



Effects of Product Process and Genre Approaches of Teaching Writing on Senior Secondary School Students' English Composition Achievement in Edo State

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Abstract

This study was undertaken to investigate the effectiveness of three approaches to teaching writing (product, process and genre approaches) on Senior Secondary School Students' English composition achievement. The research design adopted for the study was the (Pretest-Posttest Non-Equivalent Control Group) Quasi-Experimental Design. The population of the study comprised all the nineteen thousand two hundred and eighty-eight (19,288) students in Senior Secondary Schools in Edo South Senatorial District. Using the stratified sampling procedure, four hundred and fifty-seven (457) students in Edo South Senatorial District (Oredo, Egor, Ikpoba Okha, Uhumwonde, Ovia North East, Ovia South East, and Orhionwon Local Government Areas) of Edo State formed the sample of this study. The instrument used for data collection was an Achievement Test in Composition Writing (ATCW) adopted from the West African Examination Council (West African Examination Council, 2013) past composition questions. The validity of the instrument was not determined by the researcher. Rather, the researcher relied on the fact that the West African Examination Council conducts standardized examinations which have been subjected to content validity. The reliability was carried out to ensure that there was a degree of agreement or consistency in the scores given by the rater. For this purpose, the scripts of the writing achievement test of twenty students were rated twice by the researcher within an interval of two weeks. The intra-rater reliability of the scores which was calculated using Intra-class Correlation Coefficient (ICC) yielded an ICC of 0.965. The data collected were analyzed using the Analysis of Variance (ANOVA) and the Analysis of Co-variance (ANCOVA) statistics. Five hypotheses were tested at 0.05 level of significance. The results revealed that the genre approach was the most effective approach in the teaching of composition writing in Senior Secondary Schools, as students taught with this approach performed best in composition writing, specifically, in the areas of expression, content, organization and mechanical accuracy. On the basis of these findings, it was concluded that the genre approach to teaching composition writing is superior to both the process and product approaches. The study recommended, among others, that English Language teachers should be given formal training in the use of genre approach to teaching composition writing for enhancing students' achievement in English Language composition writing. Thus, it is pertinent that workshops, seminars, conferences and other forms of in-service training be organized for English Language teachers to acquaint them with the use of the genre approach in English Language composition writing.

Keywords: Achievement; English language; Composition; Product approach; Process approach; Genre approach.

1. Introduction

Language of course, is the major means by which humans communicate. We use it in passing messages from one person to another. This is possible through both speech and writing. Language is the major vehicle for the transmission of culture from one generation to another. It is through language that we learn the values and norms of our society. It is through language that all the elements of culture are passed on to younger members of a society. Basically all human thought is done within the scope of language. Therefore, it is a vehicle of human thought. It is used for diffusion of knowledge. Knowledge is passed on through language. It is used for instruction, both in formal and informal educational situations. It is used in both schools and homes to spread knowledge. Language is a means of cultural identity. This is closely related to how it unites people. Human cultural affiliations and identity has always been inseparable from the use of a shared language or some linguistic characteristics between members of a group.

English is today, the main medium by which the over 520 tribes in Nigeria communicate. It is the most used language in Nigeria when it comes to communication between people who belong to different tribes 'The English language is Nigeria's official language. It is the language in which the constitution of Nigeria is written. Similarly, all other official statutes of the country are written in the English language. It is also the language in which most of our arms of government operate despite the fact that there is some provision for the use of the indigenous languages in places like the National and state Assemblies It is used as a lingua franca for students of tertiary institutions.

These students mostly rely on the English language as a means to communicate among themselves. It therefore breaks any communication barrier that exists due to the multilingualism in such institutions of higher learning. Additionally, the function is noticeable even at some primary and secondary schools. It is the main language used by creative writers in Nigeria. Most of our literary pieces by accomplished Nigerian authors such as Wole Soyinka, Chinua Achebe etc. are written in English. In recognition of its importance in enhancing educational attainment as well as for communication among citizens, the government has made the language a core subject in the school curriculum. It is also compulsory for students to have a credit pass in English language to enable them gain admission into the University and other tertiary institutions. Despite these, students have been performing poorly in English Language in Senior School Certificate Examination (SSCE). In most of the African countries including Nigeria where English is the second language (L2), children in the public and private schools are exposed to learning through English, from the intermediate level of primary education so that they could acquire reasonable competence in English and use it as a medium of communication.

Students' performance in the subject has been poor. A critical analysis of West African Senior School Certificate Examination (WASSCE) results from 2006-2015 attest to this. In 2006, candidate who obtained grades between A1 and C6 were 15.56%. in 2007, 25.54%, in 2008, 13.76%, in 2009, 25.54%, in 2010, 24.93%, in 2011, 30.70%; in 2012, 38.81%; in 2013, 36.57%; in 2014, 31.28%; and in 2015, 38.68% of the total candidates that sat for the examination. The achievement of students in English Language in external examination has been a source of concerns to parents, teachers, educators and researchers. How then can students improve their performance in English Language? The answer may not be so simple, but one of the ways may certainly reside in their being taught the writing skill using effective teaching approaches.

Despite the importance writing has in communicating ideas, many teachers do not teach this skill as they should in their lessons. This is probably responsible for high failure rates in English language examinations, especially in composition writing. Writing is an important learning tool because it helps students to understand ideas and concepts better. Although students may read to gather information, it is eventually through writing that their ideas are clarified and their thoughts made visible. Writing is one of the important means by which students actively transform the passive knowledge and information in their minds. This fact is supported by the findings of Summers (2002) where it was revealed that the majority of the students in his study believed that writing helps them to understand and apply the ideas from a course.

In order to solve the problem of mass failure and improve the performance of candidates in composition writing in public examinations, there is the need for a revolutionary approach to the teaching of composition writing as against the conventional approach (product approach) that is often used in teaching composition writing in schools. Some of these revolutionary approaches include the process and the genre approaches. But it has been observed by the researcher from a pilot study carried out by her, that the majority of English language teachers do not use these revolutionary approaches. The product approach which is the traditional approach to composition writing instruction emphasizes students' exposure to written sentences and paragraphs, grammatical rules and rhetorical patterns. The process oriented approach which was developed as a result of the inadequacies of the product approach is seen as a nonlinear, recursive and generative process. Graves (1996), describes it as having five stages which are brainstorming/pre-writing, drafting, revising, editing and publishing. It is believed to empower students with the ability to make decisions about the direction of their writing and encourage them to be responsible for making improvements themselves.

The genre approach to teaching writing focuses on creating authentic writing in school. "Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations" (Hyland, 2004). According to Hyland, "Genre adherents argue that people don't just write, they write something to achieve some purpose," (Hyland, 2004). This means that writing is done to achieve some purpose, with attention on the context and audience.

1.1. Statement of the Problem

Despite the fact that writing is a way of learning a language, learners do not know how to improve their writing skills and how to overcome writing composition problems. Also curriculum planners, textbook writers, students and teachers seem not to recognize the importance of the development of this skill. This could be one of the reasons why students are not performing well in English Language in both internal and external examination. A critical analysis of West African Senior School Certificate Examination (WASSCE) results from 2006-2015 attests to this in 2006, candidates who obtained grades between A1 and C6 were 15.56% in 2007, 25.54%, in 2008, 13.76%; in 2009, 25.54%; in 2010, 24.93%; in 2011, 30.70%; in 2012, 38.81%; in 2013, 36.57%; in 2014, 31.28% and in 2015, 38.68%. Dike and Oluwaseun (2012) reported that only 38.81% out of 1,695,878 candidates who sat for the West African Senior Secondary School Certificate Examination (WASSCE) in 2012 had credit and above in English Language.

Writing skill has been neglected or poorly taught. Students are not taught effective approaches of writing and they continue to ask for teacher-made notes and handout after lecture. The situation is not different in the university. This shows that their writing skill is not adequately developed. Since this is the case, will the teaching of the writing skill using different approaches enhance students writing proficiency? This study is aimed at finding out the relative effectiveness of three approaches (product, process and the genre approach) of teaching writing to senior secondary school students in Edo South Senatorial District (Oredo, Egor, Ikpoba-Okha, Umunwonde, Ovia North East, Ovia South East and Orhionwon Local Government Area) in Edo State.

1.2. Empirical Studies

Some studies have been conducted that are related to this study. For instance, Foo (2007) carried out a study investigating the effects of training Malaysian 60 ESL Junior Secondary School students to apply process-genre writing knowledge and strategies in writing expository essays, specifically to develop the structures that will help them to write better essays. The study revealed that the students who received process-genre oriented writing instructions were able to communicate their ideas in writing more effectively to the reader and developed more relevant ideas to support the purpose of their writing task, compared to the students who received product centered instruction. Instruction in process-genre strategies neither promoted better ability in the way they organized their ideas nor their control of language. Nevertheless, it enhanced their overall writing proficiency. It further revealed that instruction in process-genre strategies promoted the student's awareness of conceptual writing strategies and willingness to apply practical writing strategies to compose.

Trong (2011), in Iran carried out a research to examine the effect of genre-based approach on students writing performance as well as student's attitudes towards the implementation of genre-based approach in writing learning. The participants of the study were 54 female Iranian EFL students. The instrument was a pre-test and a post-test achievement test while the design was a semi-experimental research. Research findings revealed that most of the students gained over the key features of the required recount genre in terms of social purposes, language features and schematic structure.

Matsuo and Bevan (2002), carried out a comparative study of one approach to Genre Based writing instruction in Japan. The participants were made up of Group A (24 Second year English majors at a University in Western Japan) and Group B (28 Second year English-Literature majors at a small University in the same city). The design was experimental design of pre and post -tests. The study revealed that an academic-essay-based syllabus is more effective in effecting improvement in student writing than one stressing creativity and experience in a number of genre.

Akinwamide (2012), examined the influence of process approach of English as second language on students' performance in essay writing. Eighty secondary school final year students' in Ekiti and Ondo state were selected for the study. The research materials included the Senior Secondary School English Language recommended textbook, National Examination Council (NECO) and West Africa Examination Council (WAEC) English language syllabi Federal Ministry of Education English Language curriculum, English-Language Teachers Lesson Notes and students essay writing exercise books. The West African Examination Council's (WAEC) English Language Essay Question as an adapted instrument was used to gather data. The pre-test, control, two group-quasi-experimental design was used for the study. The data generated were subjected to statistical analysis and the results of the analysis revealed that the process Approach which presents writing in multiple drafts before the final writing had significant effect on student's overall performance in essay writing.

Also, Adeyemi (2014) investigated the approaches teachers in Junior Secondary Schools in Botswana utilize in the teaching of English composition writing and assessed how far the approaches impact students' development of effective writing skills. The study utilized the qualitative technique through interviews, observations, literature reviews, examination of documents and student's artifacts. Based on the methodologies employed, the major findings are that teachers mainly used the product oriented approach to teaching composition writing.

Aladeyomi (2007) carried out a study on a balanced Activity Approach to the teaching and learning of essay writing in English in Nigerian Secondary Schools' recommended that students should be assisted with comprehensible input in additional to the traditional method of teaching essay writing. The study recognizes the primacy of good expressive power in career and academic success. This however is generally lacking in the written expression of majority of our graduates. Since these noticed communication problems are carry over from the secondary schools. They equally recommend that the problem should be addressed at the secondary school level in an effort to find a practical solution to the problem of student's mass failure in essay/letter writing in particular and English Language in general in Nigeria. All the work reviewed above are relevant to the current study because of their pedagogical implication in the area of writing'

1.3. Hypotheses

Based on the problems highlighted above, the following hypotheses are stated:

Ho₁: There is no significant difference in students' achievement in English Language content of composition writing using different approaches (product approach, process approach and genre approach) to teaching composition writing.

Ho₂: There is no significant difference in students' achievement in English Language organization of ideas in composition writing using different approaches (product approach, process approach and genre approach) to teaching composition writing.

Ho₃: There is no significant difference in students' achievement in English Language expression of ideas in composition writing using different approaches (product approach, process approach and genre approach) to teaching composition writing.

Ho₄: There is no significant difference in students' achievement in English Language Mechanical Accuracy in composition writing using different approaches (product approach, process approach and genre approach) to teaching composition writing.

Ho₅: There is no significant difference in students' overall achievement in English composition writing among students taught using different approaches (product approach, process approach and genre approach) to teaching composition writing.

2. Theoretical Framework of the Study

This study is based on the rhetorical theory. The teaching of writing according to Winterowd (1973), has its origin in the rhetorical theory of invention, arrangement and style propounded by Aristotle. The rhetoric theory and composition pedagogy are connected. The theory identifies five canons in the field of rhetoric: invention, arrangement, style, memory and delivery. These elements are necessary to improve writing and composition abilities. Invention is concerned with the content or idea being expressed, and relates to the rhetorician's understanding of his goals. Arrangement deals with issues of how to best organize an argument in order to attain the speaker's or writer's goals. It is closely related to style, which relates to gestures, metaphors, and word choices selected to best influence the audience and reach the desired goal. Memory is the simplest element of rhetoric being related specifically to spoken rhetoric specifically concerned with remembering the words in one's speech. Finally, delivery concerns tone, word choice, posture and other such bodily signs that influence the effect of one's words on an audience.

Nevertheless, there are other theories which are related to the different approaches to teaching composition. The product approach's underlying theory is the Behaviorist theory. Similarly, the process approach and the genre approach underlying theories are the cognitive constructivist theory and the Vygotsky's social development theory respectively.

2.1. The Behaviorist Theory

Behaviorism is a theory of knowledge discovered by John Watson in the early 20th Century. This theory states that learning is acquired through observation and reinforcement (habit formation). According to Gagne (1993), the cornerstone of the behaviorist theory is a careful observation of behavior and environment and their relations. He further adds that the three basic principles of the behaviorist views on learning are: the idea that behavior positively reinforced will reoccur and that intermittent reinforcement is particularly effective. Again, information should be presented in small amounts so that responses can be reinforced. Last is that reinforcement will generalize across similar stimuli producing secondary conditioning. For behaviorists, a person constructs his or her knowledge and acquires and retains skills under the influence of external factors and his or her behavior in different circumstances.

Brown (1980) cited in Obi (2002) states that the fundamental thing about Skinner and his group is that the child comes to the world as 'tabula rasa' clean slates bearing no preconceived notions of the world or about language, and that this child is slowly conditioned through reinforcement. Using behaviorism in the classroom to teach composition writing calls for the use of behaviorist techniques in the product approach of composition writing. This involves the steady repetition of a desired action. The teacher breaks the composition topic into segments (paragraphs) which are built upon and connected together. The modeling technique which means learning by imitation is demonstrated by the teacher who writes a format of a composition on the board. The teacher demonstrates a behavior which is then repeated by the students. For the behaviorists, the native language was seen to compromise habits that the second language (L₂) learners must overcome. To ensure the formation of new habits, the behaviorist tradition has resulted in the product approach of composition writing with its emphasis on composition frame and modeling. Also, the goal of writing in the product approach is habit formation.

2.2. Cognitive Constructivist Theory

Cognitive constructivist theory is based on the work of Swiss developmental psychologist Jean Piaget. It emphasizes how an individual learner understands things. The major theme in this theory is that learning is an active process in which learners construct new ideas and concepts based on their current or past knowledge. The learners select and transform information, construct hypothesis and make decisions, relying on the cognitive structure to do so. Cognitive structure provides meaning and organization to experiences and allows the individual to go beyond the information given. As suggested by this theory, individuals construct new knowledge from their experiences through the process of accommodation and assimilation. When individuals assimilate, according to Derry (2000), they join the new experience to the already existing one without making any change. This occurs when the new experience is in line with their internal conception of the world.

This theory is often associated with pedagogic approaches that promote active learning, or learning by doing. This is in line with the process approach of composition writing. In fact, going by this theory, it is better to leave students to construct their own knowledge instead of having someone construct it for them. This is because according to the theory, learning is an active process of creating meaning from different experiences. In other words, students will learn best by trying to make sense of something on their own with the teacher as a guide to help them along the way. This means that a teacher cannot pour information into a student's brain and always expect them to process it and apply it correctly later. In the composition writing classroom, this theory can be adopted by incorporating some strategies such as reciprocal questioning, that is making students work together to ask and answer questions, putting students in groups to work together by brainstorming before each student later writes his/her composition. By so doing, the learning environment is designed to support and challenge the learner's thinking, to give learners ownership of problems and solutions, thereby supporting students in becoming effective thinkers while the teachers assume multiple roles, such as consultant and coach as in the process approach of composition writing.

Similarly, the genre approach is concerned with providing students with explicit knowledge about language. The methodology applied within the genre approach is based on the work of the Russian Psychologist Vygotsky who proposed that each learner has two levels of development which are:

- Level 1 – The ‘present level of development’ which describes what the learner is capable of doing without any help from others.
- Level 2 – The ‘potential level of development’ which means what the learner can potentially be capable of with the help from other people or ‘teachers’

The gap between level 1 and 2 (the present and potential development) is what Vygotsky described as the Zone of Proximal Development (ZPD). He believed that through help from other more knowledgeable people, the learner can potentially gain knowledge already held by them. However, the knowledge must be appropriate for the learner’s level of comprehension. Anything that is too complicated for the learner to learn, that is not in his/her ZPD cannot be learnt at all until there is a shift in the ZPD. When a child does attain his/her potential, this shift occurs and the child can continue learning more complex, higher level material.

Another important feature of this theory is scaffolding. When an adult provides support for a learner, the adult will adjust the amount of help he/she gives depending on the progress of the learner. For example, a child learning to walk might at first have both hands held and pulled upwards. As he learns to support his own weight, the mother might hold both hands loosely. Then he might just hold one hand, and then eventually nothing. This progression of different levels of help is scaffolding. It draws parallels from real scaffolding for buildings. It is used as a support for the construction of new material (the skill, information to be learnt) and then removed once the building is complete (the skill/ information has been learnt). The genre approach seeks to empower student writers by making their composition writing more relevant and meaningful. The relevance of the social development theory to this study rests on the fact that the theory emphasizes the importance of guidance or assistance given to learners at the level of teacher-student interaction during the genre approach activities instruction.

3. Methodology

The research design adopted for this study is a non-randomized pre-test, post-test, nonequivalent control group design. The independent variable for this study was the instructional approaches with three levels (product, process and genre approaches). The dependent variable for this study is students’ achievement score in composition writing. All the subjects (those in the experimental and control groups) were taught using different approaches and exposed to pre-test and post-test. The population of the study was made up of students in all public Senior Secondary Schools 2 (SS 2) in Edo South Senatorial District which include Egor, Ikpoba-Okha, Oredo, Orhionwon, Ovia North-East, Ovia South-West and Uhumwonde Local Government Areas of Edo State, Nigeria. There are a total of one hundred and thirty-nine (139) public Senior Secondary Schools in Edo South Senatorial district, with a student population of nineteen thousand two hundred and eighty-eight (19,288)

The sample for this study was made up of four hundred and fifty-seven (457) Senior Secondary 2 students in Edo South Senatorial District. The simple random sampling procedures was employed to select three schools from each school type, which gave a total of nine (9) schools. One (1) intact class in each of the nine schools was randomly selected and assigned to treatment groups. Thus, a total of nine (9) Senior Secondary class II intact classes were used for this study. All the intact classes that were exposed to the product approach were called the control group; the intact classes that were exposed to the process approach were labelled the experimental group A, while the intact classes that were exposed to the genre approach were labeled the experimental group B.

In order to achieve the objectives of this study, a research instrument tagged “Achievement Test in Composition Writing (ATCW)” was used for data collection. The ATCW was divided into two sections namely: sections A & B. Section A was used to elicit information on the personal data of the students while Section B is a composition test which was used to determine students’ achievement in the composition test. The instrument was a written composition with the topic chosen from past WAEC Examination 2013 This topic was chosen because it would enable the students to practice writing using the approaches under study. It was meant to find out or reveal the extent to which the subjects could communicate through writing.

Validity is the extent to which an instrument measures what it purports to measure. The instrument used for this study was adopted from the West African Examination Council 2013 May/ June School certificate examination essay question. The researcher stood on the existing validity of the instrument as the West African Examination Council conducts standardized examination which has been subjected to content validity.

The test item was adopted from WAEC May/June 2013 English Language Paper1 questions. The researcher relied on the fact that the West African Examination Council carries out a rigorous process of ensuring validity and reliability of items used for the conduct of their examinations. One of such processes is the item moderation exercise where experts, which include the Chief Examiner, are invited to scrutinize the items that have been constructed by experts. However, to ensure that the scoring process was reliable, an intra-rater reliability was carried out. This was to ensure that there was a degree of agreement or consistency in the scores given by the rater. For this purpose, the scripts of the writing achievement test of twenty students, who were randomly selected from a school outside the sampled schools were rated twice by the researcher within an interval of two weeks. The intra-rater reliability of the scores which was calculated using Intra-class Correlation Coefficient (ICC) yielded an ICC of 0.965, which is an excellent reliability according to Fleiss (1986) classification. The Standard Error of Measurement (SEM) was 0.812, which means that the chances are two out of three (68%) of the examinees’ obtained scores on a single administration of the test would be ± 0.812 , $+0.812$ to obtain the upper limit and -0.812 to obtain the lower limit.).

In this study, both descriptive and inferential statistics were used for the analysis of the data. Analysis of Covariance (ANCOVA) was used to test hypotheses one (1), two (2), three (3), five (5), Analysis of Variance (ANOVA) was used to test hypothesis four (4), since no significant difference existed among the groups in terms of Mechanical Accuracy, at pre-test. All the hypotheses were tested at a significant level of 0.05.

4. Discussion of Findings

Five hypotheses were formulated to find out the effectiveness of three approaches to teaching writing (product approach, process approach and genre approach) on senior secondary school students’ English composition achievement. The results are discussed in line with the focus of the study. The five hypotheses were tested at the .05 level of significance.

Hypothesis 1: There is no significant difference in students’ achievement in English Language content of composition writing using different approaches (product, process and genre) to teaching writing.

Table-1. Summary of Mean and standard deviation of pre-test and post-test scores of content of composition writing of students taught with different approaches

Teaching Approaches	N	Pre-test		Post-test		Difference between post-test and pre-test Mean Gain
		Mean	Standard Deviation	Mean	Standard Deviation	
Product Approach	156	3.17	1.165	3.66	1.10	0.49
Process Approach	140	4.09	1.150	4.21	1.15	0.12
Genre Approach	161	3.78	.953	5.76	.80	1.98
Total	457	3.67	1.152	4.57	1.36	0.90

Table 1 reveals that there were gains in the mean scores across the three approaches, Students taught with the process approach had pre-test and post-test mean of 4.09 and 4.21 respectively and had the least mean gain of 0.12. The students taught with the product approach had pre-test and post-test means of 3.17 and 3.66 respectively and had a mean gain of 0.49. Students taught with the genre approach had pre-test and posttest means of 3.78 and 5.76 respectively and had the highest mean gain of 1.98.

To test if there is a significant difference in students’ achievement in English language content area of composition writing using different approaches, Analysis of co variance (ANCOVA) was used. The ANCOVA was used because there were differences in the mean scores of both the experimental and control group in the pre-test.

To determine if there were significant differences in students’ achievement in content area of writing composition, the data collected from 457 respondents were analyzed using the ANCOVA. The summary of the analysis is presented in Table 2.

Table-2. Summary of ANCOVA Analysis of Content Score in Product, Process and Genre Approaches to Teaching Writing

Source	Type III sum of square	Df	Mean square	F	Sig
Corrected Model	502.884 ^a	3	167.628	218.626	.000
Intercept	275.924	1	275.924	359.870	.000
Pre-test	128.209	1	128.209	167.214	.000
Approaches	318.992	2	159.496	208.020	.000
Error	347.331	453	0.767		
Total	10381.000	457			
Corrected Total	850.214	456			

R square = .591 (Adjusted R² = .589)

The F-value for effect of approaches in (content area) in Table 7 is 208.02 with df= 2,453 and p-value of .000. Testing at an alpha level of 0.05, the P-value is less than the alpha level 0.05, showing significant difference in approaches. Therefore, the null hypothesis which states that there is no significant difference in students’ achievement in English Language content area of composition writing using different approaches (product, process and genre) to teaching writing is rejected. Consequently, there is a significant difference in students’ achievement in English Language content area of composition writing using different approaches (product approach, process approach and genre approach).

To test the direction of differences among the approaches, a Schaffer post hoc analysis was run. The result is presented in Table 3.

Table-3. Scheffe’s Post Hoc Test for the direction of significance of Subjects’ Achievement in Content of Composition Writing

Teaching Approaches	Teaching Approaches	Mean differences(i-j)	Std Error	Sig.
Process Approach	Product Approach	.547*	.119	.000
Genre Approach	Product Approach	2.098*	.115	.000
Genre Approach	Process Approach	1.551*	.118	.000

* The mean difference is significant at the 0.05 level

a. uses Harmonic Mean Sample Size = 151.789

Table 3 reveals that the mean difference between subjects taught English composition, using the process approach and the product approach is .547 significant at .000. This shows that there is a significant difference in the performance of the subject in the two groups. The mean difference between subjects taught English Language composition writing with the genre approach and the product approach is 2.098, significant at .000. This shows that there is a significant difference in the performance of the subjects in the two groups. The mean difference between

subjects taught English Language Composition writing with the genre and process approach is 1.551 significant at .000. This shows that there is also a significant difference in the performance of the subjects in the two groups and the direction of the difference is between those taught with the genre approach and product approach, with those taught with the genre approach performing better,

Consequently, the hypothesis which states that ‘there is no significant difference in students’ score in Content of composition writing using, different approaches (product, process and genre) was rejected.

Figure-1. Estimated Mean Plot of Content Scores at post-test

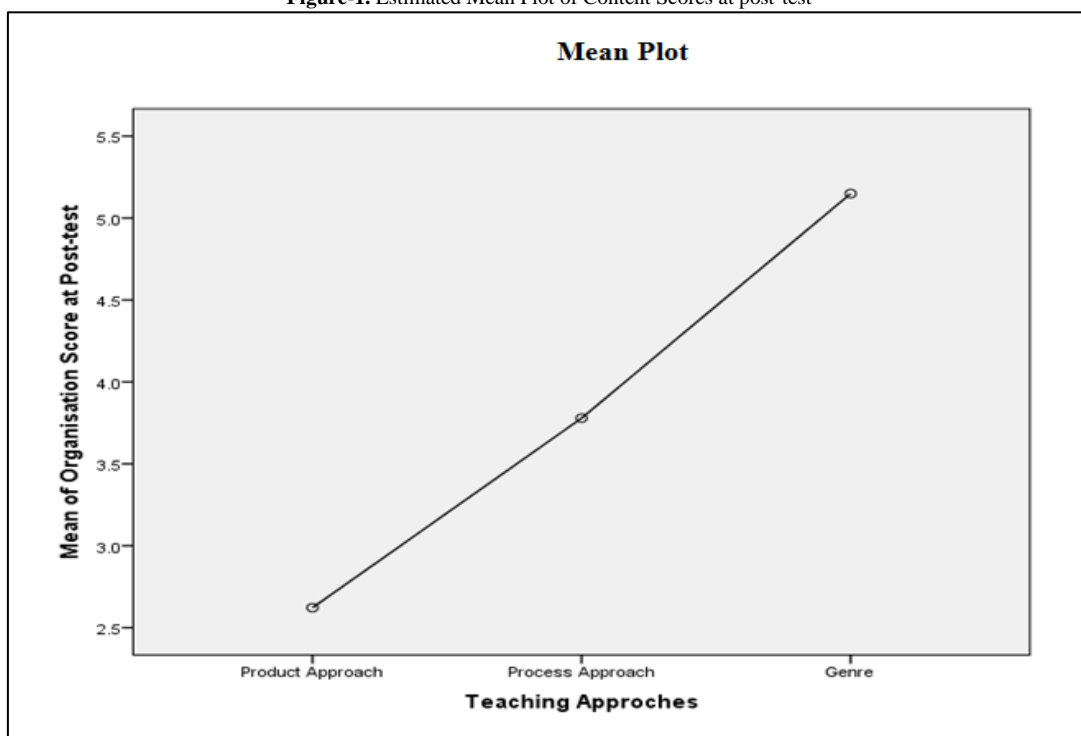


Figure 1 shows estimated marginal mean of post-test of content with genre approach having the highest level of 5.8 mean score, followed by process approach of 4.41 mean score while product has the least level of 3.6 mean score. This shows that the genre approach is superior to the process approach, which in turn is superior to the product approach.

Hypothesis 2: There is no significant difference in students’ achievement in English Language organization of ideas in composition writing using different approaches (product, process and genre approach) to teaching writing.

Table-4. Summary of Mean and Standard Deviation of Pre-test and Post-test Scores of ‘organization of Ideas’ of Composition writing of Students taught with Different Approaches

Teaching Approches	N	Pre-test		Post-test		Difference between post-test and pre-test Mean Gain
		Mean	Standard Deviation	Mean	Standard Deviation	
Product Approach	156	2.51	1.044	2.62	0.993	0.11
Process Approach	140	3.47	1.062	3.78	1.275	0.31
Genre Approach	161	3.24	0.954	5.15	1.108	1.91
Total	457	3.06	1.095	3.87	1.541	0.81

Table 4 reveals that there were gains in the mean scores across the three approaches. Students taught with the product approach had pre-test and post-test mean of 2.51 and 2.62 respectively and had the least mean gain of 0.11. The students taught with the process approach had pre-test and post-test means of 3.47 and 3.78 respectively and had a mean gain of 0.31. Students taught with the genre approach had pre-test and posttest means of 3.24 and 5.15 respectively and had the highest mean gain of 1.91.

To test if there is a significant difference in students’ achievement in English language organization of ideas in composition writing using different approaches, the ANCOVA statistics was used. The ANCOVA statistics was used because there were differences in the mean scores of both the experimental and control group in the pre-test.

To determine if there were significant differences in students’ achievement in organization of ideas in composition writing, the data collected from 457 respondents were analyzed using the ANCOVA statistics. The summary of the analysis is presented in Table 5.

Table-5. Summary of ANCOVA Analysis of ‘Organization of Ideas’ Score in Product, Process and Genre Approaches to Teaching Writing

Source	Type III sum of square	df	Mean Square	F	Sig.
Corrected model	571.262a	3	190.421	168.611	.000
Intercept	244.419	1	244.419	216.424	.000
Pretest	63.648	1	63.648	56.358	.000
Approaches	422.682	2	211.341	187.135	.000
Error	511.596	453	1.129		
Total	7915.000	457			
Corrected Total	1082.858	456			

R squared = .528 (Adjusted R squared = .524)

The F value for effect of approaches in (organization of ideas scores) in Table 10 is 211.341 with df = 2, 453 with p-value of .000. Testing at an alpha level of 0.05, the p-value is less than the alpha level (0.05) showing significance. So, the null hypothesis which states that there is no significant difference is rejected. Consequently, there is a significant difference in students’ achievement in English Language organization of ideas in composition writing using different approaches (product approach, process approach and genre approach).

To test the direction of differences among the approaches, a Scheffe post hoc analysis was run. The result is presented in Table 6.

Table-6. Scheffe’s Post Hoc Test for the direction of significance of Subjects’ Achievement in Organization of Ideas in Composition Writing

Teaching Approaches	Teaching Approaches	Mean differences(i-j)	Std. Error	Sig.
Process Approach	Product Approach	1.157*	.131	.000
Genre Approach	Product Approach	2.527*	.126	.000
Genre Approach	Process Approach	1.370*	.130	.000

* The mean difference is significant at the 0.05 level

Table 6 reveals that the mean difference between subjects taught English Language composition using the process approach and the product approach is 1.157 significant at .000. This shows that there is a significant difference in the performance of the subjects in the two groups. The mean difference between subjects taught English Language composition writing with the genre approach and the product approach is 2.527 significant at .000. This shows that there is a significant difference in the performance of the subjects in the two groups. The mean difference between subjects taught English Language composition writing with the genre approach and the process approach is 1.370 significant at .000. This shows that there is also a significant difference in the performance of the subjects in the two groups and the direction of the differences lies between those taught with the genre approach and the process approach, with those taught with the genre approach performing better.

Consequently, the hypothesis which states that ‘there is no significant difference in students’ score in organization of ideas in composition writing using different approaches (product, process and genre) was rejected.

Figure-2. Estimated Mean Plot of Organization Scores at Post-test

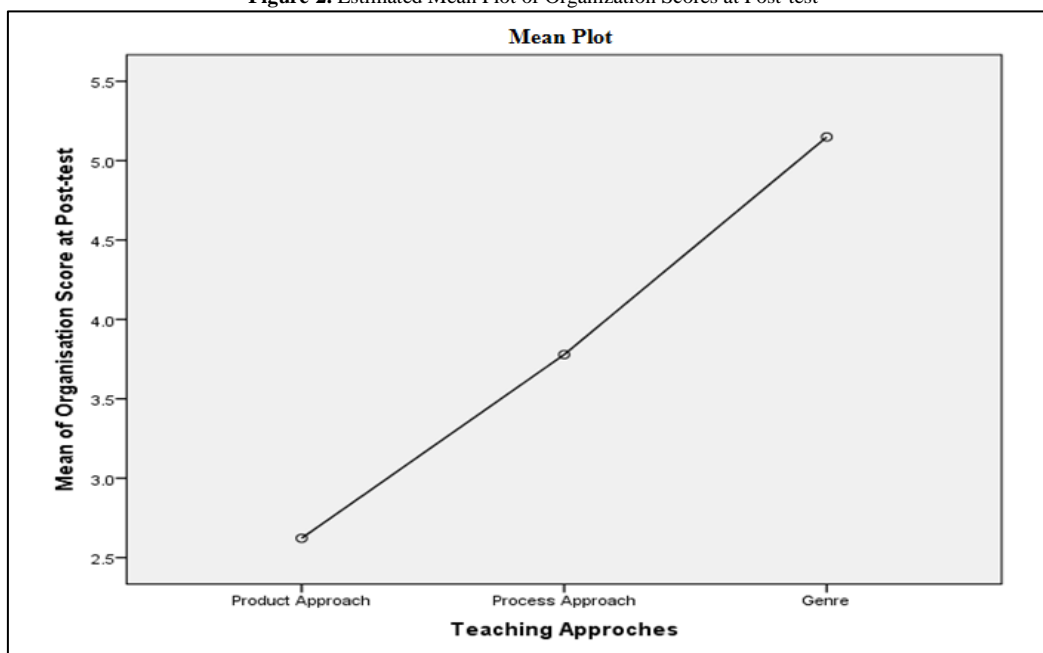


Figure 2 shows estimated marginal means of posttest of organization with genre approach having the highest level of 5.0 mean score, followed by process approach of 3.6 mean score while product approach has the least level of 2.6 mean score. This shows that the genre approach is superior to the process approach, which in turn is superior to the product approach.

Hypothesis 3: There is no significant difference in student’s achievement in English Language expression of ideas in composition writing using different approaches (product approach, process approach and genre approach) to teaching writing.

Table-7. Summary of Mean and standard Deviation of Pre-test and Post-test Scores of Expression of Ideas in Composition Writing of Students Taught with Different Approaches

Teaching Approaches	N	Pre-test		Post-test		Difference between post-test and pre-test
		Mean	Standard Deviation	Mean	Standard Deviation	Mean Gain
Product Approach	156	4.42	1.630	4.37	1.48	-0.05
Process Approach	140	7.09	2.091	6.91	2.05	-0.18
Genre Approach	161	6.25	1.868	11.18	1.56	4.93
Total	457	5.88	2.167	7.55	3.34	1.67

Table 7 reveals that there were no gains in the mean scores across the three approaches, Students taught with the product approach had pre-test and post-test mean of 4.42 and 4.37 respectively and had a mean loss of -0.05. The students’ taught with the process approach had pre-test and post-test means of 7.09 and 6.91 respectively and had a mean loss of -0.18. Students taught with the genre approach had pre-test and posttest means of 6.25 and 11.18 respectively and had a mean gain of 4.93.

To test if there is a significant difference in students’ achievement in English language expression of ideas in composition writing using different approaches, the ANCOVA statistics was used. The ANCOVA statistics was used because there were differences in the mean scores of both the experimental and control group in the pre-test.

To determine if there were significant differences in students’ achievement in expression of ideas in composition writing, the data collected from 457 respondents were analyzed using the ANCOVA statistics. The summary of the analysis is presented in Table 8.

Table-8. Summary of ANCOVA Analysis of ‘Expression of Ideas’ Score of Posttest for teaching Approaches

Source	Type III sum of square	Df	Mean Square	F	Sig.
Corrected model	3968.838 ^a	3	1322.946	543.627	.000
Intercept	977.416	1	977.416	401.641	.000
Pretest	213.604	1	213.604	87.775	.000
Approaches	3346.618	2	1673.309	687.598	.000
Error	1102.401	453	2.434		
Total	31101.000	457			
Corrected Total	5071.239	456			

R squared = .783 (adjusted R squared = .781)

The f-value for effect of approaches (Expression Scores) in Table 8 is 687.598 with df = 2,453 Testing at an alpha level of 0.05, the p-value .000 is less than the alpha level 0.05. So, the null hypothesis which states that there is no significant difference in students’ achievement in English Language expression of ideas in composition writing using different approaches (process approach, product approach and genre approach) of teaching composition writing is rejected. Consequently, there is a significant difference in students’ achievement score in English Language expression in composition writing using different approaches (product approach, process approach and genre approach) of teaching composition writing.

To test the direction of differences among the approaches, a Scheffe post hoc analysis was run. The result is presented in Table 9.

Table-9. Scheffe’s Post Hoc Test for the direction of significance of Subjects’ Achievement in Expression of Ideas in Composition Writing

Teaching Approaches	Teaching Approaches	Mean differences(i-j)	Std. Error	Sig.
Process Approach	Product Approach	2.535*	.198	.000
Genre Approach	Product Approach	6.808*	.191	.000
Genre Approach	Process Approach	4.273*	.197	.000

* The mean difference is significant at the 0.05 level

Table 9 reveals that the mean difference between subjects taught English Language Composition writing with the process approach and the product approach is 2.535 significant at .000. This shows that there is a significant difference in the performance of the subjects in the two groups. The mean difference between subjects taught English Language composition writing with the genre and the product approach is 6.808 significant at .000 This shows that there is a significant difference in the performance of the subjects in the two groups. The mean difference between subject taught English Language composition, using the genre approach and the process approach is 4.273 significant at .000. This shows that there is also a significant difference in the performance of the subjects in the two groups and the direction of the difference lies between the genre approach and the process approach with those taught with the genre approach performing better.

Consequently, the hypothesis which states that there is no significant difference in students' score in expression of ideas in composition writing using different approaches (product, process and genre) was rejected.

Figure-3. Estimated Mean Plot of Expression of Ideas Scores at Post-test

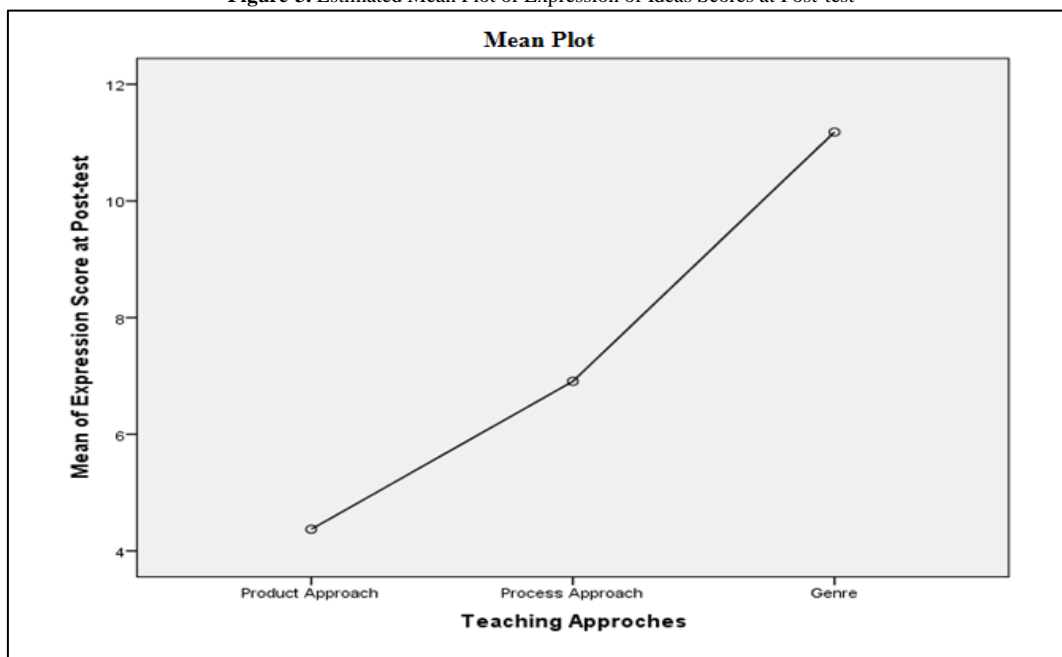


Figure 3 shows estimated mean of post-test of expression of ideas with genre approach having the highest level of 5.4 mean score, followed by process approach of 4.2 mean score while product has the least level of 3.6 mean score. This shows that the genre approach is superior to process approach, which in turn is superior to the product approach.

Hypothesis 4: There is no significant difference in students' achievement in English Language mechanical accuracy in composition writing using different approaches (product approach, process approach and genre approach) to teaching writing.

Table-10. Summary of Mean and Standard Deviation of Pre-test and Post-test Scores of Mechanical Accuracy in Composition Writing of Students taught with Different Approaches

Teaching Approches	N	Pre-test		Post-test		Difference between post-test and pre-test Mean Gain
		Mean	Standard Deviation	Mean	Standard Deviation	
Product Approach	156	0.00	0.00	0.23	0.452	0.23
Process Approach	140	0.00	0.00	0.37	0.514	0.37
Genre Approach	161	0.00	0.00	1.10	0.838	1.1
Total	457	0.00	0.00	0.58	0.715	0.58

Table 10 reveals that there were gains in the mean scores across the three approaches. Students taught with the product approach had pre-test and post-test mean of 0.00 and 0.23 respectively and had the least mean gain of 0.23. The students taught with the process approach had pre-test and post-test means of 0.00 and 0.37 respectively and had a mean gain of 0.37. Students taught with the genre approach had pre-test and post test means of 0.00 and 1.10 respectively and had the highest mean gain of 1.1.

To test if there is a significant difference in students' achievement in English language of mechanical accuracy in composition writing using different approaches, the ANOVA statistics was used. The ANOVA statistics was used because there were no differences in the mean scores of both the experimental and control group in the pre-test. The summary of the analysis is presented in Table 11.

Table-11. Summary of ANOVA Mechanical Accuracy at Post test for Teaching Approaches

	Sum of Square	Df	Mean square	F	Sig.
Between Groups	68.547	2	34.273	86.068	.000
Within Groups	180.788	454	.398		
Total	249.335	456			
		0.05			

The F-value for effect of approaches in (mechanical accuracy) in Table 11 score is 86.068 with df 2,454 and a p-value of 0.00, testing at an alpha level of .05. Since the p-value is less than the alpha level, the null hypothesis which states that there is no significant difference in students' achievement in English language mechanical accuracy in

composition writing using different approaches (product approach, process approach and genre approach) to teaching writing is rejected. Consequently, there is significant difference in students' achievement in English Language mechanical accuracy of composition using different approaches (product approach, process approach and genre approach).

To test for the direction of differences among the approaches, a Scheffe post hoc analysis was carried out. The result is presented in Table 12.

Table-12. Scheffe's Post Hoc Test for the direction of significance of Subjects' Achievement in 'Mechanical Accuracy' in Composition Writing

Teaching Approaches	Mean differences (i-j)	Standard Error	Significant
Process Product	.141	.073	.161
Genre Product	.869*	.071	.000
Genre Process	.728	.073	.000

* The mean difference is significant at the 0.05 level

Table 12 reveals that the mean difference between subjects taught English Language composition, using the process approach and the product approach is .141, significant at 161. This shows that there is no significant difference in the performance of the subjects in the two groups. The mean difference between subjects taught English Language composition writing with the genre approach and product approach is .869, significant at .000. This shows that there is a significant difference in the performance of the subjects in the two groups. The mean difference between subjects taught English Language composition writing with the genre approach and the process approach is .728, significant at .000. This shows that there is also a significant difference in the performance of the subjects in the two groups and the direction of the difference lies between those taught with the genre approach and the product approach with those taught with the genre approach performing better.

Consequently, the hypotheses which states that there is no significant difference in students' score in mechanical accuracy in composition writing using different approaches (product, process and genre) was rejected.

Figure-4. Estimated Mean plot of Mechanical Accuracy Scores at Post-test

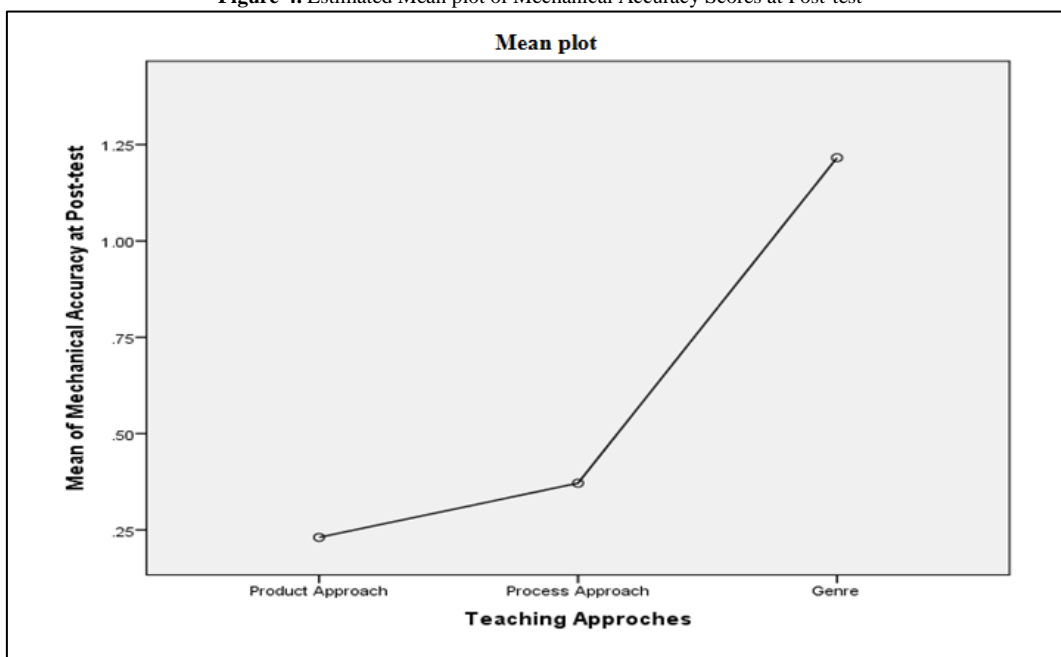


Figure 4 shows estimated means of mechanical accuracy at post test with genre approach having highest level 1.20 mean score followed by process 0.35 while product approach has the least of 0.25 mean score. This shows that the genre approach is superior to the process approach which in turn is superior to the product approach.

Hypothesis 5: There is no significant difference in the students' overall achievement in English composition writing among students taught using the different approaches (product approach, process approach and genre approach) to teaching writing.

Table-13. Summary of Mean and Standard Deviation of Pre-test and Post-test Scores of Overall Achievement Scores of Students for teaching Approaches

Teaching Approaches	N	Pre-test		Post-test		Difference between post-test and pre-test
		Mean	Standard Deviation	Mean	Standard Deviation	Mean Gain
Product Approach	156	10.10	3.217	10.88	3.11	0.78
Process Approach	140	14.66	3.753	15.26	3.731	0.60
Genre Approach	161	13.28	3.362	23.19	2.370	9.91
Total	457	12.62	3.921	16.56	6.045	3.94

Table 13 reveals that there were gains in the mean scores across the three approaches. Students taught with the process approach had pre-test and post-test mean of 14.66 and 15.26 respectively and had the least mean gain of 0.60. The students taught with the product approach had pre-test and post-test means of 10.10 and 10.88 respectively and had a mean gain of 0.78. Students taught with the genre approach had pre-test and posttest means of 13.28 and 23.19 respectively and had the highest mean gain of 9.91.

To test if there is a significant difference in students’ achievement in English language composition writing using different approaches, the ANCOVA statistics was used. The ANCOVA statistics was used because there were differences in the mean scores of both the experimental and control group in the pre-test.

To determine if there were significant differences in students’ achievement in English language composition writing using different approaches, the data collected from 457 respondents were analyzed using the ANCOVA statistics. The summary of the analysis is presented in Table 14.

Table-14. Summary of ANCOVA Analysis of Overall Achievement at Post test

Source	Type III sum of Square	Df	Mean Square	F	Sig.
Corrected model	14463.916 ^a	6	241.653	493.384	.000
Intercept	2420.665	1	2420.665	495.433	.000
Pre-test	1766.378	1	1766.378	361.522	.000
Approaches	9828.996	2	4814.498	985.375	.000
Genre	169.801	1	169.801	134.753	.281
Appro. Gen	12.454	2	6.227	1.275	
Error	2198.680	450	4.886		
Total	141990.000	457			
Corrected Total	16662.596	456			

^a R squared = .868 (Adjusted R squared = .866)

The F value for effect of approaches in achievements is 1.275 with df = 2,450 and a p-value of .000, Testing at an alpha level of 0.05, the p-value is less than the alpha level, so the null hypothesis which states that there is no significant difference in students achievement in English composition writing among students taught using the different approaches (product approach, process approach and genre approach) to teaching writing is rejected. Consequently, there is significant difference.

To test the direction of differences among the approaches, a Scheffe post hoc analysis was run. The result is presented in Table 15.

Table-15. Scheffe’s Post Hoc Test for the direction of significance of Subjects’ Overall Achievement in Composition Writing

Teaching Approaches	Mean differences	Standard Error	Significant
Process Product	4.380*	.360	.000
Genre Product	12.302*	.347	.000
Genre Process	7.922*	.357	.000

* The mean difference is significant at the 0.05 level

Table 15 reveals that the mean difference between subjects taught English Language composition writing with the process approach and the product approach is 4.380 significant at .000. This shows that there is a significant difference in the performance of the subject in the two groups. The mean difference between subjects taught English Language composition writing with the genre approach and product approach is 12.302 significant at .000. This shows that there is a significant difference in the performance of the subjects in the two groups. The mean difference between subjects taught English composition writing with the genre approach and process approach is 7.922 significant at .000. This shows that there is a significant difference in the performance of the subject in the two groups and the direction of the difference lies between those taught with the genre approach and the process approach performing better.

Consequently, the hypothesis which states that there is no significant difference in the students’ overall achievement in English Language composition writing among student taught using different approaches (product, process and genre) was rejected.

The findings from hypotheses one to five as presented in tables reveals that students taught with the genre approach performed significantly better in all aspects of composition writing; content, organization, expression, mechanical accuracy and overall achievement than students’ taught with the process and product approaches. This may be the result of the novelty of the genre approach, which is situated away from naturalistic ways of language learning, theory-wise. It is more of a functionalistic approach that it is through language that we achieve certain goals. “Genre based approaches to writing are based on a functional model of language; that is, a theoretical perspective that emphasizes the social contractedness of language” (Knap and Watkins, 2005). The genre approach is more focused on how and what to write in order to reach the intended reader. In the genre approach to teaching writing, the focus is on creating authentic writing. As Hyland (2004) describes it, it is the grouping together of texts, which represent how writers typically use language to respond to recurring situations. The genre approach is more than just teaching writing in order to practice grammar or learning structure, it also focuses on context and audience. This enables the teacher to look beyond content, composing processing, and textual forms to see writing as an attempt to communicate with readers-to better understand the ways that language patterns are used to accomplish coherent, purposeful prose (Hyland, 2004).

The findings of the present study corroborate the findings of researchers like Peter (2006), Matsuo and Bevan (2002), Feez and Joyce (1998), and Okoro (2008) who found out that there was a significant difference in achievement in content of composition writing among subjects taught composition writing using different approaches. Subjects taught with the genre approach had the highest mean score. The finding is also in agreement with those of Onyebueke (2013) and Ngonebu (2002) who found out that the genre approach improved students' performance in organization in writing composition. Generally, the findings substantiated the claims of Na (2009), (Chaa, 2008), Elashri (2013), Kongpetch (2006), Badger and White (2000), Olajide (2013), Anazodo (2004) who all confirmed the superiority of the genre approach to writing instruction.

The findings also reveal that the subjects in the process approach group performed better than the product approach group. The process approach group's better performance may be attributable to the fact that it is a student-centered approach which encourages learners to communicate their own written messages while simultaneously developing their literacy skills in speaking and reading. The process writing approach focuses on the different stages of text-production that a writer goes through (e.g., prewriting, drafting/writing, revising, proofreading, and publishing) and providing learners with feedback on their performance until they are able to apply these processes and strategies independently and flexibly in relation to their goals and task requirements. This finding is in line with studies such as those of Cumming (2002), Sengupta (2000), Chenoweth and Hayes (2001), Ferris and Hedgcock (1998), Hyland (2002), Roen (1989), Sasaki (2000) who found the process writing approach very effective. Similarly, Roen (1989) argued that understanding the processes in which effective writers engage, make learners better able to engage in them, recursively, on their own. Although subjects in the process writing approach performed better than those in the product approach group, they nevertheless did not perform as well as those in the genre approach group. A possible reason for this can be attributed to the fact that process writing is time consuming due to the focus on the various stages of text production (drafting and rewriting) and the fact that students may also react negatively to reworking the same material.

The study also reveals that the students taught using the product writing approach performed the least among the three approaches. A lot of factors may have accounted for this. This approach is a behaviorist approach of drilling grammar and rhetorical patterns with the hope that students would regurgitate those same patterns in their compositions (Silva, 1990). It focuses mainly on the final product. Most teachers who use the product approach do not develop in their students the need of coming up with original ideas which often left them uninspired to write. Many teachers using this approach often reduce writing to repetitive grammar exercises, where students' writings are checked for every grammatical and rhetorical mistakes. When students are given assigned composition to be written at home there is limited or no feedback from the teacher. If there is feedback, students diligently re-write their compositions according to the teacher-made corrections, even though many may fail to understand the reason behind the red marks on their papers. This perhaps explains much of the problem of writing and why subjects in the product approach group performed poorly in the present study.

5. Findings

The following were the findings of the study:

1. There is a significant difference in students' achievement in English Language content area of composition writing. Students taught with the genre approach out-performed those taught with the process and product approaches.
2. There is a significant difference in students' achievement in English Language organization of ideas in composition writing. Students taught with the genre approach out-performed those taught with the process and product approaches.
3. There is a significant difference in students' achievement in English Language expression in composition writing. Students taught with the genre approach out-performed those taught with the process and product approaches.
4. There is a significant difference in students' achievement in English Language mechanical accuracy in composition writing. Students taught with the genre approach out-performed those taught with either the process or the product approaches.
5. There is a significant difference in students' achievement in English composition writing. Students taught with the genre approach out-performed those taught with the process and product approaches.

6. Conclusion

Based on the findings of the study, it is concluded that students' achievement in composition writing is dependent on the instructional approach used. This is based on the fact that students taught with the genre approach emerged the best. The process approach is also an effective approach to teaching composition writing as students taught with the approach performed better than those taught with the product approach. The product approach of teaching composition writing is definitely an ineffective approach as students taught with this approach performed the least

Recommendations

Based on the findings of this study, it is recommended that:

- English Language teachers in Senior Secondary Schools should be encouraged to use the genre approach since it is the most effective compared with both the process and product approaches in composition writing.
- Seminars, workshops, conferences and any other form of in-service training should be organized for English teachers so as to expose them to current approaches to teaching writing like the genre approach.
- Curriculum planners should revisit the English Language curriculum emphasizing the teaching of composition writing with the process approach and the genre approaches that can help facilitate the teaching and learning of composition writing.
- English Language text book authors and publishers should incorporate sections in their text books on the genre approach to teaching composition writing.
- Teacher education curriculum should incorporate into the English Language methodology, courses in current approaches such as the genre approach to the teaching of composition writing.

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