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PROCESS-GENRE BASED APPROACH AND ARGUMENTATIVE WRITING

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I, Lic.Mg. Manuel Xavier Sulca Guale , holder of the I.D No. 180244754-8 , in my capacity as supervisor of the Research dissertation on the topic: "PROCESS-GENRE BASED APPROACH AND ARGUMENTATIVE WRITING" investigated by Mr. Bryan Alexander Gordón Fiallos with I.D No. 185009911-8, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DEDICATION

TO:

    With profound gratitude and heartfelt affection, I wish to dedicate my research work to God who grants me health and vitality, enabling the pursuit of my aspirations. Additionally, this dedication extends to those closest to my heart, who have unwaveringly supported and strengthened my goals. It is an homage to my departed father, whose legacy continues to fortify my pursuit of achievements. To my beloved mother, who selflessly renounced her own aspiration to facilitate my journey toward becoming a teacher. Moreover, to my sisters, who have constantly served as my guiding mentors, inspiring and supporting me from the earliest stages of my life. Their committed support has been indispensable, without which this achievement would not have been attainable.

    Alexander.

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Alexander.

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Topic: Process-genre based approach and argumentative writing.

Author: Bryan Alexander Gordón Fiallos

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ABSTRACT

This research work aimed to determine the impact of the process-genre based approach on the development of argumentative writing skills among B2 level English as a foreign language (EFL) learner at the Language Center of CTT de los Andes. In a quasi-experimental design, 45 participants were divided into two groups: 23 students formed the experimental group, while 22 students composed the control group. The study employed pre and post-tests based on the FCE standardized Cambridge Exam's essay writing section. These tests were evaluated using four criteria (content, communicative achievement, organization and language) aligned with the B2 level rubric. Utilizing a mixed research approach, the study combined quantitative analysis of test results with qualitative exploration obtaining insights through the interpretation of results, drawing conclusions, and formulating recommendations based on the broader context and participants' experiences. Analysis via paired t-tests confirmed that the experimental group exhibited significantly greater improvement in argumentative written production, validating the alternative hypothesis. Findings demonstrated that the process-genre based approach effectively enhanced students' argumentative writing proficiency. Notably, it provided writing instruction scaffolding, aiding in the formulation and execution of argumentative essays. The approach fostered learners' confidence and self-esteem, while also enhancing strategic planning, organization and meticulous editing skills. In conclusion, the integration of the process-genre based approach positively impacted students' writing abilities, emphasizing its role in skill development and fostering a conducive environment for refining argumentative writing competencies.

Keywords: process-genre based approach, argumentative writing skills, English as a foreign language (EFL) learner, writing instruction scaffolding.

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RESUMEN

Este trabajo de investigación tuvo como objetivo determinar el impacto del enfoque basado en el proceso-genero en el desarrollo de habilidades de escritura argumentativa en estudiantes de inglés como lengua extranjera (ILE) del nivel B2 en el Centro de Idiomas de CTT de los Andes. En un diseño cuasi-experimental, 45 participantes fueron divididos en dos grupos: 23 estudiantes formaron parte del grupo experimental, mientras que 22 estudiantes conformaron el grupo de control. El estudio empleó pruebas pre y post basadas en la sección de redacción de ensayos del examen estandarizado FCE de Cambridge. Estas pruebas fueron evaluadas utilizando cuatro criterios (contenido, logro comunicativo, organización y lenguaje) alineados con la rúbrica del nivel B2. Utilizando un enfoque de investigación mixto, el estudio combinó análisis cuantitativos de los resultados de las pruebas con exploración cualitativa, obteniendo perspectivas a través de la interpretación de resultados, planteando conclusiones y formulando recomendaciones basadas en el contexto y experiencias de los participantes. El análisis a través de pruebas t pareadas confirmó que el grupo experimental mostró un avance significativo en la producción de escritura argumentativa, validando la hipótesis alternativa. Los hallazgos demostraron que el enfoque basado en el proceso-genero mejoró efectivamente la habilidad de escritura de los estudiantes. Destacadamente, proporcionó apoyo en la instrucción de escritura, ayudando en la formulación y ejecución de ensayos argumentativos. El enfoque fomentó la confianza y autoestima de los estudiantes, de igual manera, mejoró la planificación estratégica, organización y habilidades de edición. En conclusión, la integración del enfoque basado en el proceso-genero impactó positivamente las habilidades de escritura de los estudiantes, enfatizando su papel en el desarrollo de destrezas y fomentando un ambiente propicio para perfeccionar las capacidades de escritura argumentativa.

Palabras clave: enfoque basado en el proceso-genero, habilidades de escritura argumentativa, estudiante de inglés como lengua extranjera (ILE), apoyo en la instrucción de escritura.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Research Background

Numerous study sources were employed to support this research work. To hold up the investigation into the "Process-genre based approach and argumentative writing" a systematic collection of data from scientific articles, journals, and academic papers was undertaken. Consequently, the articles and papers listed below have been selected to furnish pertinent information pertaining to the two primary variables central to this study. Furthermore, the reliability of the cited investigations is supported by their retrieval from trustworthy educational websites.

Chala-Bejarano and Chapetón (2013) conducted a research study involving a population of L2 English language learners. The principal aim of their investigation was to explore and describe the potential impact of the process-genre based approach on the composition of argumentative essays. The researchers focused on a qualitative approach in order to examine what occurred in the classroom setting by gathering holistic insights. This research was directed by using exploratory and descriptive levels of research. The study was executed through a four-stage action research process encompassing clarifying visions and targets, articulating theory, carrying out action and gathering data, and reflecting and planning informed action. The population consisted of two male and thirteen female students, aged 17 to 23, enrolled in the Teaching of Modern Languages program at Pontificia Universidad Javeriana in Bogota. Notably, the study group was divided into two subgroups, with one receiving writing instruction centered on topics related to international relations and the other focusing on current issues. Both subgroups were instructed using the process-genre based approach. Data acquisition was facilitated through continuous audio recordings, two questionnaires, and semi-structured interviews conducted with both teachers and

students during the course of the activities. The findings of the study demonstrated that the utilization of the process-genre based approach not only contributed to the enhancement of participants' argumentative essay writing skills but also significantly boosted their self-confidence. This outcome suggests the efficacy of the process-genre based approach as a pedagogical strategy for the development of argumentative essays.

Degaga (2018) directed a study with the primary objective of investigating the impact of a process-genre based approach on the writing skills performance and perception of English as a Foreign Language (EFL) students. The study involved a population of eighty students drawn from Hawassa University. This student population was evenly divided into two groups: an experimental group consisting of forty students and a control group comprising the remaining forty students. This study appointed a quasi-experimental research design. To gather data, the researcher utilized some assessment tools, including a writing skills test, questionnaires, and interviews. This investigation represented a mixed-approach, as quantitative data obtained through the administration of tests, while qualitative data was elicited through interviews with the participating students. The study's findings disclosed significant improvements in the overall writing performance of students belonging to the experimental group. It is noteworthy that the process-genre based approach was found to exert substantial on the different aspect of writing except for mechanics. Concurrently, the questionnaires and interviews remarked positive improvements in students' perceptions regarding the efficacy of the process-genre based approach as a pedagogical strategy.

In the study managed by Pujianto et al. (2014), the primary objective was to explore whether a process-genre based approach teaching steps can help develop senior high students' writing skills of report text based on schematic structures and linguistic features analysis. This instructional intervention focused on the systematic analysis of schematic structures and linguistic features inherent in report text composition. A descriptive research design was employed, characterized by its adoption of case study methodology. The research population consisted of a group of students at the eleventh-grade level, enrolled in a senior high school located in Bandung. Data collection was carried out through an examination of the instructional process and a comprehensive analysis of the students' written texts. The findings of

the investigation revealed a positive impact of the process-genre based approach on the development of students' report text writing skills. Specifically, it was determined that the modeling phase of this pedagogical approach played a pivotal role in facilitating the acquisition of language skills among students.

Huang and Zhang (2022) conducted an empirical investigation aimed at examining changes in the perceived use of metacognitive strategies by second language (L2) writers following the implementation of a process-genre based instructional approach. Employing a mixed-methods approach, this study was executed within the context of two English courses offered at a university in China. The study consisted of a total of 72 first-year undergraduate students, with the experimental group consisting of 40 students who received instruction through the process-genre based approach, while the control group received conventional writing instruction. The research outcomes indicated a significant and positive influence of the process-genre based approach on the "considering the audience" aspect, leading to an enhanced clarity and diversification in students' conceptualization of their target audience. The findings further suggested that participants effectively integrated the acquired strategies and genre knowledge into their writing tasks, allocating increased pre-task planning time to both global and local textual elements. This shift in focus facilitated greater control at the discourse-level of text production.

Alabere and Shapii (2019) administered a research work which intended to assess the efficacy of the process-genre based approach in enhancing the academic writing skills of English as a second language (ESL) undergraduate students in the context of essay writing. The study's participants consisted of university-level undergraduates, with 40 students allocated to both the control and experimental groups. Prior to and following the instructional intervention, both groups underwent pre-test and post-test assessments. Specifically, the experimental group received instruction employing the process-genre based approach, while the control group received traditional instructional methods. Over a period of six weeks, both groups received training utilizing their respective instructional approaches. The collected data was subjected to analysis through a comparative examination of the performance

scores between the experimental and control groups. The research findings demonstrated a meaningful enhancement in the academic essay writing capabilities of the students within the experimental group, leading to the conclusion that the process-genre based approach constitutes an effective pedagogical strategy for the instruction of academic writing skills.

Huang and Zhang (2020) led another research study with the aim of examining the impact of employing the process-genre based approach in teaching argumentative writing on the enhancement of writing skills among second language (L2) learners. The researchers adopted a quantitative research approach, emphasizing the acquisition of numerical data to establish the causal relationship between the independent variable and the dependent variable. This investigation was carried out by employing a quasi-experimental level of research due to the investigators manipulated the independent variable, but the population was not selected randomly. The population consisted of 72 students drawn from two English classes at a Chinese University. Among the participants, the experimental group received instruction in L2 writing using the process-genre based approach, while the control group received instruction utilizing a conventional and widely adopted teaching technique for argumentative writing. Furthermore, the research incorporated a series of assessment tasks, including pretest, immediate posttest, and delayed posttest evaluations, to measure the evolution of the writing abilities of L2 learners. Each essay produced by the participants was evaluated according to a comprehensive marking rubric encompassing criterion such as content, organization, vocabulary, language usage, and mechanics. The outcomes of the study revealed a meaningful and remarkable improvement in the argumentative writing capabilities of the students who were exposed to the process-genre based approach. This suggests that the use of the process-genre based approach significantly enhances the argumentative writing performance of L2 learners.

In conclusion, the research background presented in these papers underscores the widespread and favorable influence of the process-genre based approach on diverse facets of writing, encompassing argumentative essays, report texts, and a range of student demographics. These findings collectively emphasize the approach's

pedagogical effectiveness in enhancing writing skills, fostering metacognitive strategies, and promoting clearer and more diverse written expression.

Theoretical foundation of the variables

The primary aim of this chapter is to provide a comprehensive interpretation of the theoretical foundation supporting the variables central to this research work, namely the "Process-genre based approach" as the independent variable and "Argumentative Writing" as the dependent variable. In this context, an exploration of the key categories essential to these variables will be performed. For the independent variable, "Process-genre based approach," the analysis will focus primarily on two pivotal key categories, which are: "English language teaching" and "Approaches for writing". Conversely, with respect to the dependent variable, "Argumentative Writing," the critical categories of "Productive English Skills" and "Writing Skills" will be prioritized. Additionally, this chapter will explore various conceptual constructs that are instrumental in enhancing the comprehension of the research problem.

Independent Variable

English language teaching

English Language Teaching (ELT) is a multifaceted pedagogical practice that entails imparting proficiency in the English language to learners whose native tongue is not English. It encompasses a range of teaching strategies, methodologies, and techniques aimed at developing learners' language skills in listening, speaking, reading, and writing. Harmer (2007) underscored that ELT involves not only the transmission of linguistic knowledge but also the cultivation of effective communication skills. Moreover, Thornbury (2006) emphasized that ELT is not a one-size-fits-all ventures but a dynamic field that adapts to learners' diverse needs, goals, and contexts. It encompasses both formal classroom instruction and informal learning

opportunities, fostering language acquisition for various purposes, be it academic, professional, or personal.

In addition to addressing language proficiency, teaching English often involves promoting cultural awareness and intercultural competence. According Larsen-Freeman (2000), ELT teachers lay a pivotal role in facilitating the understanding of not only the language itself but also the cultural variations and contexts in which it is used. They guide learners to navigate the intricacies of English as a global lingua franca, bridging cultures and fostering effective cross-cultural communication (Richards, 2013). In essence, teaching English extends beyond the mere transmission of vocabulary and grammar rules; it embodies a comprehensive pedagogical endeavor that equips learners with the linguistic and cultural proficiency needed to thrive in an increasingly interconnected world.

Cameron (2001) supported the notion that effective English language instruction needs the combination of essential pedagogical skills employed by proficient primary educators in managing classroom dynamics and sustaining student engagement. By meticulously tailoring their instructional strategies to align with their students' viewpoints, educators can facilitate the consistent assimilation of information, thereby engendering a learning environment characterized by minimal cognitive barriers (Archana, 2017).

In conclusion, English Language Teaching (ELT) stands as a complex and adaptable pedagogical practice aimed at equipping learners from diverse linguistic backgrounds with the skills and cultural awareness necessary to thrive in our interconnected world.

Approaches for writing

Numerous approaches have emerged within the field of English as a Foreign Language (EFL) writing development. Each of these models has contributed valuable insights into the facilitation of proficient written expression. Nevertheless, scholars in

the field of education continually explore innovative approaches aimed at enhancing learners' comprehension of the writing process, with the goal of fostering the production of more cohesive and coherent written compositions. Therefore, it is essential to identify the right approach in a writing classroom to achieve successful outcomes.

The product approach

The product approach represents one of the conventional approaches within the field of writing pedagogy, emphasizing the resultant written output as its central focus. Within this approach, learners engage in processes of imitation, replication, and adaptation of teacher-supplied materials (Nunan,1991). The act of writing, under the purview of the product approach, primarily revolves around linguistic proficiency, encompassing the judicious utilization of syntax, lexicon, and unified compositional strategies (Pincas, 1982). Consequently, the principal objective of product-oriented writing endeavors pertains to the creation of error-free and logically coherent textual artifacts (Sun & Feng, 2009). This pedagogical framework inherently adopts a teacher-centered orientation, characteristically devoid of opportunities for students to engage in interactive dialogue, collaborative discourse, or receive constructive input from both their educators (Mourssi, 2013). Within this context, innovation within student writing is stifled, as the emphasis gravitates towards the final written product rather than the dynamic process of cultivating writing proficiency.

According to Steele (1992), the product approach can be segmented into four distinct instructional stages: familiarization, controlled writing, guided writing, and free writing. In the initial phase, namely the familiarization stage, instructors provide model texts to students, elucidating specific structural and stylistic features pertinent to a given textual genre. Transitioning to the controlled writing stage, educators furnish students with structured exercises, predominantly focused on grammatical intricacies and associated vocabulary. During the subsequent stage of guided writing, students undertake the composition of texts bearing similarity to the provided model text. Finally, in the last stage, free writing, students independently generate texts mirroring the characteristics of the models.

Critically, this approach premised on the replication of model texts, can act as a deterrent to learner creativity (Murray, 1980). Model texts, while serving as exemplars, may inadvertently constrain students to adhere rigidly to established structures and formats across varied writing contexts, potentially stifling the emancipatory potential of their own creative expression.

The process approach.

Language proficiency is less important in process writing than the procedures involved in writing, such as planning, drafting, revising, and editing (Badger & White, 2000). Process writing places a strong emphasis on the author's unique, independent invention as well as the writing process. In a process writing classroom, the instructor serves as a facilitator who helps students reach their full potential. The writing process is more significant than the social context, as the name implies. According to this theory, writing calls for language abilities rather than linguistic knowledge. As a result, emphasis is placed on abilities like planning, drafting, and revising.

No text is can be perfect, nonetheless, Nunan (1991) claimed that a writer can grow closer to perfection by creating, considering, debating, and revising subsequent revisions of a text. Peer review feedback and teacher-student conferences are crucial components of this strategy that aid students in improving their writing. According to Myles (2002), students can benefit most from the process approach to writing when they can accept feedback, take their time to modify, and then ask for advice. The process method is superior to the product approach because it enables students to adopt their own distinctive writing strategies in accordance with their demands.

The process approach has been criticized for its several shortcomings even though it was created in response to the limitations of the product approach. Badger and White (2000) claimed that it misses the social context changes of the writing process. This strategy concentrates on the universal writing process for everyone, despite the differences between the writer and the written topic. Another significant drawback in this strategy is the lack of a strong model.

The genre approach

The genre-based approach to writing instruction, combining select strategies from both the product-oriented and process-oriented methodologies, emerged as a response to the limitations inherent in the process approach. As stated by Badger and White (2000), the genre approach views writing as a linguistic aim, similar to the product approach, but distinct in its recognition that writing experiences transformations contingent upon the sociocultural context in which it is generated. In terms of this sociocultural perspective, Paltridge (2004) characterized writing as an activity deeply embedded within sociocultural frameworks. Consequently, the genre-based method accentuates the cultivation of effective communication within the context of teaching specific genres.

In this approach, Reppen (2002) highlighted that through the explicit pedagogical instruction of specific textual features, students can foster their comprehension of how to enhance the efficacy and appropriateness of a written composition for its intended communicative purpose. The genre-oriented approach prioritizes the reader's perspective over that of the learner and is additionally shaped by considerations related to the subject matter and the dynamics inherent in the writer-audience relationship.

According to Badger and White (2000), the process of writing unfolds through a three-stage sequence. The introductory stage, designated as "modeling the target," begins within the classroom setting by introducing a prototype of a particular literary genre. Subsequently, in the second stage, both educators and students collaborate in the construction of the textual content. This collaborative process encompasses exercises and the manipulation of the textual material, enabling learners to nurture pertinent linguistic structures. Last but not least, the third stage concludes in learners independently developing g a cohesive text, thereby ending up with a finalized and autonomous product.

To summarize the forementioned details, the genre-based approach acknowledges the social context of writing, recognizing it as an expression of specific

intentions, and underscores the notion that learning can occur consciously through imitation and analysis (Badger & White, 2000). Nevertheless, this approach has encountered criticism. The gist of genre knowledge encompasses both textual and socio-cultural dimensions, making it challenging to determine the precise knowledge that educators should convey to their students (Paltridge, 2004).

In conclusion, the exploration of various approaches to writing instruction within the English as a Foreign Language (EFL) writing development has supplied valuable insights aimed at facilitating proficient written expression. These approaches, including the product-oriented, process-oriented, and genre-based approaches, each offer distinctive perspectives on the teaching of writing. While the product approach centers on the final written output, emphasizing linguistic proficiency and replicative practices, the process approach prioritizes the writing process itself, promoting independent invention and creativity. In contrast, the genre-based approach, a compilation of elements from both product and process methodologies, recognizes writing as a linguistic effort influenced by sociocultural contexts.

Various writing approaches have strengths and limitations, requiring careful consideration in choosing one for a classroom based on teaching goals and student needs. The product approach may limit creativity, the process approach might overlook social aspects of writing, while the genre-based method balances social context and teaches specific textual features. No single approach reigns universally superior, demanding educators match their goals with students' traits when choosing. The evolving nature of writing pedagogy drives exploration of new methods to enhance understanding and create cohesive compositions. Thus, selecting the right approach is vital for success in the classroom and adapting ongoing changes in teaching EFL writing.

Process-genre based approach

The Process-Genre Based Approach represents a significant and eclectic perspective in the field of foreign language education, particularly in the context of teaching writing. This approach has gained prominence for its unique combination of the product, process, and genre approaches, offering learners a holistic understanding of written language in foreign language environments. Rooted in the fusion of these diverse pedagogical principles, the Process-Genre Approach exposes learners to written texts that serve as valuable linguistic tools for analysis. Moreover, it goes beyond mere linguistic exploration by facilitating learners in comprehending the underlying communicative purposes embedded within various genres. Furthermore, this approach equips learners with the instrument to examine the complex organization and development of ideas in written discourse, thus enhancing their overall writing proficiency (Badger & White, 2000).

Babalola (2012) asserted that the process-genre based approach constitutes a fusion of two distinct pedagogical approaches, serving as a potent tool for enhancing students' writing competencies. This innovative approach draws inspiration from the genre-based approach, encompassing elements such as contextual understanding, writing purpose, and specific text characteristics. Additionally, it incorporates process-based elements, including the cultivation of writing skills and the consideration of learners' responses to the writing process.

According to Gao (2007), the process-genre based approach exhibits certain defining characteristics. These include fostering learners' creative thinking, clarifying the complexities of text construction by writers, imparting knowledge of linguistic features, and facilitating an understanding of the specific discourse communities in which particular genres are employed.

Therefore, the theoretical foundations and practical implications of the Process-Genre Based Approach, will be discussed, pointing out its significance in fostering foreign language writing competence.

Process stages

The Process-Genre approach was initially introduced by Badger and White (2000) at the University of Stirling, United Kingdom. This approach entails the integration of linguistic and contextual comprehension in writing. Additionally, it emphasizes the writing process, encompassing pre-writing, planning, drafting, and publishing the final version of the text. In order to generate a proficient piece of written discourse, the writer is required to carefully analyze the intended purpose, target audience, and the broader sociocultural implications associated with the text.

Badger and White (2000) featured a comprehensive framework incorporating six stages for the implementation of the process-genre approach: preparation, modeling and reinforcing, planning, joint construction, independent construction, and revising and editing. Each of these stages encompasses specific elements that guide learners through an effective developmental process.

During the initial preparation stage, learners activate their cognitive schemata as they are introduced to a contextual setting in which a particular genre is anticipated to be employed. This process unfolds as they are introduced to a carefully crafted contextual setting, purposefully designed to cover the way for the employment of a specific genre. Within this crucial phase, teachers assume the role of readying their students to embark on the journey of preparing a particular type of text, simultaneously, vigilantly predicting and clarifying its comprehensive structural framework.

Thereafter, the modeling and reinforcing stage represents a crucial step in the pedagogical process. In this phase, learners are thoughtfully presented with a sample

text which serves as an exemplar, meticulously developed to embody the chosen genre in its essence.

Within this pivotal stage, learners embark on a comprehensive analysis of various critical aspects of the text, aligning with modern research in the field. They immerse themselves in a detailed analysis of the text's social purpose, closely inspect its structural framework, deconstruct its lexical and grammatical elements, and explore its contextual attributes.

Furthermore, learners expand their comprehension by exploring additional texts, which are strategically chosen to reinforce their understanding of the fundamental characteristics of the genre, ensuring a comprehensive and deep understanding of the genre's complexities.

In the subsequent planning stage, learners begin with the process of generating ideas, engaging in discussions, and immersing themselves in pertinent reading materials related to a new situation that belongs to the examined genre. This preparatory work lays the foundation for the following stages of the process-genre approach.

In the planning stage, learners embark on a comprehensive journey, beginning with the vital task of generating ideas, actively engaging in meaningful discussions, and immersing themselves in an extensive array of pertinent reading materials that pertain to a novel situation encapsulated within the genre being explored. This preparatory endeavor serves as the bedrock upon which the subsequent stages of the process-genre approach are constructed, laying a substantial and sturdy foundation for their academic voyage ahead.

Throughout the collaborative phase, widely recognized as joint construction, both the teacher and the students enthusiastically engage in a cooperative attempt to design a fresh and innovative text that meticulously adheres to the well-established

features of the carefully chosen genre. As a direct consequence of their concerted efforts, they actively apply the writing process, which comprehensively encompasses the stages of brainstorming, drafting, and revisions. In this collective process, learners contribute their insightful ideas, thereby playing an integral role in molding and refining the emerging text. The instructor weaves these invaluable contributions into the continuously evolving text, ultimately culminating in the masterful production of an initial draft.

Subsequently, during the independent construction stage, learners are deeply encouraged to independently and autonomously undertake the task of developing a brand-new text that impeccably aligns with the prescribed standards, thus eloquently showcasing their acquired proficiency in the chosen genre.

In the concluding phase of the process-genre based approach, the revising and editing stage takes occur. During this critical phase, educators assess the written work of their learners, offering insightful and constructive feedback to guide further enhancement to the text. In response, learners diligently absorb and apply the guidance provided by their teachers, leading to a substantial improvement in the quality of the text and ultimately culminating in the achievement of a polished and improved final written product.

In other terms, the process-genre based approach, originally introduced by Badger and White (2000) at the University of Stirling in the United Kingdom, represents a holistic framework designed to elevate foreign language writing proficiency. This approach integrates both linguistic and contextual comprehension, placing a strong emphasis on the entirety of the writing process, which includes critical stages such as pre-writing, planning, drafting, and revising. Central to this method is the analysis of the intended purpose, the target audience, and the sociocultural implications of the text. Badger and White's six-stage model provides a structured pathway, starting from the preparatory stage that activates learners' cognitive schemata and culminating in the independent construction stage, where learners autonomously apply their acquired skills. The ultimate revising and editing stage underscore the

significance of feedback, resulting in the creation of an improved and polished final written product. This approach empowers learners to excel in written communication across diverse linguistic and cultural contexts.

Possible input

Learners exhibit variability in their familiarity with specific genres. Those learners possessing substantial knowledge in a particular genre will require minimal to no external guidance. Conversely, learners lacking proficiency in structuring texts and employing the appropriate linguistic conventions tailored to a particular audience necessitate additional support and instructional input. This aligns with Krashen's Input Hypotheses (1985), Long's concept of interactional modifications (1989), and Swain's exploration of negotiation of meaning (1995). Consequently, both input and interaction, facilitated through constructive feedback, assume pivotal roles within the writing process (Myles, 2002). Such input can be derived from educators, peers serving as co-learners, or exemplar texts.

Another potential source of input comes from learners. Peer feedback, alternatively termed as peer-response, peer editing, or peer evaluation, affords learners the opportunity to engage with authentic audiences and engage in discussions that promote discovery (Freedman, 1992). Learners are encouraged to continually seek peer feedback on their writing throughout the entire writing process. Research indicates that peer feedback prompts learners to undertake further revisions (Paulus, 1999). It underscores the value learners place on their peers' comments during the revision of their drafts. Consistent drafting throughout the writing process and subsequent revisions and editing guided by feedback from both peers and teachers constitute fundamental components of the process-oriented approach to teaching writing.

Different models representing a specific genre have the potential to furnish learners with highly specialized insights into the structural and functional aspects of syntactical and lexical elements essential for that genre. It would be advantageous if learners could gain exposure to exemplary generic models related to those of students, offering a realistic framework for writing performance by undergraduate students

(Flowerdew, 2000). These models can subsequently serve as tools for examining similarities in texts within the same genre. The implementation of such language awareness activities necessitates teachers to assemble sets of text exemplars similar to those the learners are in the process of mastering. It is worth noting that these activities bear some resemblance to the product approach, as mentioned earlier, as there exist certain parallels between the product approach and the genre approach, with the genre approach extending, in some respects, from the former (Badger &White, 2000).

The process-genre based approach effectively combines the strengths of both the process-oriented and genre-based approaches. Elements such as planning, drafting, conferencing, editing, and peer review are integral components derived from the process-oriented approach to instructing writing. Conversely, comprehension and deliberate consideration of the purpose, audience, and contextual factors align with the principles of the genre-based approach.

The teacher's role

Tribble (1996) proposed four fundamental roles for teacher employing the process-genre based approach in writing instruction: namely, that of the audience, assistants, evaluators, and examiners. In the capacity of the audience, instructors assume the role of discerning readers who furnish responses to the ideas or emotions learners aim to express through their written compositions. According to Kehl (1970), educators must engage in communication that embodies a distinctly humane tone, marked by genuine respect for the writer as an individual and a sincere commitment to their growth as a writer. In the role of assistants, teachers guide learners in enhancing the effectiveness of their writing by aiding them in genre selection, establishing clear purposes, and employing appropriate language. In their capacity as evaluators, instructors provide feedback on students' strengths, weaknesses, and overall performance, with the ultimate goal of fostering enduring improvements that catalyze cognitive transformation, as corroborated by the iterative revisions in students' written work (Reid, 1993). Furthermore, by adopting the role of examiners, educators deal with assessments to measure the proficiency of learners' writing skills.

Dependent Variable

Productive English Skills

Productive skills, namely speaking and writing, are fundamental components of language acquisition, providing students with authentic learning opportunities and serving as crucial evaluative tools. Nunan (1989) suggested that although these skills exhibit distinct characteristics, a fundamental framework can guide their instruction and organization.

Harmer (2015) outlined key phases for teaching productive skills, beginning with an engaging introduction to the topic where students share their knowledge and experiences. The subsequent homework phase involves clear task instructions and confirmation of student comprehension. During monitoring, teachers actively assist students in their tasks, providing support and feedback, particularly in writing assignments.

In conclusion, productive skills, speaking and writing, are vital for language mastery. Effective teaching involves structured tasks, student engagement, and adapting to diverse communication contexts, highlighting the importance of these skills in today's diverse world. Furthermore, feedback and assessment come after task completion, emphasizing both aiding student learning and evaluating task quality. Proficiency in speaking fosters confidence and achievement, while writing skills, foundational for various tasks, reinforce grammar and vocabulary.

Writing Skill

According to Spratt et al. (2011), writing could be regarded as a productive skill focused on generating language rather than receiving it. In simpler terms, it required conveying a message by writing symbols on paper. In order to engage in writing, it is necessary to possess something to convey, typically a recipient for that communication. Additionally, the ability to shape letters and words, to connect them

into coherent sentences or a sequence of interconnected sentences, and to effectively convey the intended message is essential for successful written communication.

Writing is a cognitive process through which criteria and ideas experience a transformation into written form, entailing the complex progression through a non-linear sequence of stages or creative processes. Proficiency in writing is closely related to the ability to effectively convey critical thoughts within a given language or dialect, using elements such as signs, letters, words, sentences, and paragraphs on paper, with the intention of expressing a communicative message to readers through the utilization of symbols or pictograms.

Writing constitutes the process through which individuals engage in written communication to convey messages and articulate emotions, perceptions, and principles employing symbols, alphabetic characters, or illustrations inscribed onto paper. According to Golkova (2014), the aptitude for writing serves as a mechanism for preserving and archiving information pertaining to beliefs, theories, knowledge, and the essence of existence, with the ultimate aim of disseminating these insights not only to contemporary audiences but also to posterity.

Writing Types

Brown (2009) categorized written production into three distinct genres. The first category encompasses academic writing, which includes academic articles, technical reports, essays, compositions, academic journals, and theses. The second genre pertains to writing related to work, encompassing communication forms such as messages, letters, emails, reports, schedules, advertising materials, and manuals. Lastly, personal writing constitutes the third genre, encompassing various personal documents like letters, emails, invitations, messages, financial records, questionnaires, medical reports, diaries, as well as creative literary forms such as stories and poetry.

Written Production Classes

It is pertinent to feature the distinct categories within written production. Brown (2009) claimed that these categories encompass the following: imitative writing, which entails the production of written language, encompassing the mastery of letter formation, word construction, accurate punctuation, and sentence structuring, while also requiring the ability to discern the corresponding phonemes and graphemes within a sentence. The intensive category involves the production of a lexicon that is contextually appropriate, characterized by idiomatic expressions, and adheres to correct grammatical constructs within sentences. In the responsive class, the focus shifts towards linking sentences into coherent paragraphs and establishing logical sequencing across two or three paragraphs, allowing for the free expression of ideas. Last but not least, the extensive category necessitates adeptness in all writing processes and strategies for diverse purposes, entailing the logical organization and development of ideas, utilization of illustrative details, and demonstration of lexical and syntactic diversity.

Micro Skills

Brown (2009) illustrated distinct micro-skills. These include the proficiency in generating graphemes and mastering orthographic conventions within the English language. Additionally, it involves the ability to produce written content at an efficient pace, tailored to the intended purpose. Furthermore, it needs the acquisition of a comprehensive vocabulary and the judicious application of syntactical structures and word order patterns. Moreover, it entails the skillful utilization of sound linguistic frameworks, such as verb tenses, pluralization, patterns, and grammatical rules. Lastly, this skill entails the capacity to convey precise meanings through various linguistic structures, demonstrating a nuanced command of language forms and expressions.

Macro Skills

Brown (2009) also comprised a set of underlying macro skills. These macro skills encompass the proficient use of established components in written practice, the application of systematic structures and regulations in written expression, and the effective fulfillment of the components within written texts, guided by their structure and purpose. Moreover, they encompass the ability to convey interconnections and associations among events and articulate these connections, including primary concepts, secondary ideas, novel information, provided data, hypotheses, and exemplifications. Additionally, these macro skills involve the capacity to discern between implied and explicit meanings during the writing process and the accurate conveyance of specific cultural references within a written discourse. Furthermore, they encompass the development and application of diverse writing techniques, such as the precise assessment of audience comprehension, the incorporation of established writing strategies, fluency in initial draft composition, the use of translations, paraphrasing, and synonyms, as well as the solicitation of opinions and feedback from peers or instructors, culminating in the utilization of these insights to thoroughly review and edit a written work.

Argumentative Writing

Argumentation is inherently a social venture involving discourse among individuals holding diverse viewpoints on controversial issues. The presentation of a collection of propositions implies a discernible structure that significantly impacts a standpoint's acceptability. These rational acts involve critical standards, encompassing criteria like argumentative discourse elements, audience consideration, and the relevance of chosen strategies (Walton et al., 2008). This latter criterion requires addressing the suitability of argumentative strategies. The impulse for argumentative writing is rooted in anticipating differences of opinion about controversial issues (van Eemeren et al., 2013). This anticipation propels the expression of one's perspective and the presentation of compelling arguments, making argumentative writing a potent tool for asserting beliefs, challenging opposing views, and promoting meaningful discourse.

Supporting effective argumentation through dialogic means assumes importance due to the interactive nature of argumentation, involving individuals with diverse perspectives. Nonetheless, it is pivotal to acknowledge that argumentative writing is contingent upon finite cognitive resources (Stanovich, 2011). Furthermore, Bereiter and Scardamalia (1987) explained that argumentative writing operates as a problem-solving process, necessitating the writer's utilization of purpose-driven self-regulatory processes (Graham &Harris, 1997). Similar to all forms of problem- solving skills, writing is bound by the writer's available cognitive capabilities and processing capacity. Consequently, the writer must organize all stages of the writing process, encompassing goal setting, planning, composition, and revision of their essays.

Advantages of argumentative writing

Argumentative writing in English as a foreign language (EFL) offers several distinct advantages that contribute significantly to language acquisition and overall language proficiency. One of the key benefits is the development of critical thinking skills. Flower and Hayes (1981) stated that argumentative writing tasks require learners to analyze information, evaluate evidence, and construct well-reasoned arguments, promoting higher-order cognitive skills. Engaging in argumentative writing encourages EFL learners to think critically about complex topics and to articulate their thoughts persuasively, which can have a lasting positive impact on their overall language competence (Hyland, 2003).

Another advantage of argumentative writing in EFL is its capacity to enhance language fluency and accuracy. Swales (1990) suggested that writing argumentatively compels learners to use language purposefully and precisely to convey their viewpoints effectively. This process encourages vocabulary expansion, a deeper understanding of grammar and syntax, and an increased awareness of rhetorical devices. Through repeated practice in constructing arguments, learners become more adept at expressing themselves coherently and persuasively in both written and spoken English (Dudley-Evans & St. John, 1998). This development of linguistic skills in the

context of argumentation not only benefits language learners in the classroom but also equips them with practical communication tools for real-world scenarios.

Moreover, argumentative writing fosters cultural awareness and intercultural competence. By engaging with topics from various cultural perspectives, learners gain insights into different worldviews and ways of thinking (Kachru, 1992). This exposure helps them navigate cross-cultural communication effectively and promotes a deeper appreciation of cultural nuances in language use (Byram, 1997). Thus, argumentative writing in EFL not only enhances language proficiency but also contributes to learners' ability to interact with diverse audiences and engage in meaningful cross-cultural exchanges.

Limitations of argumentative writing

Argumentative writing in English as a foreign language (EFL) presents certain limitations that educators and learners should be mindful of. One notable challenge is the potential for language proficiency to overshadow critical thinking. According to Byrnes (2001), learners may become preoccupied with linguistic correctness rather than focusing on the development of well-reasoned arguments. This overemphasis on language accuracy can hinder the cultivation of critical thinking skills, as learners may prioritize grammar and vocabulary at the expense of effectively articulating and defending their ideas. Therefore, while argumentative writing can enhance language skills, educators must strike a balance to ensure that the primary goal of fostering critical thinking is not overshadowed by linguistic concerns.

Another limitation lies in the potential for cultural bias in argumentative writing prompts and materials. The choice of topics, examples, and perspectives in EFL argumentative writing resources may inadvertently favor certain cultural viewpoints (Kubota, 2001). This bias can alienate learners from different cultural backgrounds and limit their ability to engage fully in the writing process. Additionally, it can reinforce stereotypes and biases, hindering the development of intercultural competence. Therefore, educators must carefully select and design argumentative

writing materials that embrace diverse perspectives and foster cultural sensitivity (Canagarajah, 2002).

Furthermore, argumentative writing assessments may not capture the full range of learners' language abilities. Cumming (2012) noted that these assessments often prioritize specific writing conventions and structures, potentially neglecting other important language skills such as listening, speaking, and pragmatic competence. This narrow focus on written argumentation may not adequately prepare learners for real-world communication situations where oral argumentation and negotiation are essential. To address this limitation, educators should consider incorporating a broader range of language skills and communicative contexts into their EFL instruction to ensure learners develop well-rounded language proficiency.

In conclusion, while argumentative writing in EFL offers numerous benefits, it is essential to acknowledge its limitations. These limitations include the potential for language proficiency to overshadow critical thinking, the risk of cultural bias in writing materials, and the narrow focus on specific language skills. Recognizing and addressing these limitations can help educators provide more effective and well-rounded language instruction.

Dialogic approaches for supporting argumentative writing

Dialogic approaches applied to argumentative writing should be strategically designed to foster students' willingness to consider their peers' viewpoints. The efficacy of written arguments is reduced in the absence of such dialogic support and when face-to-face interactions are lacking (Hemberger et al., 2017). Consequently, teacher should facilitate collaborative experiences aimed at bridging the gap between written and face-to-face argumentation for students. Newell et al. (2011) stated that this approach enables students to access alternative perspectives thereby promoting democratic discourse within the classroom. These interactions serve as a means for writers to assess the formation of arguments required to substantiate their positions through the receipt of constructive feedback concerning to an argument's rationality and persuasive potential (van Eemeren et al., 2013).

Wagner (1999) illuminated the favorable impacts of dialogic partnerships in the development of argumentative writing by showcasing the extent to which engaging in persuasive role-play heightened students' capacity to consider alternative viewpoints within their written arguments. Active student participation in persuasive role-playing exercises skillfully enabled them to address to the precise demands of their target audience. This outcome underscores the importance of incorporating prewriting support strategies that encompass dialogic interactions, such as role-playing, into instructional approaches. These activities serve as scaffolds for students throughout the process of argumentative writing (Felton & Herko, 2004).

Nussbaum and Edwards (2011) suggested that the incorporation of critical questions prior to engaging in argumentative writing can lead to an increase in the number of arguments that consider various perspectives on the controversial issue. Moreover, the provision of dialogic support through the use of critical questions employs a favorable influence on students' development of argumentative skills.

To summarize, the implementation of dialogic support in argumentative writing can have a positive impact on the quality of students' argumentative compositions and their capacity to address diverse viewpoints (Kuhn & Crowell, 2011). Additionally, active participation in the classroom community through writing can encourage positive motivational effects (Ferretti & Lewis, 2012). Boscolo and Gelati (2007) asserted that writing serves as an initial catalyst for cultivating substantive classroom interactions, establishing more effective argumentative objectives with regard to different perspectives and constructing a coherent array of propositions that enhance the acceptability of their arguments.

Self-regulated strategies for argumentative writing

Writers face the formidable task of managing various demands when composing argumentative essays. Challenges related to self-regulation permeate every stage of their problem-solving process, encompassing goal setting, planning, writing,

and revising their essays (Graham et al., 2013). Consequently, these students often require explicit strategic support and scaffolding during the planning, writing, and revising phases of their essays. Encouragingly, empirical evidence demonstrates that strategy instruction, involving the systematic and explicit teaching of the writing process, exerts a profound and favorable impact on the quality of students' written work (Harris & Graham, 2016). The self-regulated strategy development model stands out as an empirically effective pedagogical approach for teaching argumentative writing (Graham & Perin, 2007). This instruction furnishes strategic support to scaffold the acquisition and autonomous application of writing strategies.

Throughout a structured six-phase instructional sequence, students are guided to develop self-regulation in their writing process, establish clear goals, and employ effective strategies. The initial phase involves the teacher providing explicit instruction on strategy aims and benefits. Next, in the discussing phase, students learn specific strategies with mnemonic devices, systematically explained by the teacher to enhance comprehension. Following this, the modeling phase showcases practical strategy application, offering clear examples for effective implementation. As students' progress, they enter the memorizing phase, committing mnemonic devices to memory through repeated practice. Transitioning to the supporting phase, the teacher gradually empowers students to take an active role in strategy application. Finally, in the practicing phase, designed exercises enable students to consolidate their understanding, ensuring the internalization and broad application of these strategies in diverse writing contexts (Graham et al., 2013).

Thus, the self-regulated strategy development model instruction clearly improves students' argumentative writing. After instruction, students are able to use strategies that allow them to manage the planning and revising processes. Furthermore, there is mounting evidence about the benefits of providing sustained professional learning for teachers who support their students' strategic self-regulation of the writing process (Harris & Graham, 2016).

1.2 Objectives:

General objective

To determine the impact of the process-genre based approach on the development of argumentative writing skills.

Specific objectives

1. To determine the writing proficiency of B2 level English learners.
2. To implement the process-genre based approach to foster students' writing skills in argumentative writing.
3. To identify how the process-genre based approach enhances argumentative writing skills.

1.1 Fulfillment of objectives

The main objective of this research work was to determine the impact of the process-genre based approach on the development of argumentative writing skills. This encompassed three specific objectives. Initially, the first specific objective was to determine the writing proficiency of B2 level English learners. A pre-test, adapted from the standardized FCE writing assessment, was administered, taking students with composing an argumentative essay. Subsequently, two EFL teachers used a standardized rubric aligned with the B2 level to evaluate these essays, enabling a statistical analysis to ascertain the participants' writing proficiency.

Secondly, the study aimed to implement the process-genre based approach to foster students' writing skills in argumentative writing. This was accomplished through a series of ten interventions structured around six stages: preparation, modeling and reinforcing, planning, joint construction, independent construction, and revising and editing. These stages effectively scaffolded students throughout the writing process, resulting in significant enhancements in argumentative writing proficiency and the cultivation of solid writers.

Lastly, the research sought to identify how the process-genre based approach enhances argumentative writing skills. A post-test was administered to determine the outcomes, revealing substantial improvements across various writing competencies. Remarkably, learners demonstrated enhanced strategic planning and outlining abilities prior to composition, alongside refined skills in editing and error correction during the development of argumentative essays. This investigation suggests that the approach fostered motivation among learners, encouraging active engagement in a process divergent from strict adherence to language conventions typically associated with this genre.

CHAPTER II. METHODOLOGY

This chapter makes a significant contribution to the organization of the information collection and analysis procedures within the context of the process-genre based approach in argumentative writing. According to Kothari (2004), the methodology encompasses systematic protocols for data acquisition, statistical application, and the evaluation of result precision.

2.1 Materials

This research work includes a variety of resources, encompassing human, financial, and material assets. Firstly, the CTT (Centro de Transferencia y desarrollo de Tecnología) de los Andes Institution, where the research was executed, granted its authorization for the development of the research project. Additionally, the researcher closely worked together with various collaborators, including the research supervisor, EFL teachers responsible for assessing the pre and post-test essays, students at the sixth (B2) English level, and the language center director.

Furthermore, financial resources were administered to support the implementation of the experimental section of this research, which incorporated expenses related to worksheets, photocopies for pre-tests and post-tests, and related materials. Finally, physical resources such as books, ICT tools, laptops, writing instruments, and technological devices were indispensable for the successful conduct of the study.

2.2 Methods

2.2.1 Research approach

A mixed-approach was adopted in order to assess the effectiveness of the process-genre based approach in argumentative writing. Within the quantitative approach, numerical data was systematically collected to establish the relationship between the independent and dependent variables. Miller et al. (2018) pointed out that this quantitative approach serves as a tool for researchers to comprehend frequencies, averages, and correlations, and to subject theories or assumptions to scrutiny and validation through statistical analysis. Furthermore, this approach is particularly suited for hypothesis testing, generalizability, and exploring relationships between variables through the application of statistical techniques. It is a valuable tool in various academic disciplines and is widely used in social sciences, natural sciences, and many other fields to provide empirical evidence and support informed decision-making (Creswell & Creswell, 2017).

In contrast, the qualitative approach of the research delves into the aspects of the study, obtaining insights through the interpretation of results, drawing conclusions, and formulating recommendations based on the broader context and participants' experiences. Kothary (2004) contended that the gathering of qualitative data should be characterized by an exploratory nature, permitting an in-depth examination of the data. The author further asserted the preference for employing qualitative data collection methods in the context of small groups, while emphasizing that qualitative data cannot be subjected to quantitative assessment.

2.2.2 Modality

This research work employed a field research approach, as data collection occurred within the natural environment while the researcher actively engaged with the surroundings. Bernard (2017) noted that field research entails the meticulous and comprehensive collection of data within a specific real-life context, underscoring its focus on contextually rich information. Additionally, Denzin and Lincoln (2023) highlighted that the significance of field research, wherein researchers immerse

themselves in the field, cultivating a profound understanding of the subject under investigation. In this study, the researcher observed participants' progression through the stages of the process-genre based approach in argumentative writing. Furthermore, a survey was administered to participants to assess their perspectives regarding the application of the approach.

A comprehensive review of scholarly articles, journals, and books relevant to the research topic was imperative to direct this investigation. Sources providing information on the two variables were assessed, synthesized, and analyzed to derive the most pertinent data that supported the study. Bibliographic research allows researchers to gain insights into the scholarly communication process and the impact of publications, facilitating a comprehensive understanding of the knowledge landscape within a given domain (Van Raan, 2005).

2.2.3   Type of research and research design

This research work embraced an exploratory, descriptive, and correlational research approach, and it adopted a quasi-experimental research design. This experiment was conducted by the presence of both a control group and an experimental group within the research framework. In contrast to the control group, which was intended to receive no external interventions and continued to engage in writing composition through traditional methods, the participants in the experimental group were exposed to a treatment, aimed at addressing the process-genre approach in the context of argumentative writing. This treatment included the development of the following stages: preparation, modeling and reinforcing, planning, joint constructing, independent constructing and revising and editing. Cook and Campbell (1979) noted that quasi-experimental designs aim to establish causal relationships between variables by applying treatments or interventions, but they typically involve pre-existing groups, such as naturally occurring groups or non-randomly assigned participants. This research design is employed across various fields to examine cause-and-effect relationships under real-world conditions, bridging the gap between the strict controls of experimental research and the practical constraints of real-life settings (Shadish et al., 2002).

2.2.4   Tools

A research instrument serves as the principal tool employed for the purpose of assembling, quantifying, and appraising data within the context of a given study (Kothary, 2004). These implements include mechanisms, encompassing tests, questionnaires, rating scales, checklists, and surveys. Consequently, within the quantitative research approach, the investigator administered both a pre-test and a post-test to each participant. The test formats were derived from the writing section of the FCE Cambridge examination. Additionally, the investigation involved the engagement of two examiners, both of whom were affiliated with the English teaching program at the language center of the Institution. These examiners evaluated the argumentative essays submitted by the experimental and control groups, using a standardized assessment framework adopted from the B2 Cambridge First Certificate in English test (FCE). The evaluation criteria used in the rubrics consist of four key aspects. Content, assesses the relevance of the text to the assigned task. Communicative Achievement, evaluates the effectiveness of using conventions for engaging the target reader's attention and conveying ideas. Organization, considers the structure and coherence of the text. Finally, language, evaluates the use of vocabulary and grammatical forms, including the appropriate use of less common lexis and the control of errors that might impede communication.

2.2.5   Procedure

The gathering information process demanded a substantial temporal commitment, involving a sequence of twelve interventions, each of which extended for a duration of sixty minutes. Within these interventions, ten instructional sessions were developed, which focused on the implementation of the process-genre based approach for the enhancement of argumentative writing skills. The execution of this procedure involved the division of participants into two distinct groups: the control group and the experimental group. Whereas the control group received training in the traditional writing process, the experimental group received instruction based on the process-genre based approach.

Moreover, the lesson plans, adhered to a comprehensive six-stage process derived from the principles of the process-genre based approach. These stages encompassed preparation, modeling and reinforcement, planning, joint construction, independent construction, and revising and editing. Throughout the completion of these six stages, students were appropriately guided to develop argumentative essays that exhibited coherence and cohesion, founded upon a process rather than isolated assignments, which is closely aligned with the concept of scaffolding. This concept involves providing learners with the essential support and direction required to acquire language proficiency and attain specific learning objectives, with a gradual reduction in such support as learners progress towards independence and confidence (Bruner, 1978).

Furthermore, the main objective of producing well-structured argumentative essays was acted in accordance with the writing process. Spratt et al. (2011) illustrated that this process involves: getting or developing ideas, planning and organizing ideas, writing the first draft of a piece of writing that may well be changed, editing and improving the content of the text, proofreading and checking for mistakes in accuracy and correcting, and re-drafting or writing the final version of the piece of writing.

Additionally, it is noteworthy to highlight that during the planning stage, a wide variety of brainstorming diagrams and graphs was employed to facilitate the systematic and visual generation of ideas. Notably, the lesson plans were tailored to equip students with the proficiency to write argumentative essays on a diverse number of topics related to higher education, second language learning, and environmental concerns.

First and foremost, the research work started by administering a writing pre-test obtained from the FCE Cambridge International test. The argumentative essays produced during this pre-test were assessed by two English teachers. Furthermore, the researcher managed the task of designating the control group and the experimental group. In this context, the control group was assigned to engage in the development of written production through the traditional writing method, while the experimental

group was instructed to employ the process-genre based approach for the enhancement of written production.

Subsequently, the researcher began with a series of instructional interventions aimed at teaching the principles of developing argumentative essays. In the initial intervention, the researcher explained to the students belonging to the control group, the usefulness of traversing the six stages suggested by the process-genre based approach and its efficacy in the context of argumentative essay composition. Following this, the instructor provided them with comprehensive guidelines and instructions concerning to the course structure.

Afterwards, the instructor started with the presentation of the first topic, which was related to alternative paths to success beyond the acquisition of a college degree. This topic was introduced through a classroom discussion, and the researcher tasked the students with analyzing a model argumentative essay. Later on, rigorous emphasis was placed on identifying the essential components of an argumentative essay, as well as the correct structuring of a paragraph, encompassing pivotal elements such as the topic sentence, strong arguments, supporting evidence, and a closing statement. In the next stages, students were instructed in the organization of their ideas via the utilization of a spider diagram. Consequent to this, the researcher and the participants collaboratively constructed an argumentative essay using the previously planned ideas, after which each participant independently worked on their essays. In the final phase of the lesson, students were engaged in a peer-assessment exercise, during which they explored correction procedures encompassing elements such as content, grammar, punctuation, and capitalization. Ultimately, at the conclusion of the session, students developed the revision and rewriting of their final argumentative essays, taking into account the feedback, comments, and corrections suggested by their peers.

In the upcoming nine interventions, students systematically fostered their proficiency in writing argumentative essays. A shared instructional framework was consistently employed. Each session started with a preparatory phase, featuring in-depth discussions designed to prompt meticulous examination of the subject matter.

An essay model was consistently introduced to identify the essential components of argumentative essays, encompassing the thesis statement, strong arguments, supporting evidence, closing statements, and persuasive language. The focus on well-structured arguments became a defining characteristic of these lessons. Visual aids, such as spider graphs, t-charts, flow charts, Venn charts, tree diagrams, and outline diagrams, were routinely used to facilitate the systematic organization of ideas and thoughts. Collaborative efforts collectively engaged the researcher and participants in the construction of argumentative essays, integrating ideas drawn from discussions and guided by the essay model. Subsequent to this, students individually worked on writing their individual essays, benefiting from the tools and models as valuable references. The final phase involved peer-assessment and essay correction tasks, with a specific emphasis on content, grammar, punctuation, and capitalization. These lessons encompassed a diverse range of engaging topics, including higher education, online learning, the regulation of artificial intelligence in education, the ethics of animals in entertainment, the efficacy of exams as a method for evaluating student knowledge, and environmental issues.

Finally, the researcher concluded the entire series of instructional interventions by administering a post-test. This post-test was constructed based on the FCE writing section, in which students were tasked with the composition of an argumentative essay. Subsequently, the evaluation of these essays was carried out by the same two English teachers mentioned previously.

2.2.6 Population

In experimental research, the selection of participants stands as a pivotal methodological decision, including considerable influence over the validity and generalizability of study outcomes. Fisher and Yates (1938) emphasized that a well-structured experimental framework needs a scrupulous participant selection process. This process is regulated toward ensuring that the sample is representative of the population of interest, thus decreasing potential biases and increasing the study's external validity. Consequently, the population of this research work incorporated forty-five B2 level English learners. These students were enrolled in two English

language courses, receiving a weekly instruction of eight hours. Twenty-three students were allocated to the experimental group, which received instruction based on the process-genre approach to develop argumentative writing skills. Whereas, the remaining twenty-two students constituted the control group, which was instructed with conventional writing instruction.

Table 1

Control Group Population

Population	Number of Students	Percentage
Male	5	23%
Female	17	77%
Total	22	100%

Note. This table shows the gender distribution within the control group.

Table 2

Experimental Group Population

Population	Number of Students	Percentage
Male	8	35%
Female	15	65%
Total	23	100%

Note. This table shows the gender distribution within the experimental group.

2.2.7 Hypothesis

The quantitative variable of interest, argumentative writing, was measured on a numerical scale. The paired sample t-test was used to evaluate both the null hypothesis and the alternative hypothesis, as illustrated below:

Null hypothesis: The process-genre based approach does not have an impact on the development of argumentative writing skills of B2 level learners at the Language Center of CTT de los Andes.

Alternative hypothesis: The process-genre based approach does have an impact on the development of argumentative writing skills of B2 level learners at the Language Center of CTT de los Andes.

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter provides a thorough analysis and interpretation of the statistical data obtained from both pre-test and post-test evaluations conducted on a population of 45 students at the B2 English proficiency level enrolled at CTT de los Andes. The two aforementioned assessments were divided into distinct groups: the control and experimental groups. The data derived from these assessments was meticulously presented in charts according to a predetermined order. Initially, the pre-test outcomes were assessed by evaluating argumentative essays, with each essay subject to assessment by two external English as a Foreign Language (EFL) teachers across four criteria: content, communicative achievement, organization, and language. A similar assessment protocol was employed for the analysis of the post-test results.

Subsequently, the application of the paired t-test aimed to compare the outcomes of the pre-test and post-test across both the control and experimental groups. This method takes into account multiple parameters including sample sizes, means, and standard deviations of the compared groups, generating a t-value alongside an associated p-value (Kim, 2015). According to Hsu and Lachenbruch (2014), the paired t-test serves as a statistical tool utilized to determine significant disparities between the means of two distinct groups.

Finally, the data was subjected to assessment employing SPSS (Statistical Package for the Social Sciences). This analysis facilitated the establishment of the hypothesis' significance at the targeted level of the paired t-test. Furthermore, a Related-Samples Friedman's Two-Way Analysis of Variance by Ranks was used in order to develop the hypothesis testing process.

3.1.1 Descriptive analysis of the pre-test and post-test

Table 3

Experimental Group Statistics

		Pre-test Experimental Group	Post-test Experimental Group
N	Valid	23	23
	Missing	0	0
Mean		2.130	4.348
Median		2.000	4.000
Mode		2.0	4.0
Minimum		1.0	3.0
Maximum		3.0	5.0

Note. This table shows the evolution of scores within the experimental group.

The table outlines statistic insights into the performance of a group of 23 participants in pre and post-tests, providing a comprehensive overview without any missing data. In the pre-test phrase, the group displayed a central tendency towards a mean score of 2.130, a median of 2.000 and a mode of 2.0. Scores ranged from 1.0 to 3.0. Nevertheless, significant improvements emerged in the post-test phase, evidenced by a remarkable increase in the mean score to 4.348, along with elevation in median and mode to 4.000 and 4.0, respectively. The range of scores also expanded with the minimum rising to 3.0 and the maximum reaching 5.0. These findings denote substantial enhancements in the group's performance from pre to post-tests, reflecting notable progress and improvement in writing abilities within the experimental group.

Table 4

Pre-test analysis of frequencies and valid percent: experimental group

		Frequency	Valid Percent
Valid	1.0	4	17.4
	2.0	12	52.2
	3.0	7	30.4
Total		23	100.0

Note. This table shows the analysis of the varied distribution of pre-test scores among the participants.

The table illustrates the score distribution among 23 participants in the pre-test phase. It reveals that 17.4% attained a score of 1.0, accounting for 4 individuals, while the majority (52.2%) achieved a score of 2.0, comprising 12 participants. Moreover, 30.4% obtained a score of 3.0, totaling 7 individuals. This data indicates a concentration of participants around the middle range of scores with the highest number obtaining a score of 2.0. Overall, the pre-test demonstrated a varied distribution of scores among participants with the majority gathered around the intermediate score of 2.0, followed by notable representations in scores 1.0 and 3.0.

Table 5

Post-test analysis of frequencies and valid percent: experimental group

		Frequency	Valid Percent
Valid	3.0	2	8.7
	4.0	11	47.8
	5.0	10	43.5
Total		23	100.0

Note. This table shows the analysis of the varied distribution of post-test scores among the participants.

The provided table presents the post-test score distribution among 23 participants in the experimental group. It indicates that 8.7% of participants, total 2 individuals, achieved a score of 3.0. A majority of participants, including 47.8%, attained a score 4.0, accounting for 11 individuals. Furthermore, 43.5% of participants secured a score of 5.0, totaling 10 individuals. This data highlights a notable shift towards higher scores in the post-test phase compared to the pre-test with the majority of individuals achieving scores of 4.0 and 5.0. Overall, it demonstrates a considerable improvement in the performance of the experimental group from the pre-test to the post-test, showcasing higher scores among participants, particularly in the upper range of the scoring system.

Table 6

Control Group Statistics

		Pre-test Control Group	Post-test Control Group
N	Valid	22	22
	Missing	0	0
Mean		1.682	1.864
Median		2.000	2.000
Mode		1.0	1.0
Minimum		0.0	0.0
Maximum		3.0	4.0

Note. This table shows the evolution of scores within the control group.

The table presents statistical data regarding the performance of the control group containing 22 participants in pre and post-tests. All participants provided valid responses. In the pre-test, the average score (mean) was 1.682 with a median of 2.000 and a mode of 1.0, indicating a tendency towards lower scores. Scored ranged from 0.0 to 3.0. In the post-test, the mean slightly increased to 1.864, while the median and mode remained unchanged at 2.000 and 1.0, respectively. Notable, the highest score in the post-test rose to 4.0. These findings suggest a consistent prevalence of lower scores with a marginal improvement in the average score from the pre to the post-test, alongside an increase in the highest achieved score in the post-test phase within this control group.

Table 7

Pre-test analysis of frequencies and valid percent: control group

		Frequency	Valid Percent
Valid	0.0	1	4.5
	1.0	9	40.9
	2.0	8	36.4
	3.0	4	18.2
Total		22	100.0

Note. This table shows the analysis of the varied distribution of pre-test scores among the participants.

Table 7 shows the analysis of the writing pre-test dataset that indicates a diverse distribution of scores among a population of 22 participants. Predominantly, a significant proportion of individuals achieved scores within the 1.0 and 2.0 range, accounting for 40.9% and 36.4% of valid responses, respectively. This suggests a substantial population performing at a moderate level in the assessment. On the other hand, a smaller segment obtained the lowest score of 0.0, representing merely 4.5% of valid responses, while 18.2% attained the highest score of 3.0. These findings imply a range of writing competencies among the test-takers, notably centered around intermediate proficiency levels.

Table 8

Post analysis of frequencies and valid percent: control group

		Frequency	Valid Percent
Valid	0.0	2	9.1
	1.0	8	36.4
	2.0	5	22.7
	3.0	5	22.7
	4.0	2	9.1
Total		22	100.0

Note. This table shows the analysis of the varied distribution of post-test scores among the participants.
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This table outlines the score distribution observed in the writing post-test within a sample of 22 participants. The findings showcase a diverse array of scores: 9.1% of participants attained scores of 0.0 and 4.0 with two individuals in each category. In contrast, the majority of individuals obtained scores between 1.0 and 3.0 with 36.4%, 22.7%, and 22.7% achieving scores of 1.0, 2.0 and 3.0, respectively. This distribution signifies a more equitable spread across various scores compared to the pre-test, indicating a significant number of individuals achieving intermediate scores. Consequently, the analysis reflects a comprehensive range of writing proficiency levels among the post-test participants, demonstrating a wider dispersion across diverse score categories.

3.1.2 Paired t-test results

Table 9

t-test paired samples statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	**Pre-test Experimental Group**	2.130	23	0.6944	.1448
	Post-test Experimental Group	4.348	23	0.6473	.1350
Pair 2	**Pre-test Control Group**	1.682	22	0.8387	.1788
	Post-test Control Group	1.864	22	1.1668	.2488

Note. This table illustrates the comparative changes, and the examination of progress and variation within each group.

The table illustrates the differences between the pre and post-tests within both the experimental and control groups. Specifically, the experimental group exhibited a substantive shift in performance. Initially, the mean score in the pre-test was 2.130 with a standard derivation of 0.6944, whereas in the post-test, a marked improvement in performance was evident, demonstrating a substantially higher mean score of 4.348 accompanied by a smaller standard deviation of 0.6473. This significant improvement emphasizes the effectiveness of the series of interventions applied to the experimental group, as indicated by considerable enhancement in their performance from the pre-test to the post-test phase. Contrariwise, the control group exhibited a more modest variance between pre and post-test performances, demonstrating a less noticeable change. The mean score in the pre-test was 1.682, coupled with a higher standard deviation of 0.8387, while in the post-test, the mean score only slightly increased to 1.864, along with a larger standard deviation of 1.1668. This suggests a relatively more consistent performance within the control group across both test phases, with a less pronounced improvement compared to the experimental group.

Table 10

t-test paired samples correlations

		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	Pre-test Experimental Group & Post-test Experimental Group	23	.097	.330	.661
Pair 2	Pre-test Control Group & Post-test Control Group	22	.781	<.001	<.001

Note. This table shows associations between initial and subsequent measurements within the groups.

The paired samples correlations display the relationship between the pre and post-tests within both the control and experimental groups. For the experimental group, the correlation coefficient between the pre-test and post-test scores is 0.097. This coefficient, coupled with the associated p-values of 0.330 (two sided) and 0.661(one-sided), indicates a negligible and statistically nonsignificant correlation between the two test phases. This suggests there is no substantial linear relationship or association between the scores obtained in the pre-test and those in the post-test within the experimental group.

In contrast, in the control group, the correlation coefficient between the pre-test and post-test scores is notably higher at 0.781, indicating a moderately strong positive relationship between the scores obtained in both phases. The associated p-values, which are less than 0.001 for both the one-sided and two-sided tests, signify a statistically significant correlation. This implies that there is a considerable and significant linear relationship between the performance scores of the control group in the pre-test and post-test phases. Overall, while the control group's scores exhibit a notable correlation between the two test phases, the experimental group's scores do not showcase a significant linear relationship between their pre-test and post-test performances.

Table 11

Paired samples test

		Paired Differences							Significance	
					95% Confidence Interval of the Difference					Two-Sided
			Std.	Std. Error					One-	Sided
		Mean	Deviation	Mean	Lower	Upper	t	df	Sided p	p
Pair 1	Pre & Post-tests Experimental Group	-2.2174	.9023	.1882	-2.6076	-1.8272	-11.785	22	<.001	<.001
Pair 2	Pre & Post-tests Control Group	-.1818	.7327	.1562	-.5067	.1430	-1.164	21	.129	.257

Note. This table shows distinct patterns of change and statistical significance within the groups.

The paired samples test assesses the differences between pre and post-tests in both control and experimental groups. In the experimental group, the mean difference between pre and post-tests is -2.2174, indicating a substantial l decrease in scores from the pre-test to the post-test. This difference is statistically significant (p<.001), highlighting a considerable improvement in performance following the intervention or treatment. The 95% confidence interval for the difference (-2.6076 to -1.8272) supports this finding, showing that the mean decrease in scores falls within this range.

Contrarily, the control group shows a negligible mean difference of -1.1818 between pre and post-tests, which is not statistically significant (p= .257). This suggests minimal change in performance from the pre-test to the post-test phase within the control group. The 95% confidence interval for the difference (-.5067 to .1430) also encompasses zero, indicating that the mean change in scores does not deviate significantly from zero.

Overall, the analysis indicates a substantial and statistically significant improvement in performance in the experimental group, while the control group's

scores show minimal variation between the pre and post-test phases, lacking statistical significance.

3.2 Verification of hypothesis

3.2.1 Null hypothesis

(H0): The process-genre based approach does not have an impact on the development of argumentative writing skills of B2 level learners at the Language Center of CTT de los Andes.

3.2.2 Alternative hypothesis

(H1): The process-genre based approach does have an impact on the development of argumentative writing skills of B2 level learners at the Language Center of CTT de los Andes.

3.2.3 Hypothesis test

Table 12

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision
1	The distributions of pre-test experimental group, post-test experimental group, pre-test control group and post-test control group are the same.	Related-Samples Friedman's Two-Way Analysis of Variance by Ranks	<.001	Reject the null hypothesis.

a. The significance level is .050.
b. Asymptotic significance is displayed.

Note. This table presents an overview of the hypothesis test results for comparison among the groups.

This table summarizes the outcome of the hypothesis test regarding the impact of the process-genre based approach on the development of argumentative writing skills among B2 level learners at the Language Center of CTT de los Andes. The null hypothesis, suggesting no impact of the approach on skill development, was assessed using a Related-Samples Friedman's Two-Way Analysis of Variance by Ranks. The

test resulted in a significance value of less than .001, below the predefined threshold of .050. Consequently, the null hypothesis is rejected. Therefore, this rejection indicates compelling evidence that the process-genre based approach indeed has a significant impact on the enhancement of argumentative writing skills among the participants.

3.3 Discussion

Through the analysis and comprehension of the gathered data, notable findings emerged, substantiating the hypothesis asserting the influential role of the process-genre based approach on the development of argumentative writing proficiency among B2 level learners enrolled at the Language Center of CTT de los Andes. As a result, the main findings are delineated below.

First and foremost, the examinational of the pre-tests, revealed that B2-level English learners at CTT de los Andes demonstrated an elementary-intermediate level of proficiency in argumentative writing. Nonetheless, subsequent implementation of the process-genre based approach notably enhanced learners' argumentative writing proficiency. It was remarkably evident in the considerable advancement observed between the pre-test and post-test evaluation. This study demonstrated the affirmative impact of employing the stages suggested by the process-genre based approach, supporting the cultivation of proficient argumentative writing among students. Babalola (2012) highlighted that the process-genre based approach has a pivotal role in enhancing students' argumentative writing abilities. Not only did students exhibit improved performance, but also demonstrated an increased awareness of the social context and structural aspects integral to composing a persuasive written discourse. Moreover, the effective use and successful application of the stages within the process-genre based approach are relevant to potentially influence the writing skills of underperforming students (Badger & White, 2000).

Secondly, the outcomes also demonstrated that this approach not only facilitated the development of crucial writing skills but also enhanced learners' ability to strategically plan, outline ideas, and edit essays prior to completion. Furthermore,

the research's progression pointed out the crucial role of teachers within the process-genre based approach due to their meaningful influence in guiding students through writing iteration and genre exploration, consequently fostering effective literacy development. Alabere and Shapii (2019) concluded that the incorporation of professional development training for writing teachers correlates with an improvement in students' writing performance. Additionally, teachers actively engaged in teaching writing witness personal enhancements in their writing proficiency and their effectiveness as writing instructions. Furthermore, providing numerous model essays on a given topic enables students to continually refine their writing ideas, ensuring coherent feedback and discussion while reducing disorganization in the learning process (Tribble, 1996).

Last but not least, the implementation of the stages proposed within the process-genre based approach enhanced students' proficiency in argumentative writing by providing effective scaffolding for essay composition. Thus, this study supported the scaffolding role of the process-genre based approach in guiding students through the writing process. Freedman (1992) illustrated that this approach aids students in comprehending the correlation between purpose and form withing specific genres, facilitating their use during pre-writing, drafting, revision and editing stages. Furthermore, the application of this approach contributes to the development of pre-writing strategies and checklist items for revision and editing tailored to diverse task types, further enhancing students' writing proficiency (Gao, 2007).

In conclusion, this study confirms the significant impact of the process-genre based approach on enhancing argumentative writing proficiency. The analysis revealed notable improvements in writing quality and understanding of argumentative structure. Moreover, teachers played a crucial role, guiding students through iteration and providing valuable models for effective feedback. In addition, the approach facilitated students' comprehension of purpose-form relationships and aided in developing effective writing processes. Finally, this research emphasizes the approach's vital contribution to writing proficiency and effective strategies.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The main objective of this study was to determine the impact of the process-genre based approach on the development of argumentative writing skills. Through this investigation, several findings were obtained, leading to the following conclusions:

- Upon through examination of the pre-test outcomes, it became clear that B2-level English language learners at CTT de los Andes demonstrated an elementary-intermediate level of proficiency in argumentative writing. Consequently, the findings demonstrated a variability in the participants' argumentative writing proficiency, position it within the scale ranging between the A2 and B1 levels as per the Common European Framework of Reference. The analysis revealed a wide range of writing challenges prevalent among students, encompassing limited vocabulary, scarce employment of cohesive devices, reliance on mother tongue translation, deficiencies in organization and coherence, inadequate mastery of punctuation, capitalization and spelling, inconsistencies in paragraph construction, excessive sentence length and complexity, and the prevalence of run-on sentences.

- The implementation of the stages suggested within the process-genre based approach significantly contributed to the enhancement of students' proficiency in argumentative writing by providing learners with effective scaffolding to write argumentative essays. The preparation stage emerged as a pivotal instrument, stimulating students' schemata and activating their prior knowledge pertinent to the essay topic. Furthermore, various writing aspects were strengthened within the modeling and reinforcing phase, encompassing the deconstruction of essay structures and the incorporation of fundamental elements vital for well-structured

paragraphs, such as thesis statements, topic sentences, supporting evidence, and closing statements. The planning phase, instrumental in the brainstorming and outlining of ideas, notably revealed the efficacy of visual aids, specifically graphs and maps, in fostering strong arguments among participants. The joint construction stage enabled the exchange and expansion of ideas through collaborative brainstorming, while the independent construction phase provided scaffolding for participants to navigate a methodical writing process. Finally, the revising and editing stage stood out for its role in facilitating learners through the identification and correction of errors, notably driven by peer-assessment tasks.

- The implementation of the process-genre based approach in argumentative writing facilitated the development of important writing skills, enhancing learners' ability to strategically plan and outline ideas before composition, while also enabling them to meticulously edit and rectify errors prior to the completion of their argumentative essays. Moreover, the use of this approach notably increased learners' self-esteem and self-confidence. This approach fostered a sente of motivation among learners, encouraging active engagement in a process that derived from rigid adherence to language conventions typically associated with this genre. Consequently, learners felt empowered to articulate their ideas with greater comfort and flexibility.

4.2 Recommendations

Subsequent to the completion of the prior study, which sought to determine the impact of the process-genre based approach on the development of argumentative writing skills, the following recommendations are proposed:

- To effectively address the writing challenges encountered among students from the Language Center of CTT de los Andes, it is recommended that the EFL teachers consider implementing tailored interventions targeting specific writing deficits identified among students. Prioritize structured writing lessons aimed at expanding

vocabulary, fostering cohesive devices usage, and guiding students away from reliance on mother tongue translation. Devote classes to refining organizational coherence and reinforcing punctuation, capitalization and spelling rules. Emphasize strategies to rectify inconsistencies in paragraph construction, simplify sentence structures, and overcome the prevalence of run-on sentences. These focused lessons will play a pivotal role in enhancing students' argumentative writing skills, aiding in their advancement toward the desired B2 proficiency level.

- Highly recommending the use of the process-genre based approach, key suggestions emerge from its observed impact on enhancing students' argumentative writing proficiency. Prioritize stimulating prior knowledge in the preparatory stage and reinforce writing skills through essay deconstruction and essential element and structure incorporation in the modeling phase. Use visual aids for effective brainstorming during planning and encourage collaborative idea exchange in joint construction. Emphasize independent, methodical writing and peer-assessment error correction in the final stage. Implementing these recommendations can optimize the approach, further enhancing students' argumentative writing skills.

- Based on the notable enhancements observed in learners' self-esteem, self-confidence, and writing skills from the implementation of the process-genre based approach in argumentative writing, it is highly recommended to extend this approach across various writing genres. Applying this approach to genres such as persuasive, narrative, descriptive, creative and expository writing can further amplify its positive impact. The approach's ability to foster motivation and encourage active engagement, enabling learners to articulate ideas with comfort and flexibility, can be leveraged effectively in these diverse writing genres. Additionally, its facilitation of important writing skills, including strategic planning, outlining and meticulous editing, can greatly benefit learners' proficiency across multiple writing styles. Therefore, broadening the application of the process-genre based approach beyond argumentative writing stands to significantly enhance learners' skills and confidence over various genres.

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ANNEXES

Annex 1: Institution approval letter

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

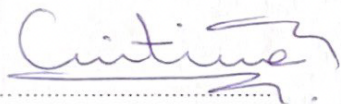## CARTA DE COMPROMISO

Ambato, 07 de septiembre de 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Cristina Elizabeth Salazar Paredes, en mi calidad de Jefe del Centro de idiomas de CTT de los Andes, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Process-genre based approach and argumentative writing" propuesto por el estudiante Bryan Alexander Gordón Fiallos , portador de la Cédula de Ciudadanía, 185009911-8 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

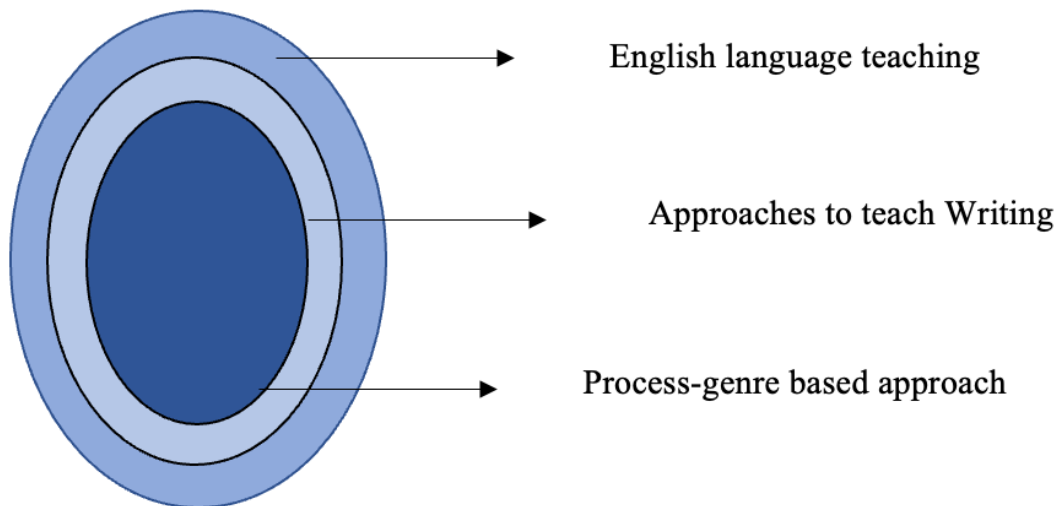Particular que comunico a usted para los fines pertinentes.

Atentamente.

Mg. Cristina Salazar.
Jefe Centro de Idiomas
CI. 180369446-0
Telf. 0984083986
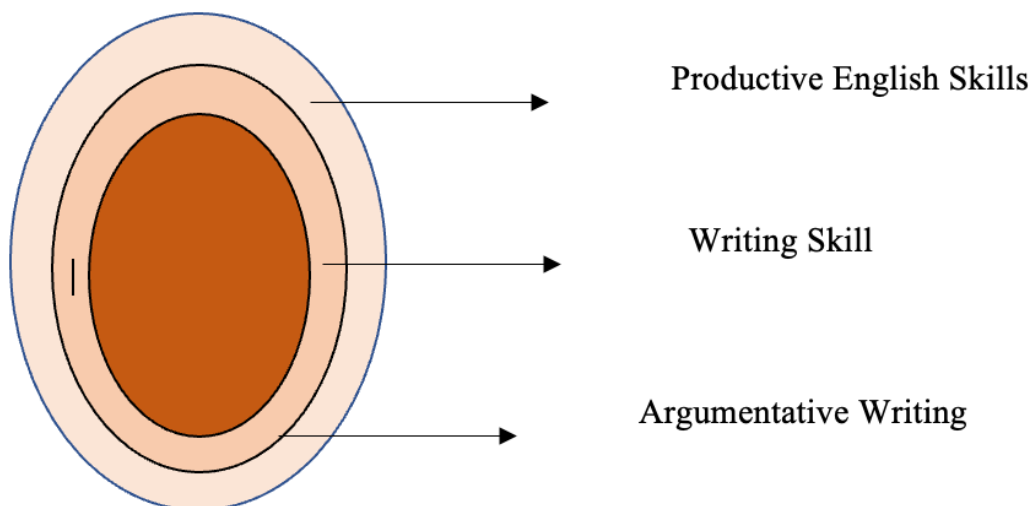Email jefecentrodeidiomas@cttdelosandes.edu.ec

Annex 2: Key categories

Independent Variable: Process-genre based approach

English language teaching

Approaches to teach Writing

Process-genre based approach

Dependent Variable: Argumentative Writing

Productive English Skills

Writing Skill

Argumentative Writing

Annex 3: Lesson plans, handouts and test formats repository

The annexes pertinent to this research project have been compiled and made available on a virtual repository platform. These annexes encompass a diverse range of resources crucial to the study, including lesson plans, writing handouts, and test formats. Access to these materials can be attained through the following link, enabling readers to delve deeper into the methodology and supporting resources used in this thesis**:**

https://drive.google.com/drive/folders/1gM6z_eNAUDDsvSWXOESF9l2giaychxHJ?usp=share_link

Annex 4: Turnitin Report

turnitin

Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author:	Bryan Alexander Gordon
Assignment title:	Quick Submit
Submission title:	FINAL RESEARCH WORK
File name:	Tesis_Final_Gordo_n_Alexander.pdf
File size:	450.26K
Page count:	56
Word count:	13,456
Character count:	83,635
Submission date:	20-Dec-2023 02:29AM (UTC-0500)
Submission ID:	2263027058

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Research Background

Numerous study sources were employed to support this research work. To hold up the investigation into the "Process-genre based approach and argumentative writing" a systematic collection of data from scientific articles, journals, and academic papers was undertaken. Consequently, the articles and papers listed below have been selected to furnish pertinent information pertaining to the two primary variables central to this study. Furthermore, the reliability of the cited investigations is supported by their retrieval from trustworthy educational websites.

Chala-Bejarano and Chapetón (2013) conducted a research study involving a population of L2 English language learners. The principal aim of their investigation was to explore and describe the potential impact of the process-genre based approach on the composition of argumentative essays. The researchers focused on a qualitative approach in order to examine what occurred in the classroom setting by gathering holistic insights. This research was directed by using exploratory and descriptive levels of research. The study was executed through a four-stage action research process encompassing clarifying visions and targets, articulating theory, carrying out action and gathering data, and reflecting and planning informed action. The population consisted of two male and thirteen female students, aged 17 to 23, enrolled in the Teaching of Modern Languages program at Pontificia Universidad Javeriana in Bogota. Notably, the study group was divided into two subgroups, with one receiving writing instruction centered on topics

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FINAL RESEARCH WORK

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