Martin et al., 2019). That's why it was already planned how to check the effectiveness of PGA on Academic Writing online.

Lectures

Students were provided with a combination of recorded and live lectures. The lectures were primarily delivered through Google Meet. PPTs were used for lecture-delivering purposes. These PPTs had embedded activities that students were required to submit before moving on to the next slide. The lectures were organized from scratch, i.e. using internet resources, reliable internet resources, paraphrasing and summarizing, and synthesizing. Each PPT provided students with a model answer and also provided feedback on the anonymous write-up from the student. These lectures also ensured Peer feedback and self-reflection for students.

Technical Skills

By keeping this point in mind that students had to have command of synthesis writing, the most important thing was to make them experts in technical skills. The ability to create and teach a course of Academic Reading and Writing where synthesis writing is focused on their technology abilities (e-mail, navigating browser windows, file upload, download, and PDF creation) was regarded as both basic and important for online teaching by participants. So, participants were trained for this purpose. All of the participants showed keen interest in these activities.

Google Classroom

For assigning tasks and receiving assignments google classroom was used for the convenience of both researcher and students.

Collaborative Learning

The classic straightforward or one-way knowledge transmission model, in which the instructor is the only provider of knowledge or expertise, is substantially different from collaborative learning. The relevance of peer interactions in educational performance is stressed in the collaborative learning technique, which takes the focus away from teacher-student interactions (Hiltz et al., 2000). Collaborative teaching was one of the major aspects of this research. Collaborative composition of essays and different other activities were the prominent aspect of the research.

Essay Writing Tasks

Online essay writing tasks were assigned to the students, they were also asked to take the help of the online library to compose better compositions.

Citation and Referencing

They were taught on using APA for citation and referencing to make work more credible and plagiarism-free. For this purpose, different assignments, tasks, and activities were assigned to students and they submitted all the tasks & assignments online.

Research Procedure

Step 1: Pre-test and Pre-questionnaire

Step 2: Implementation of PGA

- PPTs
- How to search
- How to find & evaluate academic sources online
- a) Checklist & Worksheet
- How to paraphrase “others saying”
- a) Peer- share
Citation & Referencing Explanation (a) Handouts (b) APA 7th Edition format (c) PDFs (d) Sample Annotated Bibliography (e) Assignment
- Drafting & Integrating
- a) signal phrase guide
- Combining Sources and Planning Essays (a)Worksheet
- How to organize Paragraphs in an Essay (a)Sample Essays
- Argumentative (Synthesis)

Writing (a) Assignment

- Class Tasks, Writing Activities (03)
- Class Notes, Mind Mapping Activity
- Collaborative Learning
- Teacher’s Feedbacks
- Unstructured Observations

Step 3: Post-test and Post-questionnaire

FINDINGS

The primary goal of this study was to determine the effectiveness of PGA in developing academic writing skills at the tertiary level. Kim and Kim (2005) discovered that while teaching creative writing, the genre method works best when combined with the process approach. As a result, if the process-genre approach is integrated into the curriculum and teachers practice utilizing it, it will be successful. The data from the questionnaire was also mentioned by the researcher. A lot of participants had favorable feelings about using the process-genre approach, citing its benefits, students’ confidence in writing, and engaging in classroom activities such as peer criticism, how to develop a paragraph, and planning.

RESULTS

The findings revealed that when the students were assessed holistically, they exhibited extremely favorable changes in their learning to write argumentative essays online using the process-genre approach. The study discovered the same trend in all elements, including students’ interest and confidence, responsibilities of the students and teachers, and self-development and learning benefits online. After that, the study moves on to a more in-depth investigation before concluding. To summarize, the findings from two data sources, including questionnaires and tests results, revealed that students’ views toward learning to write essays improved after being taught using the process genre approach.

The findings of the study were assessed against the proposed hypothesis:

H₁: There is no significant effect of the Process Genre Approach in developing the academic writing skills online of undergraduate students of a public university.

Matrix Table of Pre and Post Questionnaire

Pre-questionnaire Themes around the questions	Range		Post questionnaire Themes around the questions	Range	
	Min.	Max.		Min.	Max.
Taught writing effectively	01	03	Satisfied with synthesis writing	2	7

Taught the start of an essay	01	02	Confidence in writing style	3	7
Taught buildup argument	01	02	Taught writing effectively	3	7
Taught write conclusion	01	02	Taught the start of an essay	5	7
Taught write introduction	01	02	Taught buildup argument	3	7
Taught a topic in a factual text	01	03	Taught write conclusion	3	7
Taught buildup of a paragraph	01	03	Taught write introduction	3	7
Taught argue	01	02	Taught a topic in a factual text	2	7
Taught create coherence	01	02	Taught buildup of a paragraph	2	7
Taught organize and structure facts	01	03	Taught argue	2	7
Use connectors	01	02	Taught create coherence	2	7
Able to paraphrase	01	02	Taught organize and structure facts	3	7
Able to differentiate between facts & opinion	01	05	Use connectors	2	7
Believe in authenticity	01	03	Able to paraphrase	5	7
To understand referencing	01	02	Able to differentiate between facts & opinion	2	7
Can write a good essay	03	05	Believe in authenticity	2	7
Capable to write the beginning of the essay	02	05	To understand referencing	2	7
Able to buildup creativity	02	05	Can write a good essay	4	7
Can write a conclusion	01	05	Capable to write the beginning of the essay	4	7
Received feedback from peers	01	02	Able to buildup creativity	4	7
Gave feedback from peers	01	02	Can write a conclusion	4	7
Rely on the feedback	01	04	Received feedback from peers	2	7

Give effective feedback	02	04	Gave feedback from peers	2	7
Preferred peer feedback	01	03	Rely on the feedback	2	7
Try to evaluate written text	01	02	Give effective feedback	2	7
Evaluate my language	01	02	Preferred peer feedback	1	7
Evaluate to include relevant content	01	03	Try to evaluate written text	2	7
Evaluating own text is important	01	02	Evaluate my language	4	7
Important points for producing a good text	02	04	Evaluate to include relevant content	4	7
Informed the importance of language	02	04	Evaluating own text is important	5	7
Informed about text's construct & structure	01	02	Important points for producing a good text	4	7
Informed to include relevant content	01	03	Informed the importance of language	2	7
Feedback received for the assignment criteria	01	03	Informed about text's construct & structure	2	7
Understood the comments on language	01	03	Informed to include relevant content	4	7
Understood the comments on content	01	02	Feedback received for the assignment criteria	5	7
Reading the feedback of the teacher	01	04	Understood the comments on language	5	7
Received feedback helped to improve the structure	01	04	Understood the comments on content	5	7
Received feedback helped to improve the content	01	04	Reading the feedback of the teacher	5	7
Do better through feedback	01	03	Received feedback helped to improve the structure	4	7
			Received feedback helped to improve the content	3	7
			Do better through feedback	1	7

Mostly the range between answers is 01-04 except for questions 16-19 where the range

is 01-05 in Pre-Questionnaire. Ranges are in between totally disagreed to agree more than disagree. In Post-Questionnaire, mostly the range between the answers is 01-07. Ranges are in between totally- disagreed to totally agree.

Paired Sample Test of Pretest & Posttest Scores (Sums); Pre-Questionnaire & Post-Questionnaire (Medium)

	Mean	Std. Deviation	Paired Differences		T	Df	Sig. (2-tailed)	
			Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pre-Test Scores Pair 1 Post Test Scores	-1.2885	.8964	.1758	-1.6505	-.9264	-7.330	25	.000
Pre-Questionnaire Pair 2 Post-Questionnaire	2.7436	3.8609	.6182	1.4920	3.9951	4.438	38	.000

The results confirm that the null hypothesis regarding the effectiveness of process-genre-approach has been rejected as a change could be seen in the students’ attitude towards argumentative essays that’s why an alternate hypothesis has been accepted which is, that there is a significant effect of the Process Genre Approach in developing academic writing skills of undergraduate students of a public university. Besides this, the statistical analysis of data reveals the importance of the Process-Genre Approach in developing skills such as critical thinking, online working, referencing, citation, knowledge acquisition, critically analyzing, deeper learning, self-belief, and avoiding plagiarism in writing with inspiration to perform much better.

DISCUSSION

The primary goal of this study was to determine the effectiveness of PGA in developing academic writing skills at the tertiary level. Kim and Kim (2005) discovered that while teaching creative writing, the genre method works best when combined with the process approach. As a result, if the process-genre approach is integrated into the curriculum and teachers practice utilizing it, it will be successful. In a similar line, Babalola (2012) looked at the effects of the process-genre approach on the writing performance of computer science students. The study used a quasi-experimental design with pre-and post-tests. The most successful strategy in the history of change, (Badger & White (2000), Firth (2006), Chow (2007), Elson (2011), Babalola (2012), is the process approach in the pedagogy of teaching writing. Further, they work on the genre approach with the blend of the process approach. According to the findings of their study, the process-genre method to teach essay writing has a substantial impact on college students. This study is in the vein of the study (Badger & White, 2000; Hyland, 2003; Kim & Kim, 2005; Zeng, 2005; Frith, 2006; Chow, 2007; Gao, 2007; Elson, 2011; Hasan & Akhand, 2011 & Babalola, 2012).

The findings revealed that when the students were assessed holistically, they exhibited extremely favorable changes in their learning to write argumentative essays using the process-genre approach. The study discovered the same trend in all elements, including students' interest and confidence, responsibilities of the students and teachers, and self-development and learning benefits. After that, the study moves on to a more in-depth investigation before concluding. This study's questionnaire on students' views on learning to write argumentative essays was adapted by the researcher. It's worth noting that, because this study used a modified model of the teaching and learning cycle based on Hyland's (2003) model, all of the students' views changed as a result. To clarify, during the stage of building up knowledge, the students were provided with a wealth of information through a range of peer activities, allowing them to become familiar with the target text and assisting them in writing essays with purpose. The students then progressed to the modeling stage, where they gained more language practice and learned a variety of ideas through engaging activities in class, allowing them to gain confidence in writing essays and a desire to learn more to improve their writing, resulting in a shift in their attitude towards their interests and confidence in essay writing.

Unstructured observations made by the researcher

Researcher's Observations	
Pre-experiment	Participants had no such idea how to write in a well-organized way Participants were not used to writing synthesis writing Some were just able to write abrupt sentences within Some were observed as uninterested in writing Many were found reluctant to write Some were not familiar with the correct format of argumentative essays Participants were not taking it seriously They were not enjoying writing
Week 1	Some were found restless at the time of writing Some participants were showing great concern Participants have found the intervention process tiring Some kept on asking questions to understand the idea Some students were taking part enthusiastically Participants found this process fruitful
Week 2	They were participating in-class activities Participants had shown hesitation They were interested in peer work They practiced how to write a well-organized paragraph
Week 3	They were taking advantage of provided notes

	<p>They were learning from the worksheet</p> <p>They tried to share their work with fellows to take their feedback</p> <p>They were looking for inspiration from their peer's write-ups</p> <p>Some participants were reluctant to share their work with fellows to take their responses</p> <p>Some were enjoying the art of summarizing</p> <p>Participants were enjoying learning as the teacher had made it fun for them</p>
Week 4	<p>Participants have informally accepted that their reading comprehension and speed were increased</p> <p>They were a bit confident at the time of solving worksheets</p> <p>They were showing interest</p> <p>They were enjoying sharing</p> <p>They were willing to take feedback from the teacher</p> <p>Participants' write-ups were improved</p> <p>Participants were enjoying activities</p>
Week 5	<p>They were enjoying assessing others' drafts</p> <p>They were enjoying reading</p> <p>They were ready to share their write-ups</p> <p>Participants were ready to listen to others</p> <p>They were consuming less time to respond</p> <p>Participants were confident as compared to previous weeks</p> <p>There was an improvement in their work</p>
Week 6	<p>They got familiar with referencing, bibliography and citation</p> <p>They were trying to get the idea of intext citation</p> <p>Some got confused as the idea was quite new for them</p> <p>Participants were informed that the assigned activity was helpful in the improvement of their work</p> <p>Participants' writing was improved</p> <p>Their morale became higher</p>
Week 7	<p>They practiced how to outline an essay</p> <p>They were taking less time to write and jot their ideas</p> <p>They were willing to take the teacher's feedback</p> <p>They were able to argue in a better way</p> <p>Students came to know how to write an authentic argument</p> <p>They were enjoying their writings</p> <p>They enjoyed signal phase activity</p>
Week 8	<p>They started organizing an essay</p> <p>They enjoyed students' essays that were provided by their teacher</p> <p>They practiced how to organize a well-planned essay</p>

	They tried to follow the format of an essay stepwise
	They attempted activity sheets
	Students got the idea of logical fallacies
	They performed well
	Students were utilizing all the resources that were allowed
Post-	Participants were confident in their compositions
experiment	A few were willing to take the feedback of the teacher
	They accomplished the task within the given time frame
	They all were busy with their write-ups

Implications of the Study

The implications for writing education at the public institution where this study was conducted, is the first level. The second level is for teaching writing in other Pakistani educational settings. The findings show that the process-genre approach is one of the most successful and engaging methods of education for helping university students improve their writing skills in online classes. Teachers can provide additional opportunities for pupils to practice and explore writing abilities that are more effective for them to cope with any issues when composing their texts when it comes to the writing processes.

It is suggested that teachers of academic writing at the university level in Pakistan use it to teach writing in several contexts. The modified approach's multiple stages could be utilized as a guide for teachers to allow their students to study diverse genres from numerous perspectives, increase their knowledge, and foster their creativity and critical thinking skills in writing.

Certain elements in the integrated method can assist students in producing clear writing and clear writing outputs while also allowing them to investigate their work. As a result, it can encourage not just students' creative thinking but also their understanding of linguistic aspects and how writers create their writings. As a result, it is suggested that in a writing class, language teachers work. Furthermore, as previously said, this strategy is founded on Vygotsky's concept of Zone of Proximal Development (ZPD) and scaffolding, which can assist students in gradually developing their writing skills. It encourages students to grow in their ability to think critically and creatively until they are good at composing their ideas. As a result, it is envisaged that the process-genre approach will help Pakistani students at all levels of higher education to improve their writing skills.

There are still certain gaps that should be addressed in future research. First, due to time constraints, some tasks for encouraging students to use more narrative verbs and

cause-effect verbs, as well as to focus on clear concepts or information and paragraph relevancy in their writing were not covered. Moreover, some external and uncontrollable factors, such as the student's previous knowledge, may have an impact on the students' writing progress. The experiment was conducted in an all-female classroom. More comprehensive results would have been acquired if males were also involved in the experiment. According to the study's premise, the conclusions of this study sought to answer the existing challenges in the teaching and learning of Synthesis writing at the undergraduate level.

The researcher found the integrated process-genre approach could be one of the most effective techniques for teaching argumentative writing. As a result, this study was carried out to demonstrate the efficacy of this strategy. The process-genre method, based on the empirical findings of this study, provides distinct phases of writing education with a combination of the writing process and genre awareness that can help to enhance students' critical thinking and creativity to produce quality written products. Students can progress from novice writers to experienced writers as a result of the steps in the modified teaching and learning model. The results of the students' work show that both higher and lower expertise students can apply this strategy to compose good essays, however lower expertise students took longer to understand and implement the PGA phases.

Furthermore, the findings of the survey on students' attitudes towards learning to write essays show that after using this strategy, participants learn attitudes for their betterment. Quantitative data such as assessments and questionnaires also revealed that students acknowledged the value of this strategy, resulting in the development of students' writing. It is believed that this study will provide insight, into how synthesis writing is taught and learned. Furthermore, such knowledge could help to improve the pedagogical implications of writing instructions in Pakistan and other educational settings.

After performing the research two key conclusions can be drawn concerning the implementation of the Process-Genre Approach to develop students' writing abilities: (1) Students who were taught utilizing the PGA scored higher on an earlier test, and (2) The results also revealed that the Academic Reading and Writing students' writing proficiency improved significantly in four areas: organization, content, expression, and mechanics. This can be demonstrated in the percentage of students who are proficient in writing before and after employing the PGA to teach writing.

RECOMMENDATIONS

ESL teachers in Senior High School should use the PGA as an alternative to teaching language to develop students' writing skills and proficiency in ESL writing. For further

research, the researcher might use a variety of qualitative data gathering approaches to look into how a process-genre approach can be used to teach L2 and academic writing. further research into teachers' attitudes and reactions to the process-genre approach in the classroom should be conducted. The researcher thinks that the findings of this study can be used as a starting point for future studies of similar challenges by other academics.

It is believed that this study will provide insight into how synthesis writing is taught and learned. Furthermore, such knowledge could help to improve the pedagogical implications of writing instructions in Pakistan and other educational settings. Under the outcomes of this study, the researcher has made recommendations for further research. The current study focused on the effectiveness of the process-genre method on synthesis writing over eight weeks, researchers should perform a longitudinal study to see how the process-genre approach influences students' writing growth and learning attitudes over time because the modified process-genre model is still relatively new in the teaching and learning of L2 writing especially in the Pakistani context, particularly in higher education, further research into teachers' attitudes and reactions to the process-genre approach in the classroom should be conducted. This study's findings would be more valuable in terms of increasing the strategy's use in L2 classroom teaching and learning.

Due to COVID'19 societies have been witnessing rapid changes and the researcher's experiment was affected. Online data collection was found to be an arduous task. That's why it has been suggested to future researchers that they must have a contingency plan to handle unforeseen situations. The effectiveness of the strategy can be tested on other language skills to see if it is appropriate for teaching other skills. The significance of peer review and feedback in enhancing writing skills at higher education institutions is also a topic for future research.

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