THE IMPACT OF A PROCESS GENRE APPROACH TO WRITING: A SYSTEMATIC REVIEW

D. Angala Parameswari, Research scholar, Department of English, Vel Tech Rangarajan Dr. Sagunthala R&D Institute of Science and Technology, Chennai, Tamil Nadu, India Email: eshuloga@gmail.com

Dr. Ramesh Manickam, Research Supervisor, Department of English, Vel Tech Rangarajan Dr. Sagunthala R&D Institute of Science and Technology, Chennai, Tamil Nadu, India

M. Swathi, Research Scholar, Department of English, Vel Tech Rangarajan Dr Sagunthala R&D Institute of Science and Technology, Chennai, Tamil Nadu, India

Abstract

The goal of the Process Genre Approach (PGA) to writing is to lead students through the various stages of writing within particular text kinds or genres. This method aims to improve students' writing abilities in a variety of circumstances by emphasizing both the writing process and the characteristics of specific genres. Students gain proficiency in organizing, drafting, revising, and editing texts by concentrating on the writing process within particular genres. Students get better writing skills overall by learning techniques for concept organization, paragraph structure, and language usage appropriate for various genres. Overall, a Process Genre Approach to writing can benefit students' writing growth by encouraging genre awareness, critical thinking, engagement, cultural sensitivity, and preparation for future writing assignments.

Keywords:

genre-based, instructional strategy, educational framework and Systemic functional linguistics.

Background and context

Writing is crucial to effective communication, academic achievement, and career advancement. (Butt 2021). Different methods of teaching writing have been investigated over the years, each emphasizing a different aspect of the writing process. Process Genre Approach is a strategy that has drawn much interest (PGA). The PGA combines genre-based instruction with process-and-writing instruction, emphasizing both the stages of writing and the distinctive qualities of various writing genres. (Burns, 2001).

Significance of the topic

For educators, researchers, and teachers, it is important to comprehend how the Process Genre Approach affects writing. We can identify this strategy's potential advantages and difficulties, inform instructional strategies, and improve writing practices by looking at its effectiveness. Investigating PGA's effects can help us better understand how writing is created, taught, and evaluated in educational settings.

Purpose of the review paper

This review paper's goal is to offer a thorough analysis of the effects of the Process Genre process-genre approach aims to explore the underpinnings of PGA, examine empirical research on its efficacy, discuss the advantages and difficulties of PGA implementation in the classroom, and explore its implications for assessment practices by synthesizing the existing research and literate practices. We hope this review will shed some light on the potential of PGA as a method of instruction for improving students' writing ability.

After providing a general overview of the history and current state of writing instruction, we discuss the topic's importance. The Process Genre Approach is defined and explained in detail in the following sections. It also examines its theoretical underpinnings, empirical research effectiveness, the advantages and disadvantages of PGA implementation, and application in and connection to writing assessment. Following a summary of the main findings and implications of PGA in writing instruction,

we offer suggestions for teachers and policymakers and point out areas for further study. Through this review, we hope to advance the ongoing discussion about effective writing pedagogy and illuminate the Process Genre Approach's potential as an effective teaching tool. We aim to offer educators and stakeholders useful insights for enhancing writing instruction and synthesizing students' writing development by critically analyzing the existing research and synthesizing the available evidence. (1994, Halliday).

Definition and Explanation of Process Genre Approach (PGA)

The Process Genre Approach (PGA) is an educational framework that combines genre-based approaches with process-oriented writing instruction. It concentrates on improving students' writing abilities by highlighting the writing process and qualities of various writing genres. A systematic and iterative writing process, including prewriting, drafting, revising, editing, and publishing, is practiced by students in PGA. They gain knowledge of various genres' unique traits, organizational principles, and linguistic conventions simultaneously, enabling them to create effective and appropriate texts for the given context. Figure 1 shows the process genre approach.
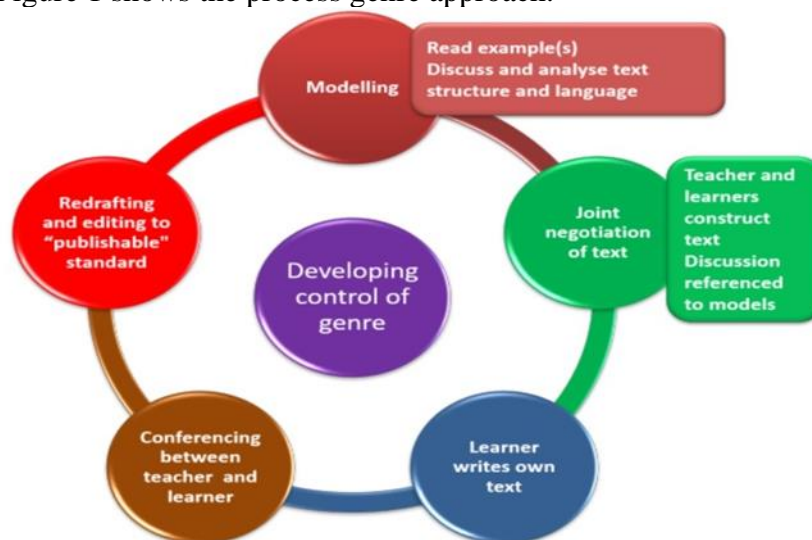

Figure 1: Process Genre Approach

The process-genre approach

The concept of "genre" is essential to the PGA. The term "genre" refers to various texts, including narratives, reports, and persuasive essays, each with its own goal, organizational scheme, and linguistic aspects. Students gain genre awareness through studying and writing in various genres, enabling them to comprehend the standards and conventions related to various writing assignments.

Historical development and evolution

When academics started to doubt the efficacy 1980s, conventional, product-oriented approaches to writing instruction in the 1980s, PGA was born. In response, academics and researchers started looking into different strategies that emphasize the writing process more than the final product. The genre-based approach, which emphasizes the value of teaching writing in real-life contexts, rose to prominence at the same time. Process-contexts. instruction and genre-based instruction eventually converged to form the Process Genre Approach.

Theoretical underpinnings

The previous theoretical stances inform PGA. The socio-cognitive perspective, which acknowledges the reciprocal relationship and cognitive processes in language learning, is one important theoretical foundation. This viewpoint contends that both individual cognitive processes and social interactions with others impact writing development. PGA encourages collaborative writing activities meaningful interactions and peer feedback because it recognizes the feedback. Systemic functional linguistics (SFL) is a further theoretical foundation for PGA. SFL strongly emphasizes the functional aspects of language as a tool for constructing meaning in social contexts. The SFL

framework is analyzed in PGA to analyze the linguistic characteristics of various genres and direct students in the development of genre-appropriate language use. (Waller, Shemesh, & 2000)

Components and stages of PGA

PGA is made up of several elements and steps that direct students through the writing process. Prewriting, drafting, revising, editing, and publishing are the essential steps. Students engage in prewriting exercises like brainstorming, planning, and research to develop ideas and gather pertinent data. These concepts are transformed into a text during the drafting stage, focusing on structure, organization, and linguistic usage.

Students are encouraged to review their writing during the revision stage and make any necessary content, structure, and style. During this phase, peer and teacher feedback is extremely important because they give students insightful criticism and revision advice. Students concentrate on fixing grammar, punctuation, and spelling mistakes during the editing phase. Students prepare their final written works for a particular audience or purpose in the purposing stage. The PGA offers a systematic and structured approach to writing instruction by incorporating these elements and stages, fostering students' writing abilities while advancing their knowledge of genres and language proficiency.

Advantages for students and teachers

There are many advantages to using the Process Genre Approach (PGA) for both students and teachers. For students, PGA offers a comprehensive method of writing instruction that emphasizes genre awareness and the writing process. Students improve their ability to think critically, be creative, and express themselves by participating in various writing processes. They develop a deeper understanding of the functions, structures, and linguistic characteristics of various genres, enabling them to write more effectively and appropriately for the given text. Students participate in peer feedback and revision activities, improving their communication skills. teamwork skills, PGA also encourages collaborative learning. A structured framework that directs instruction and offers a clear road map for teaching writing is provided for teachers by PGA. Focusing on the writing process enables teachers to cater to each student's needs and offer focused feedback at various stages. PGA supports a student-centered approach and gives teachers the tools to encourage active learning and help their students develop into independent writers. In addition, PGA promotes authentic writing assignments that relate to real-world situations, which makes writing more relevant and interesting for both students and teachers.

Effectiveness for different learner populations

The effectiveness of PGA for different learners is a notable benefit. According to research, PGA benefits both native English speakers and English language learners (ELLs). For native speakers, PGA encourages creativity, higher-order thinking abilities, and the capacity to write for particular audiences and purposes. On the other hand, ELLs gain from PGA because it offers explicit instruction on language features and structures that are particular to a given genre. This helps ELLs learn language writing and integrate it into academic writing. PGA takes into account different learning preferences and styles. It allows for flexibility in the writing process, accommodating pupils who might have various preferences or strengths at various points. While auditory learners may thrive during revision and peer feedback exercises, visual learners may perform best during the prewriting and planning phases. With the help of visual aids, group discussions, and hands-on activities, PGA's multimodal approach ensures that students with various learning preferences can participate in the lesson and gain something from it.

Potential challenges and limitations of the PGA

Despite its benefits, implementing PGA may pose some challenges and limitations. One challenge is the time required for thorough instruction and practice of multiple genres. Teaching various genres in-depth necessitates careful planning and allocation of instructional time and resources. Additionally, PGA demands teacher expertise in genre analysis, instructional strategies, and providing

effective feedback, which may require professional development opportunities for teachers. Another challenge is continuous scaffolding and support throughout the writing process. PGA requires students to engage in recursive writing practices, which may be challenging for some students who struggle with organization, revision, or self-regulation. Sustaining motivation and providing ongoing guidance throughout the writing process can be demanding for teachers and students. Furthermore, assessment poses a challenge within PGA. Assessing students' writing in terms of process and genre mastery requires careful consideration of assessment criteria and methods. Evaluating multiple drafts and providing meaningful feedback within limited assessment windows may be time-consuming. While PGA offers numerous benefits, addressing these challenges and limitations requires careful planning, ongoing support, and teacher professional development. By doing so, the potential of PGA as an effective writing approach can be maximized.

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