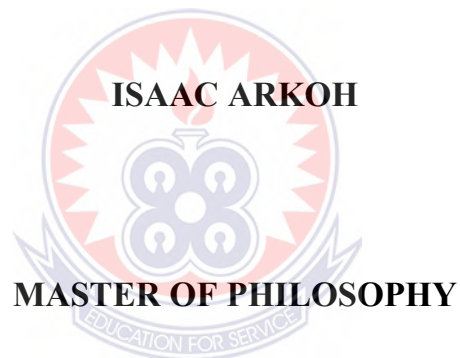


UNIVERSITY OF EDUCATION, WINNEBA

**THE TEACHING AND WRITING OF COMPOSITION AT THE JHS
LEVEL: THE CASE OF ASSIN FOSU SCHOOLS**



2023

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**THE TEACHING AND WRITING OF COMPOSITION AT THE JHS LEVEL:
THE CASE OF ASSIN FOSU SCHOOLS**



**ISAAC ARKOH
(220028605)**

**A thesis in the Department of Applied Linguistics,
Faculty of Foreign Languages Education, submitted to the School of
Graduate Studies, in partial fulfillment
of the requirements for the award of the degree of
Master of Philosophy
(Teaching English as a Second Language – TESL)
in the University of Education, Winneba**

JULY, 2023

DECLARATION

Student's Declaration

I, ISAAC ARKOH, declare that this Thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:

Date:

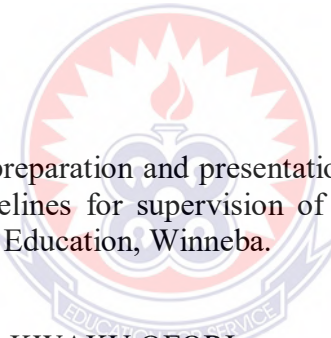
Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis/dissertation/project as laid down by the University of Education, Winneba.

Name of Supervisor: DR. KWAKU OFORI

Signature:

Date:



DEDICATION

I dedicate this work to my supervisor and my family for their support.



ACKNOWLEDGEMENTS

I am grateful to those who contributed to the success of this research work, especially, my supervisor Dr. Kwaku Ofori for his support throughout the research work.

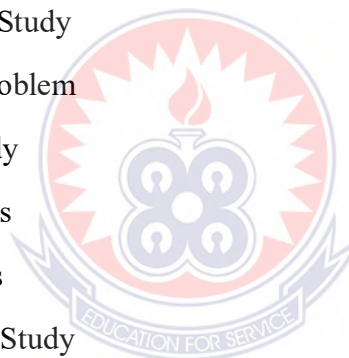
I am also grateful to other lecturers in the Department of Applied Linguistics, Faculty of Foreign Languages for accommodating me whenever I present a problem to any of them.

Finally, I owe a special gratitude to my wife, Kezia Oduro and my son, Russell Arkoh for their support during my MPhil course.



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ABSTRACT

The ability to communicate effectively through writing is important. Teaching students to master writing skills is a major facet of English language teaching. Students in Junior High Schools in Assin Foso Municipality face problems in writing composition. The purpose of this study was to identify the composition teaching approaches teachers in Assin Foso Municipality use in teaching composition writing at the Junior High Schools, and to ascertain the impact of these approaches on the performance of students' writing. The researcher made use of embedded case study design, of which both qualitative and quantitative data were analysed. These instruments were used: interview, questionnaire, and observation to gather data for analysis and discussion to address the research objectives. The study found out that teachers in the research area use process approach, product approach, and process-product approach. On the impact of these teaching approaches, it was concluded that the process-product approach and process approach improve students' ability to construct sentences, improve students' vocabulary acquisition, and improve students' writing style. Also, the findings of the study indicated that the product approach improves students' sentence construction, and vocabulary acquisition but could not fully improve students' punctuation skills. It is recommended that teachers should adopt collaborative approach in teaching composition writing to improve students' writing skills, and make written corrective feedback part of composition lesson.



CHAPTER ONE

INTRODUCTION

1.0 Introduction

English language is regarded as an international lingua franca. Ghana as a nation uses English language to ensure different intercultural communication. In Ghana, English is considered as an official language for trade, commerce, education and politics. The immense contribution of English as a second language in our national integration cannot be overemphasized. English language learning encompasses four generic skills. Raja et al (2022) posits that “English is a global lingua franca which connects not only individuals but also nations of the world. It has emerged as a tool that is used for exchange of ideas, knowledge and information among individuals worldwide...English has gained inevitable importance being the international language’ as a result, English has become one of the most spoken languages in this globalized era which allows individuals from different parts of the world to experience intercultural relations.

The English language is a core subject which is studied at the Basic Schools. It comprises of four generic skills. These include writing, speaking, listening, and reading. Student from affluent homes most often speak English language. But apart from speaking, students are required to master writing for their academic success. The study focused on teachers (implementers of educational policies) and how various approaches to composition writing are adopted in their language classroom. This study focused on approaches teachers use in improving students’ writing competences and their impact on students’ writing.

The title of the study is: ‘the teaching of composition at the Junior High School. The case of Assin Foso School’. This chapter highlights the introduction of the study which consists of the background to the study, statement of the problem, the objectives, research questions, limitations, delimitations, and the significance of the study. The final part discusses the organization of the problem.

1.1 Background of the Study

Ghana as a country adopted English language as a lingua franca to bridge the gap between different ethnic groups in Ghana. According to Jenkins (2017, p.1), “English has served as a lingua franca at many times and in many places in its long history, stretching right back to the start of British colonialism in the sixteenth century”. Ghana as a country has a colonial link with United Kingdom and after independence, adopted English language as a national language. Akos et al (2014, p.2) highlighting the role English language plays as national language, cited Dzameshi (1988, p.23) who asserts that “a ‘national’ language (NL) refers to ‘the language chosen for the achievement of the goal of national solidarity or sociocultural integration’ and ‘an ‘official’ language (OL), on the other hand, is one that is used for achieving the goal of operational efficiency”.

The purpose of learning composition writing as an aspect of English language is to enable students to communicate their thought clearly for their target audience to comprehend their messages. Agustam et al (2022) highlighting many skills that students are supposed to master in composition writing say that ‘in English, there are four language skills: listening ability, reading ability, speaking ability, and writing ability’. English language teachers are supposed to use appropriate approaches to ensure that their students develop these skills. Junior High School students learn

numerous types of texts, including descriptive text, procedural text, recount text, and report text (Mulyasa & Aksara, 2021). Teachers of English language need to scaffold students' learning experiences in composition lessons for them to better express themselves through written text.

Many studies have been done in teaching composition writing. Ahn (2012) asserts that "teacher's scaffolding at the early stage of process approach encouraged a positive attitude to writing". In their study, Gutierrez et al., (2015) posit that the "experience with Picture series methodology... improved the overall development of writing abilities, unique to transition or logical sequence areas and presentation ideas. Amogne (2015) results showed that during their study, even after exposure to genre-based argumentative essay writing, students had significant difficulties in opposing or dismissing alternative views and creating stronger refutations. Ofofu-Mensah (2020) discovered that genre approach improves student's writing skills.

All the studies mentioned focused on students. Most of them are Action Research or Quasi-experimental research whereby researcher goes to the research site to solve students' writing problem. After the study, the teachers at post continue to handle these students and continue to perpetuate students' writing problem. Upon this background that the study targets the teachers who are the implementers of the curriculum to find out their approaches and their impact on students' writing so that an informed decision can be made. Thus, the purpose is to fill a research gap.

1.2 Statement of the Problem

The ability to write a well-organized text is vital to the academic development of pupils at the Junior High School. Teachers of English language play an important role in students' life as they help in scaffolding students' writing experiences. This

demands that teachers of English language adopt appropriate approaches to ensure that students are able to plan, organize and write composition with ease. However, the researcher's personal interaction with some of the English language teachers from the research area revealed that they have no knowledge of the standard approaches to teaching composition writing. This has resulted in the inability of JHS students in Assin Fosu Municipality to write composition with requisite skills and competence.

The researcher has observed in the past years that some of the students who completed Junior High school in Assin Fosu Municipality and were placed in the researcher's school, that is Obiri Yeboah Senior High School, find it difficult to write composition. Upon this background, the researcher selected four Junior High schools in the Municipality to investigate the approaches teachers in these schools use in teaching composition and their impact on students writing performance.

Several scholars have researched in approaches to teaching composition writing. Some based their research on approaches to teaching composition by discussing the benefits of some of the approaches (Bigger, 2022; Rosnaningsih and Puspita, 2020; Barnhisel, Stoddard, & Gorman, 2012; Paltridge, 2001; Cope & Kalantzis, 1993; Paltridge, 2001; Badger & White, 2000).

Ferretti and Lewis (2019) found "considerable evidence that explicit instruction grounded in genre expectations can support the strategic self-regulation of the writing process" (p. 1426).

Fatimah et al. (2021) argue that the issue of challenges and solutions to teaching English writing to Junior high school students is under-researched. According to the findings, teachers face seven challenges when teaching English writing: students' poor English grammatical competence, students' inability to develop ideas for English

writing, students' inadequate English vocabulary knowledge, students' demotivation to learn English writing, insufficient time management to teach English writing, limited sources of English writing materials, and limited facilities to teach English writing.

Hashemnezhad's (2000) study's findings revealed that the post process approach had no significant advantages over the process approach, but they both had significant advantages over the product approach. Koutsoftas (2018), posits that writing processes increases writing productivity, complexity, accuracy, mechanics, and quality. Shuvra1 et al. (2022, p.48) assert that 'to improve writing skills, approaches play a dominant role. There are two approaches to writing skills. One is the product approach; another is the process approach. Agustam et al (2022, p.1) posit that approaches are necessary in the sense that "writing becomes a complex skill because writing is a textual form intended to communicate. It is more difficult to get people to communicate in written form since they do not communicate immediately as they do when conversing".

The works cited so far focused on approaches to teaching composition writing by aiming at problems students face in composition writing and suggesting ways of using an approach to rectify them. This research on the other hand bridges the gap between pedagogy and practice. It sought to investigate the approaches teachers in the research area use in teaching composition writing, and their impact on students' writing performance.

Major problems of the study are: the diverse composition teaching approaches employed by educators, and how do these approaches impact student learning outcomes and writing proficiency, and the correlation between different composition

teaching approaches and students' writing competence, and how do these impacts manifest in terms of writing performance.

1.3 Purpose of the Study

The purpose of this research is to investigate the approaches and strategies teachers in the researched area use in teaching composition writing, and their impact on students' performance in composition in Assin Fosu Municipality.

1.4 Research Objectives

The research objectives of this study are to:

1. To investigate the approaches teachers, use in teaching and writing composition,
2. To identify the impact of the approaches on students' writing competence,

1.5 Research Questions

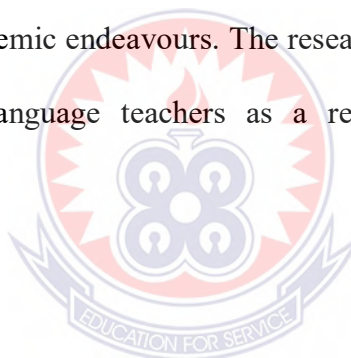
1. What are the approaches teachers use in teaching students to write composition?
2. What are the impacts of the teaching approaches on students' writing?

1.6 Significance of the Study

Teachers of English language are supposed to nurture students to communicate effectively as it is affirmed by Madina (2022), that the goal of teaching writing in foreign language is to form students' communicative competence, which includes knowledge of written signs, spelling of words, vocabulary and grammar, composition of written texts, the ability to create various types of written messages, mastery of the content and form of written speech and ways to express thoughts in writing (Madina, 2022). The study has immense benefits in various ways: such as helping teachers of English language, most importantly those in Assin Fosu Municipality in the Central Region of Ghana, to be abreast of the various pedagogical approaches to the writing

of composition and to improve their method of teaching composition writing. The research will serve as a resource for other language teachers to assess their teaching approach with regard to composition writing so that they can improve on their teaching of composition and inadvertently improve the performance of students.

Sadia (2019, p.50) confirms that “to improve the learners’ composition writing, the teachers need to help the learners to develop their vocabulary, idioms, and other elements of writing”. There is the need for ‘institutional administrators and policy-makers to provide training for teachers’ in developing ‘the learners’ required skills (Karim, 2017)’. Through this research, teachers will better understand how they can help students to effectively write their essays with little or no errors and this will help them in their future academic endeavours. The researcher hopes that the research will be recommended for language teachers as a resource for improving students’ composition writing.



1.7 Limitations

There is a limited research work on this research topic. Due to limited published works on approaches to teaching composition writing, the researcher resorted to online libraries for published works on some aspects of the research topic. Also, due to financial constraint, the researcher focused on four basic schools in Assin Fosu Municipality: Railways Station ‘A’ Junior High School, Railways Station ‘B’ Junior High School, Fosu Holy Spirit Junior High School and Assin Fosu Affutuakwa Junior High School. Notwithstanding these limitations the researcher is of the view that this research work will contribute immensely to ways educational stakeholders can bridge the gap between pedagogy and practice in order to improve the pedagogical skills of teachers which will inadvertently improve students’ performance.

1.8 Delimitations

The outcome of this study will be limited to the responses that will be obtained from interviewing teachers and students, and the researcher's personal observations. The research is limited to the selected schools in Foso Municipality. This will reduce the generalizability of the outcome of the study to all Junior High Schools in Ghana. The study also focuses on only composition writing as an aspect of English language teaching.

1.9 Organization of the Study

The study covers five chapters: the chapter one highlights background information of the study, the statement of the problem, significance of the study, purpose of the study, the research objectives, research questions, limitations, delimitations and the organization of the study.

The chapter two reviews the existing scholarly literature which has close link to the current study which is product approach, process writing approach, genre-based approach and corrective feedback and composition writing. The chapter three is on research design and methodology (the method or the procedure used to gather data are described). Chapter four presents qualitative data analysis through describing and discussion. The final chapter focuses on the summary of the research, recommendations, and some key findings of the study, conclusion and the possible gab.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on previously published scholarly research on the thesis topic, ‘The teaching of composition and its impact on students’ performance at the JHS: the case of Assin Foso schools’. This chapter reviews literature on scholarly works by Madina (2022), Mayekti (2022), Ugun (2020), Syarofi et al, (2018), Luo (2017), and many others who have worked on various sub-topics of this study. The literature review covers a conceptual framework, genre-based approach, process approach, and product approach. The review also includes composition writing and corrective feedback, both of which are critical in assisting students in negotiating their learning experiences.

This research seeks to investigate the approaches employed by English language teachers in teaching composition writing in order to determine their impact on the performance of students and also to ascertain the composition micro-skills students lack in order to identify the teaching approach which is relevant in improving the performance of students in Assin Foso Municipality’s Basic Schools.

2.1 Theoretical Framework

The goal of this research is to look into the teaching methods that teachers in the research areas used in teaching composition writing. As a result, the study discusses two major composition writing theories that support the study's objectives, as well as some related studies on teaching composition writing, and the impact of teaching approach on pupil performance. This research is grounded on the Cognitive theory, and Sociocultural Theory and its construct of scaffolding.

2.2 Cognitive Theory

Composition researchers frequently use the hypotheses of developmental psychologists Jean Piaget, Lev Vygotsky, and Alexander Luria to describe the cognitive theory of writing and its emphasis on the mental activity in which writers engage when creating printed texts. Teachers should be aware that, while most cognitivists use the term process in their discussions about the mental acts that writers employ, cognitive theory is not synonymous with process theory of writing. Those who identify with the process theory, for example, describe the writing process as a series of stages through which a writer moves, whereas the cognitive interpretation of process refers to the types of mental activity writers engage in consciously or subconsciously in order to produce a tangible, print document (Collins, 2013).

Flower and Hayes (1981) define the cognitive writing process as "a set of distinctive thinking processes orchestrated by writers during the act of composing" (p. 366). They go on to say that these processes have a "hierarchical, highly embedded organization... reflect goal-directed thinking... and create by generating high level goals as well as supporting sub-goals" (p. 366). They criticize process theorists' "stage [development] descriptions," claiming that they "model the growth of the written product, not the inner process of the person producing it" (p. 367). Flower and Hayes' cognitive model is meticulously described as having three major tasks or processes: planning, translating, and reviewing (all overseen by a monitoring process). Planning and reviewing are further sub-processes, with planning involving the act of generating ideas, organizing, and goal setting, and reviewing involving the act of evaluating and revising. These processes and sub-processes are extremely fluid and can be iterative or occur "in parallel or simultaneous operations" (Stallard, 1976, p. 184).

Other scholars have observed that even college students require more time to reach physiological and intellectual maturity in order to master some of the tasks assigned to them by writing teachers. Lunsford believes this observation is significant because, without recognizing the cognitive limitations of composition students, the teacher may unintentionally set students up for failure by assigning unrealistic goals (Collins, 2013). So, there is the need to ascertain the impact of teaching approach on the performance of pupils, in order to know the cognitive limitations of pupils to adjust the methodologies of teachers so that pupils' performance can be improved.

Flower and Hayes concur, invoking E.M. Forster's oft-quoted statement: "How can I tell what I think until I see what I say?" Writing is a means of learning through discovery for them, as it is for many others, and its "purposefulness...is based on a beautifully simple, but extremely powerful principle.... People regenerate or recreate their own goals in the light of what they learn" (Flower & Hayes, p. 381). The cognitive theory focuses on the writer's private world and the rational elements of composition.

2.3 Cognitivist Theory and composition classroom practice

According to cognitive theory, the cognitive writing teacher must recognize the significance of inner speech, the social aspect of writing instruction must also be emphasized. It is critical to provide students with opportunities to participate in class discussions, peer and partner reviews, one-on-one mentoring, tutoring, and personal reflection. One useful essay assignment is to have students keep reflective journals of their various writing processes. Students can use their personal journals to review the areas in which they excel and falter, giving them the opportunity to mediate their writing by working on weaknesses and capitalizing on strengths. When asked to

describe their research strategies, prewriting rituals, or revision and editing techniques, students frequently consider what and how they write (Collins, 2013).

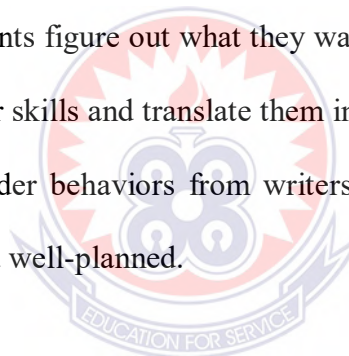
Another cognitivist approach is to use a writing workshop model and have the teacher participate in the writing process alongside the students. Students can become empowered as partners when teachers place themselves at their students' level, sharing their own writing processes as an equal member of a writing community. Students also benefit from seeing that all writers face similar challenges, which helps them overcome defeatist and incorrect beliefs about who can and cannot write. Concept maps, in which students create a graphic representation of the concepts they will discuss as well as the relationships among and between them, are a method of recording the mental visualization that occurs prior to writing tasks. The more detailed the concept map, the more thoroughly students can investigate and articulate their subject (Collins, 2013).

Writing styles that assist students in connecting with their internalized voices are also beneficial. "The autobiography and personal diary are widely recognized as creating new perspectives on the relationships and events in our lives," writes Bazerman (2009). (p. 279). Asking students to document their own writing progress by keeping a daily record of completed and unfinished writing tasks allows students to track their efforts and identify strengths and weaknesses in their writing process.

It is probably safe to say that skilled writers do not follow a single, well-defined series of steps in their writing process. When researchers try to pinpoint specific strategies skilled writers use, they find "writers' comments on how they write assume many modes," as Emig discovered in her landmark 1971 study about students' writing processes (p. 229), the teacher who employs cognitive theory is encouraged to explore

a variety of writing scenarios so that, as students' mental processes differ, multiple avenues are opened to them in the hope that they will find one compatible with their own learning style.

Reading ability appears to be related to writing ability. Anne Ketch (2005) observed that skilled readers consistently exhibited the following behaviours based on her thirty years of experience: “they make connections, question as they read, read using mental imagery, determine importance, make inferences, retell and synthesize, and monitor and correct meaning” (pp. 8-9). Her discovery that conversation about what readers had read was critical in their ability to make sense and meaning out of their experience was especially significant in her study. Conversations should be used as a mechanism to help students figure out what they want to say by teachers who want to capitalize on these reader skills and translate them into writing skills. In order to elicit meaningful types of reader behaviors from writers, such class discussions must be specifically designed and well-planned.



2.4 Sociocultural theory

Sociocultural theory has a holistic approach towards learning. The theory emphasizes meaning as the central aspect of any teaching and holds that skills or knowledge must be taught in all its complex forms, rather than presented as isolated, discrete concepts (Turuk, 2008). Learners are regarded as active meaning-makers and problem-solvers in their learning process. The theory also lays great stress on the dynamic nature of interconnections among teachers, learners and tasks and advocates concept of learning which stems from interactions among individuals (Lantolf & Thorne, 2007).

Ellis (2000) argues that sociocultural theory is based on the assumption that learning emerges not through interaction but in interaction. When learners get involved in

doing certain tasks with the help of another learner or the teacher, they internalize the way to carry out the same task by themselves. Hence, social interaction is believed to facilitate or mediate the learning process. The rest of the essay seeks to discuss the theoretical principles and constructs associated with SCT and focuses specifically on second language acquisition (SLA) (Lantolf & Thorne, 2007).

2.4.1 Scaffolding

The word scaffolding means assistance or support. As we already know, scaffolding refers to those ugly structures that builders put up around buildings during construction. Scaffolding makes it easy for builders to build a building. They are taken away when the building can stand on its own. In the same way, instructional scaffolding can be used for students. Scaffolding has been interpreted as social assistance, which is an idea offered mostly by Jerome Bruner (1986). He noticed that children acquire their first language while their parents offer scaffolding in the form of continuous help to them through conversational formats. Cook (2008) asserts that the gap between the learners' present level of knowledge and what he/she is going to learn depends on the assistance offered by the experts.

Again, Scaffolding is interpreted as anything a learner benefits from or consults with, which might be a dictionary, grammar books, the traditional classroom technique of Initiation, Response, and Follow up (IRF), or any corrective feedback offered by the teacher. The fundamental idea is that for scaffolding to facilitate L2 learning, it needs to exist within a learner's ZPD, that is a learner's zone of learning. Simply put, scaffolding is all about helping learners learn concepts that are just too hard to do on their own. In other words, scaffolding is what we do to help learners move through their ZPD.

Some of the ways we can scaffold are: Modeling tasks in front of students. That is demonstrating how to complete the task before asking students to perform the same task. The teacher can also make use of Open-ended questions, which require students to respond in full sentences, think deeply about their answers, and justify their response. Breaking tasks down into manageable steps will decrease apprehension. After they have completed each step, ask the students to do the full task without assistance.

The language teacher can also use visual aids to help students work through a task. Consider placing visual aids strategically around the classroom for students to describe. Directing attention can also help students to pay attention to important elements of the task in order to keep students on track.

2.4.2 Instructional Implications of the Sociocultural Theory

There are a number of contributions of SCT to Second Language learning and Language Development. The main implication is that learning occurs through interaction, negotiation, and collaboration among learners. Therefore, supporting students to engage in the activities, dialogue, and use of tools is beneficial in the teaching and learning process. For instance, with the advent of technology, researchers propose that media, like video games, word processors could be used as analytical tools to create new skills and habits in the learners. Thus, teachers can use the technology to facilitate the teaching of reading comprehension.

The theory teaches that in the learning process, teachers should identify learners' abilities that need to be developed and predict what the learners are capable of doing independently in the future in order to give appropriate supports (Scott & Palincsar, 2013). Teachers need to guide learners to collaboratively work in groups and propose

viable solutions to problems. With the introduction of the conception of ‘mediation’, language teachers realize the importance of conceptualizing language learning as a process mediated by different kinds of semiotic sources in the classroom (Scott & Palincsar, 2013).

This theory also helps teachers understand students from a different perspective, one that sees that students actually bring their own cultures to the interactions as learners, because they have developed their understanding and individuality through interacting with people from the communities they belong. Sociocultural theory, also emphasizes that learning, including SLL, is actually situated, which means learning can occur in different places in various forms.

Another key contribution of Sociocultural theory to the issue of language learning is that of ‘participation’ (Pavlenko & Lantolf, 2000) which combines the social context with individual acquisition. In other words, for an individual to become a competent speaker of a language, the mere personal effort would not result in the mastery of the language unless he benefits from other people’s (especially adult) participation.

The conceptions of ZPD and Scaffolding are important in SLL because they help teachers comprehend that learner potential development can be achieved using a mediator and assisted help from teachers and peers.

Lastly, knowledge is constructed. Therefore, Sociocultural theories believe we can influence each other. So, during group work in classrooms, students can share their ideas and come up with an agreed ‘truth’ or set of facts.

Drawn from these theoretical model are variables that influence students’ writing performance. The use of appropriate approaches by teachers will afford students

opportunities to participate in class discussions, peer and partner reviews, one-on-one mentoring, tutoring, and personal reflection as prescribed by the cognitivist composition theory and sociocultural theory will enhance the students writing competence.

2.5 Conceptual Framework

The conceptual framework for this study was adopted from Ngware et. al., (2015). They used the framework to study how teaching style can impact the performance of students' performance in Mathematics. The framework was used to find out the impact of composition teaching approaches on students writing performance. This model holds the assumption that "The quality of instructional delivery is one key variable in the quality of education". Therefore, teacher's knowledge of English language, creating the necessary opportunity to learn in class/school, teaching practice (teaching activity, teaching aids), School/teaching environment (teacher factors), can improve student's achievement (writing competence) (Ngware et. al., 2015).

According to Stevens (1996), the extent to which teaching practices influence learners' academic achievement is determined by the quality of instructional delivery. According to Stevens, teachers should have a cognitive command of the subject being taught and should monitor the learners' performance to ensure a coherent lesson implementation. A coherent lesson includes proper lesson planning, which includes SMART lesson objectives that are identified in advance, as well as learning tasks and activities that relate to and match the lesson objectives (Alkin et al., 1990; Stigler, 1992 in Stevens, 1996; Mohidin, Jaidi, Sang, & Osman, 2009; Ngware et al., 2010). To investigate the approaches teachers, use in teaching composition writing and their impact on students' learning achievement, this researcher hypothesizes that other

factors exist that either relate directly with teaching practice and/or directly with learners' achievement, as shown in Figure 1. For example, a teacher's English language knowledge may influence how he or she delivers a lesson while also determining how much English language knowledge is passed on to the students.

Figure 1 also depicts other factors that may be related to learner achievement, such as the school environment, individual characteristics, and learning opportunities.

Teacher's knowledge of the English language, Opportunity to learn in class/school, Teaching Practice (teaching activity, teaching aids), School/teaching environment (teacher factors), can improve student achievement (writing competence) (Ngware et. al., 2015).

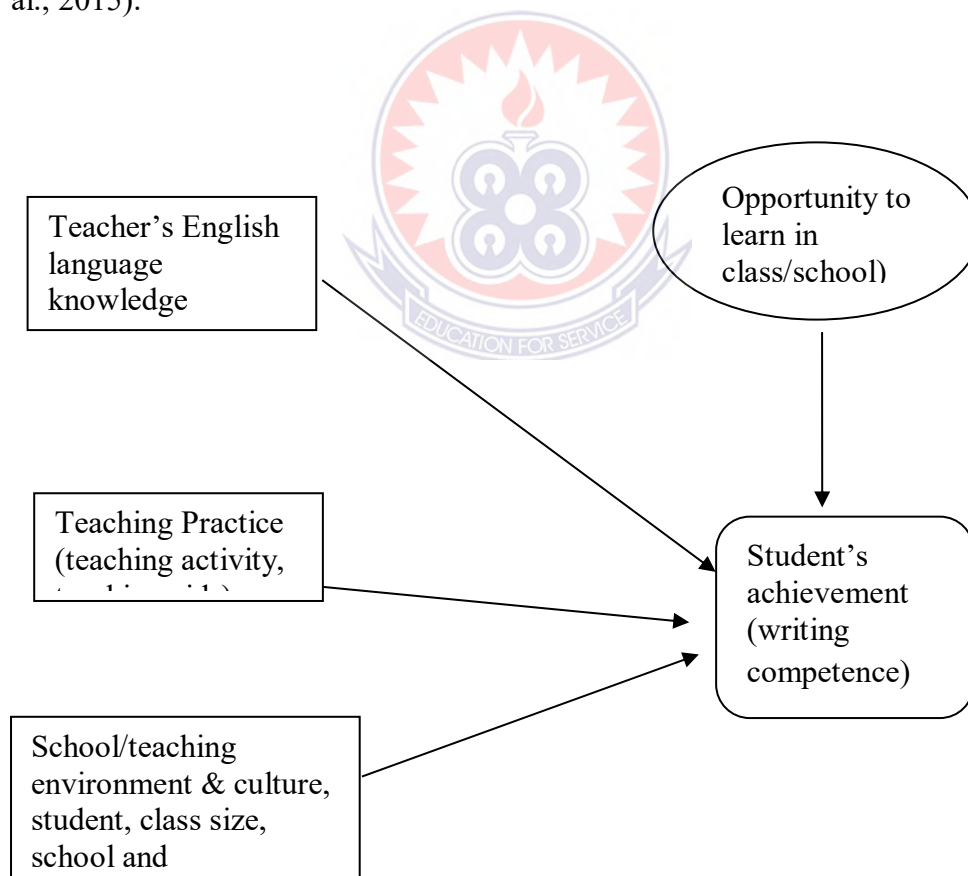


Figure 1: The framework illustrates the impact of composition teaching approach on students writing competence.

2.6 Importance of Writing

The four basic abilities to master in learning English, writing is frequently believed to be the most significant and challenging one. The value of writing stems from its utility, whereas the difficulty stems from the complexities that the writer must consider (Syarofi et al., 2018, p.2). Writing is an essential part of language. When a youngster writes, his or her thoughts and knowledge combine to form a unique meaning (Jones, Reutzel, & Fargo, 2010). English language teachers have a daunting task to train their students to develop their language competences. They can do this by developing their writing abilities.

Syarofi et al. (2018) posit that writing is traditionally been seen as a key skill in English language acquisition. This is because it reinforces grammatical structures and terminology that educators seek to teach their students. It is in this area that students must be given ample time to develop their writing skills. As a result, more time should be spent on it in the classroom during composition writing so that students are equipped to communicate successfully in both real-life and academic circumstances (Tuspekova et al., 2011). Again, English language teachers exposing students to the writing process itself, through various venues is an excellent way to reach this goal because students identify the skill of writing, as more difficult than listening and reading (Berman & Cheng, 2010).

Writing is one of the skills in English that plays a significant part in language learning (Irawansyah, 2016). Writing is seen as a useful skill. A productive skill is one that allows you to communicate information by writing and speaking. It is a necessary tool for individuals to use whether it is used to inform or analyze current events for websites or newspapers, academic essays, business reports, letters, and

communications (Yang et al., 2015). Writing has become increasingly vital in our global culture, and writing instruction is consequently playing an increasing role in both foreign and second language instruction (Rosnaningsih & Puspita, 2020).

Ugun (2020) presented a systematic review of relevant published studies on teaching writing approaches in developing ESL learners' writing skills. The goal was to determine what writing strategies should be taught to primary ESL learners in order to improve their writing skills, as well as how to plan effective writing strategies for developing writing skills. She suggested that there are five approaches to teaching writing strategy: product-based, process-based, post-process-based, genre-based, and process-genre-based. In addition, scaffolding technique, visual through picture technique, and brainstorming stage are among the activities. She concluded that the selected approaches should be chosen with the needs and proficiency level of the learners in mind. She suggested that teachers should use more than one approach to meet the needs of their students and accommodate their various levels of proficiency.

In another study by Ofosu-Mensah (2020) discovered that the common challenges faced by students in writing were grammatical errors, issues with composition organization, spellings, vocabulary building, and essay content in his study "Problems of English composition writing of Form One students in Birim Central Municipality Senior High Schools, Akyem Oda." He proposed that the Genre Based Approach is appropriate to improve the difficulties learners face in writing composition.

Graham and Sandmel (2011) concluded in their meta-analysis that while there is no universally agreed-upon definition for the process approach to writing, there are a number of underlying principles that are common to its cycles of planning (setting goals, generating ideas, organizing ideas).

Tuspekova et al., (2022), conducted a comprehensive review of existing research on process and product writing approaches. And it was concluded that the reasons why the product approach is used in Malaysian classrooms over the process approach are that teachers prefer the product approach because it is easier to apply and avoid the process approach because it is time consuming. Instead of using product or process approaches in isolation, the paper suggested that teachers combine both approaches and use them in accordance with the demands of the situation, the nature of the learners, and their learning styles. This will assist teachers in utilizing the benefits of both approaches while avoiding their drawbacks.

Other scholars also researched on processes writing approach (Olowoyeye, 2022; Türkben 2021; Awada and Diab, 2021; Franco-Franco, 2022), described process writing as a "paradigm shift" in writing, the transition from product to production conditions. They affirm that the writing process is complex and that the process or stage approach, writing is understood as a complex process based on certain communicative conditions, thus being a tremendous development in cognitive research.

Koutsoftas (2018, p.1) affirms that process writing account for written productivity, complexity, accuracy, mechanics, and quality. The results showed that sixth-grade students outscored fourth-grade students on a measure of syntactic complexity on initial drafts but not on final copies. He adds that better process yields a better product. This assertion has wide support in the compositional and pedagogical literature (Bean 2001; Elbow 1998; Flower and Hayes 1981; Humes 1983; Lindemann 2001; Perl 1979, 1980; Petrosky and Brozick 1979; Rohman 1965)".

Shuvral and Roy (2022) assert that though teachers have pedagogical beliefs about writing, they are not able to demonstrate their perception through the practice because of some constraints. Teachers need proper training so that they can apply different approaches in the classroom in order to improve composition writing skills of their students and create a sense among them that writing is one of the parts of social interaction (Shuvral & Roy, 2022: 48 citing Uddin, 2014).

In summary, writing helps us to: i. develops our academic and professional skills; ii. communicate ideas to others; iii. reflect on certain personal and social issues; iv. convey our understanding to others; v. persuades and orient others; vi. express ourselves; and vii. improve the quality of our lives.

2.7 Definition of Composition

A composition (from the Latin "to put together"), according to Nordquist (2019), is the method a writer assembles words and sentences to create a logical and meaningful work. Composition can also refer to the act of writing, the nature of a piece of writing's subject, the piece of writing itself, or the name of a college course assigned to a student. According to Fosu-Mensah (2020, p.24) (quoting Warriner, 1998), composition can be characterized as the process of discovery that supports students in communicating with others and discovering significant facts about the student's subject and the writer himself or herself.

2.8 Skills Required for Composition Writing

According to Dietsch (2015, p.11), writing is an arduous and sometimes difficult activity that requires much effort and talent, especially when done in a foreign or second language. He believes that the 'composition writing process' that results in a

readable and suitable paper requires a wide variety of abilities and competences. They are as follows:

1. “Academic and linguistic skills (i.e., Mastery of syntax, grammar, vocabulary, semantics, punctuation and other linguistic aspects/skills);
2. Organizational skills (e.g., Pre-writing and planning skills);
3. Thinking and reflective skills (e.g., reflection, establishing connection and developing ideas);
4. Reading skills (e.g., skimming, summarizing and selection skills);
5. Communication skills (e.g., you need to know how to express and convey your ideas properly to the target audience)”.

2.8.1 Types of composition writing

Since the nineteenth century, English writers and teachers have struggled to find ways to categorize forms and modes of writing so that beginning writers might find a place to begin. After decades of battle, rhetoricians arrived at four types of writing that still constitute the majority of Composition: Description, Narration, Exposition, and Argumentation. These four fundamental types of composition (description, narrative, exposition, and reasoning) are not categories in the traditional sense. They nearly never stand alone in a piece of writing, but are best thought of as modes of writing, components of writing styles that can be merged and used to make a whole.

2.8.2 Description/descriptive

A description, also known as descriptive writing is a statement or account that characterizes something or someone by noting distinguishing characteristics and significant information to present a written portrayal to the reader. Descriptions are embedded in the tangible, reality, or solidity of an object to depict a person, place, or

thing in time. They provide the appearance and feelings of objects as a whole, with as many details as you like.

According to Fosu-Mensah (2020) citing Quantson, (2010), descriptive composition relies on spatial ordering. It must start at one point and go systematically or sequentially to the next. For example, when describing a room, the writer can start from the right side in front of the room and work his or her way to the center, eventually reaching the back of the room. According to Mayekti (2022), descriptive literature describes or says something to the reader (Fitriani et al., 2019; Jayanti et al., 2019). This genre of writing includes information about people, animals, things, and locations. Again, descriptive language is text that describes a person, animal, item, or place in detail in order to provide readers with information and insight about the object portrayed. As a result, the reader can obtain knowledge about the new thing described by the writer in descriptive language, and the writers will clearly explain the object and obtain a clear picture of the object (Suminar and Putri, 2018).

Descriptive writing comprises descriptions of animals, people, things, and places, among other things. Urunami et al. (2017) back up this remark, claiming that descriptive text is made up of information on a specific thing, such as a written description of an object. It mostly provides information on the subject, the fact, and their actions. A descriptive text is one that describes an object in great detail, such as a person, an animal, a thing, or a location. The object specified in this scenario can be imagined by the readers (Mayekti, 2022).

2.8.3 Narration

A narration, also known as narrative writing, is a personal account told by the writer to his or her reader. It might be a chronological explanation of a set of facts or

occurrences that establishes links between the steps. It can even be dramatic; in which case each scene might be presented with actions and speech. You can insert flashbacks or keep the chronology strictly chronological. A rose tale could detail how you first discovered it, how it ended up in your yard, or why you went to the greenhouse that day. For example, a narration about "Sacred Emily" might be about how you came across the poem, whether it was in a class or in a book lent by a friend, or if you were simply curious about where the phrase "a rose is a rose" came from and found it on the internet (Mayekti, 2022).

2.8.4 Exposition

The act of expounding or explaining a person, place, object, or event is known as exposition. Your goal is not merely to describe something, but also to give it a reality, an interpretation, and your thoughts on what that object means. In some ways, you are laying forth a proposition to describe a broad concept or abstract idea about your subject. According to Mayekti (2022), the aim of the expository essay is to explain something to the reader by giving guidance or instructions, or to acquaint the reader with knowledge about how to execute a task or how something is done.

2.8.5 Argumentation

An argumentation is essentially a comparison and contrast exercise. This sort of essay is explained by Mayekti (2022) as an unbiased debate, or an attempt to persuade the reader of the virtues of one object, person, or concept." It could be as easy as entertaining the reader or gaining insight into human nature.' It is the logical presentation of both sides of an argument using logic. The goal is to persuade the audience/readers to select between two possibilities.

In the 1970s and 1980s, there was a lot of controversy in college theoretical rhetoric, with scholars trying to break free from what they considered as the constraining strictures of these four writing styles. These four ancient modes give beginning authors a way to consciously steer their writings, as well as a basis on which to build a concept. They can, however, be restrictive. A writer can use classic styles of composition as tools to obtain writing practice and direction, but he/she should keep in mind that they should be viewed as beginning points rather than hard rules (Dietsch, 2015).

2.9 What are the Approaches Teachers use in Teaching and Writing

Composition?

There are five approaches to teaching writing: the product approach, the process approach, the genre approach, the process genre approach, and the post-process pedagogy (Barrot, 2016). The product approach focuses on the final product and measures it using criteria such as vocabulary use, grammar, mechanics, content, and organization. There are four stages to the procedure: familiarization, controlled writing, and free writing. From the standpoint of a teacher, it entails assigning a piece of writing, collecting it, and returning it for further revision. The disadvantages of using the product approach are that it ignores the actual process used by students in producing a piece of writing, focuses on imitation and churning out a perfect product on the first draft, necessitates constant error correction, which reduces students' motivation, and does not prepare students for the real world.

The last four approaches have pushed grammar to the margins of writing texts and methodology books, where grammar checking is typically viewed as a post-writing process (Tribble, 1996). However, the question is what role grammar plays in

teaching and improving writing skills. Muncie (2002) offered some suggestions for incorporating grammar into writing classes. First, grammar should not distract students from the meaning orientation of writing instruction. Second, no grammar correction should be included in teacher feedback. Third, grammar correction should be linked directly to the editing stage. Fourth, the grammar component should meet the perceived needs of the learners. Finally, the grammar component should include material recycling. Though content and meaning should take precedence in a writing class, it is also acknowledged that linguistic accuracy is an important factor in any final written output, particularly if linguistic inaccuracy impedes the clarity of meaning (Ashwell, 2000).

Several other scholars have proposed that grammar correction be removed from writing instruction. Truscott (1996), for example, strongly argued that grammar correction in writing classes should be abandoned because it is ineffective, has negative consequences, and lacks merit. Grammar correction, according to him, is the correction of grammatical errors in order to improve students' ability to write accurately. He also stated that those who claim that grammar correction is beneficial bear the burden of proof.

2.10 Composition Teaching Approaches

2.10.1 Genre approach

Bigger (2022) says that genre approaches to writing teaching simply identify how language acts in specific social situations for specific aims and audiences. Although genres may appear to be predictable and relatively stable, they evolve and adapt in response to changes in the context, goals, and audiences for which they are used, and most genre theorists agree that genre is a category that describes the relationship of

the social purpose of text to language structure, despite the fact that discussions about genre are dynamic (Paltridge, 2001; Cope & Kalantzis, 1993). This emphasis on language function assists students in responding to recurring communicative situations by offering a framework for orienting and interpreting audience, context, and the social and cultural impact on various texts (Paltridge, 2001; Badger & White, 2000; Barnhisel, Stoddard, & Gorman, 2012). In other words, academic writing by students, like all writing, is a social act that occurs inside a learning environment that has a history, culture, beliefs, and practices (Lillis 2001).

According to Pham and Bui (2021, p4) quoting Suksawas (2018), a genre-based method is used to teach and learn English for Specific Purposes (ESP), Systemic Functional Linguistics (SFL), and English for Academic Purposes (EAP). Some researchers have found that Halliday's genre theory has an impact on teaching EFL writing (1985, 1994). This genre-based approach emphasizes formal education and language functions (Hyon, 1996). In other words, EFL learners who want to interact successfully through pragmatic knowledge should combine linguistic and communicative ability in their writing assignments (Paltridge 2001, Yasuda, 2011; Taguchi, 2012 cited in Melissourgou & Frantzi, 2017).

The genre-based approach must emphasize language elements and text arrangement (Sukawas, 2018). Each writing genre necessitates distinct vocabulary and generic structure; so, EFL writing students must be aware of knowledge relevant to a specific type of communication in order to communicate effectively in context (Hyland, 2002, p.125). It means that the context determines how language is used and how each sort of writing genre is organized. Kuzmenkova & Erykina (2022: 40) confirms that Genre approaches reveal strong similarities with product approaches (e.g., considering

writing as predominantly linguistic), yet they emphasize the impact of the social context and the importance of communicative purpose. Common stages closely parallel product approaches and involve introducing and analysing a model of a particular genre, manipulating relevant language forms and, finally, producing a text (Dudley-Evans, 1997).

Genre approach is also defined as types of written text that helps to understand the connection between text's structure and social purpose (Nagao, 2019). Lail (2022) adds that Genre Based Approach is a kind of writing instruction which focused on subject context, a process in forming text, and linguistic forms and attempt to associate readers and writers (Rosnaningsih & Puspita, 2020). Genre Based Approach is a systematic approach in teaching. This approach makes the teaching and learning process becomes more structured.

Hyland (2004, 2003) investigated how genre approaches to teaching L2 writing could complement process views emphasised the role of language in written communication and repeatedly foregrounded purpose and function as constituents of the genre analysis; he maintained that genre-based pedagogies aid students to write effectively and produce relevant texts, and further pointed to the necessity of integrating genre, product and process approaches focusing on their content or the process of composition (Hyland, 2007). This approach comprising major constituents of successful teaching is intended for university students not necessarily living in an English-speaking country.

According to Mingsakoon and Srinon (2018), Genre Based Approach (GBA) helps promote students' writing and knowledge of the goal, meaning, and organization of the text, which Lail (2022) confirms. Previous research has shown that GBA can

improve pupils' skills. Nagao conducted the research in 2018. His research found that pupils' comprehension improved, particularly when it came to text comprehension. Another finding from his research was that students' grasp of lexico-grammatical elements including textual, interpersonal, and experiential meaning improved. It may be concluded that using GBA in writing teaching has been proven to increase L2 students' awareness of interpersonal meaning and general text structure.

Hyland (2003) asserts that genre approaches to writing instruction address the limitations of process approaches by providing students with explicit and systematic explanations of how language functions in social contexts. Process approaches do not address the ways meanings are socially constructed because they fail to consider the forces outside an individual that help guide purposes, establish relationships, and ultimately shape writing. Genre approaches to writing instruction also help students understand how genres relate to one another and their social and cultural purposes and meanings for communicating on a meta-level (Hyland, 2003; Rose, 2010).

2.10.1.1 Stages of genre base approach

According to Mingsakoon and Srinon (2018), there are four steps in the Genre Based Approach, which Lail (2022:2) confirms. First, BKOF (Building Knowledge of Field) encourages pupils to understand the meaning of the modeling text and their own that they will produce. At this point, students are expected to come up and offer their thoughts on the text that will be reviewed in class. Second, MOT (Modelling of the Text) is used to discuss the pattern and language elements of the selected text. At this stage, the teacher displays a sample of the material that was discussed in order for the social function, structure, and language qualities to be assessed. Third, JCOT (Joint Construction of the Text) is a collaborative activity for gathering thoughts and

specifics about the text. The students are placed into groups. Students are expected to construct the text that was discussed in a group at this step. Fourth, ICOT (Independence Construction of the Text) allows students to improve their language use and accuracy in order to boost their confidence while writing or presenting work independently. At this stage, pupils must create their own text on their own.

As a result, it is suggested that the Genre Based Approach be used to teach about text. Students are expected to understand the material more easily if this strategy is used, particularly the social function, language characteristic, and text structure. Students are also expected to construct their text with confidence because, in this approach, they are encouraged to collaborate with their peers and, as a result, can learn to create their own content freely. Furthermore, the goal of this research is to discover whether the Genre Based Approach may improve students' writing abilities' (Lail, 2022).

2.10.1.2 Characteristics of genre based approach

According to Pham and Bui's research, "there are seven features of the genre-based approach to writing synthesized by Luu (2011) as follows:

- i. The significance of investigating the social and cultural contexts of language use is emphasized. The context influences the text's goal, generic structure, and linguistic conventions (Hyon, 1996; Hammond & Derewianka, 2001).
- ii. The genre-based approach emphasizes the role of readers and the linguistic rules that a book must follow in order to be accepted by its audience (Munice, 2002). EFL authors should create texts that meet the requirements of the discourse community in terms of generic structure and lexico-grammatical standards.
- iii. This approach underlies writing as a social activity, which means the writer interacts with the readers socially.

- iv. This strategy enables pupils to use language patterns to create a text that is coherent and purposeful. As a result, when composing a piece of writing, students must consider the societal aims.
- v. This method emphasizes the significance of writer-reader dialogue in a work (Reid, 1995). Both the writer and the reader should inquire about the intended readers, writing a text, the writer's point of view, good writing, linguistic features, generic organization, skill levels, and cultural backgrounds.
- vi. In the genre-based approach, the teacher's position is seen as authentic rather than authoritative (Rothery, 1996). The teacher guides and supports pupils academically during numerous tasks, allowing them to eventually dominate writing genres. At the same time, the instructor can appreciate the significance of students' contributions to EFL teaching and learning.
- vii. The genre-based method emphasizes explicit teaching of genre language conventions to second beginner student authors (Christie, 1999). In the classroom, genre-oriented teachers frequently use the teaching-learning cycle, which consists of three phases: modeling a 'sample expert' text, cooperative text negotiation with the teacher, and independent text building by an individual student (Cope & Kalantzis, 1993).

Hyland (2007) proposed the five stages of a genre approach to writing as follows: creating the situation, modeling, joint construction, independent construction, and comparing. In other words, the Context stage setting seeks to determine the communicative objective of a specific genre. Teachers can help students recognize the language aspects of a sample text as well as the writer's aims during the Modeling stage. Third, the Joint Construction stage emphasizes textual properties that learners examined in the previous step. At the fourth step, learners compose essays with the

assistance of teachers; ultimately, at the Comparing stage, the communicative goal and language features of the genre they have learnt can be compared with other types of writing genres to uncover similarities and differences.

2.10.1.3 Merits of genre based approach

According to Rosnaningsih and Puspita (2020), the benefits of GBA include students having a better understanding of text because there is a MOT stage that allows students to see a sample of the material. Using a specialized text resource may encourage pupils to participate in the learning process (Rosnaningsih & Puspita, 2020). This method employs two types of work (group and individual). Similar to the findings of Irawansyah's 2016 study, he discovered that GBA provided opportunities for people to address problems and become more involved in their environment, academics, and larger communities.

2.10.1.4 Demerits of genre based approach

There is always other side of a coin. Some of the disadvantages of GBA are that some students may need more motivation in doing their assignment such as in JOINT stage, there must be a group work but there may be only few students who actively participated in finishing it in the group. As stated by Rosnaningsih & Puspita (2020) that in teaching and learning process, students and teacher do not actively share meaning and discussion in both group and individual work. Therefore, the teachers need to motivate students to take active part in every stage of the teaching and learning process.

2.11 Process Writing Approach

According to Olowoyeye (2022, p.281), citing Türkben (2021), when a teacher is required to teach writing, he is not teaching a product, but rather a process. This

corresponds to what Awada and Diab (2021) described as a "paradigm shift" in writing, the transition from product to production conditions. The English language has become a vital instrument in all levels of global social interaction. Process writing is an approach to teaching writing that allows the teacher and students to go through the process of developing a document together (Zakime, 2018). Students get the opportunity to think about what they are going to write, create drafts, revise, edit, and give and receive feedback on their work before completing the final version of the text. A process approach to writing differs from a product approach, in which the main goal is to replicate a model text.

The stages of the process writing method are not sequential in nature. Bigger (2022, p.4) affirms that phases of writing are dynamic, cyclical techniques since they can occur at any moment during the writing process as writers move between stages while composing texts. To build a writing plan, pre-writing strategies such as outlines, storyboards, group discussions, graphic organizers, and the like are introduced to help students explore and interact with issues (Graham & Perin, 2011; Badger & White, 2000; Guy Jr., 2009). Then, rather of expecting pupils to create a polished work right immediately, numerous drafts of their material are requested.

Franco-Franco (2022) verifies that the writing process is complex and that the process or stage approach, writing is understood as a complex process based on certain communicative conditions, thus being a tremendous development in cognitive research. Of course, these contributions would have implications for the teaching of writing, because these sub-processes are integrated in several dimensions and are recursive and interactive in any of their stages, which are summarized in the generation of ideas, the organization of information, and the formulation of goals.

According to Franco-Franco (2022, p.423), “process writing is the main intellectual work that the author had to organize and executes in order to produce the text, but which began as separate chores”. The individual was the focus of attention because he had to integrate his short and long-term memory with numerous parts of the external rhetorical context. The writer's attention is drawn to the mental processes that must be developed in order to activate prior information.

There is no doubt that the writing process is useful in teaching composition. According to Koutsoftas (2018, p.1), writing processes increases writing productivity, complexity, accuracy, mechanics, and quality. The results showed that sixth-grade students outscored fourth-grade students on a measure of syntactic complexity on initial drafts but not on final copies. Kolb et al (2013, p.20) argue that writing is a process, and research has shown that a better process yields a better product, an assertion that has wide support in the compositional and pedagogical literature (Bean 2001; Elbow 1998; Flower and Hayes 1981; Humes 1983; Lindemann 2001; Perl 1979, 1980; Petrosky and Brozick 1979; Rohman 1965). Teachers must assist their students to develop their skill of writing composition through the process writing approach.

In a study on the necessity to adopt process writing as a teaching approach conducted by Syarofi et al, it was confirmed that the students exhibit their active engagement and good enthusiasm in attending the learning activity. Students' writing abilities improved as well, as seen by the fact that every student successfully enhanced his/her score by at least 10 points, indicating advancement to a higher level. It was also discovered that the students' pre-writing activity improves all elements of their writing, including topic, organization, and language. The observations of the

prescribed objects and the creation of ideas provided the students with a clear plan for what to write on the draft (Syarofi et al, 2018).

According to Vandermeulen et al. (2020, p.110), teachers typically provide feedback on the writing product. However, given that the output is generated by the writing process, and past research has demonstrated that the writing process influences the quality of the written text (see, for instance, Baaijen & Galbraith, 2018; Baaijen, Galbraith, & de Gloppe, 2014; Breetvelt, van den Bergh, & Rijlaarsdam, 1994; Leijten, Bernolet, Schrijver, & Van Waes, 2019; Sinharay, Zhang & Deane, 2019).

Bigger (2022, p.4) adds that process approaches to writing instruction teaches processes for creating texts. Process approaches helps students conceptualize writing, not as single strategy but, as a dynamic collection of strategies within a cyclical process that develops and adapts over time as students learn to place more emphasis on the organization, language, and text structure of their writing (Hayes. 1996). Graham and Sandmel (2011) state in their meta-analysis that while there is no universally agreed-upon definition for the process approach to writing, there are a number of underlying principles that are common to it cycles of planning (setting goals, generating ideas, organizing ideas), translating (putting a writing plan into action), and reviewing (evaluating, editing, revising). Similarly, much of the literature on process approaches to writing (Gillespie, Olinghouse, & Graham, 2013; Graham & Perin, 2011; Badger & White, 2000; Barnhisel Stoddard & Gorman, 2012; Lipson, Mosenthal, Daniels, & Woodside-Jiron, 2000; Guy Jr., 2009) views writing as a nonlinear, recursive procedure of (1) prewriting, (2) drafting, (3) revising, (4) writing the final essay.

2.11.1 The processes involve in writing process

Kolb et al (2013, p.24) posit the processes involve in the writing process. These include; **Planning** in this domain, students collect their thoughts, gather information (from text and people), and set goals (Flower and Hayes 1981). **Prewriting** occurs when students are writing for themselves (note taking, “brainstorming,” outlining, “free writing,” diagramming); drafting occurs when they expect others will eventually read their text. Thus, prewriting helps students clarify their ideas *before* they draft (Perl 1980). **Drafting** all participants reported completing some type of draft before they began the revising process.

In addition, students and teachers collaborate on writing, reading, discussing, and improving one another's work (Lindeman 2001).

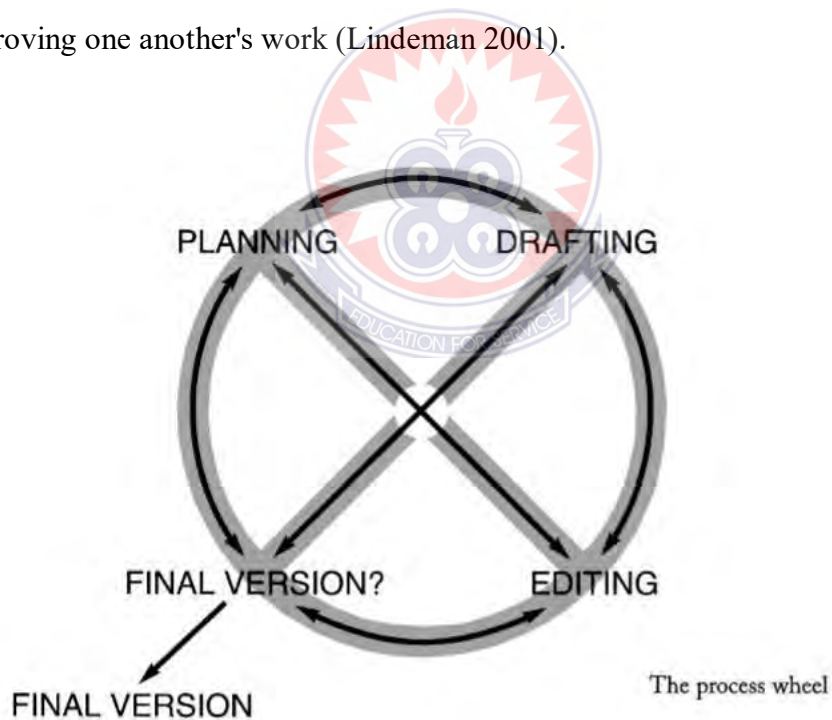


Figure 2: The process wheel (Harmer, 2004, p. 6)

2.12.2 Stages of process writing

Zakime, (2018) asserts that “the creative process of writing a text is the focus of process writing. Writing is a “productive” skill and the stages of a writing lesson differ from that of receptive skills, like reading. A typical process writing lesson usually includes the following phases:

Pre-writing

In this stage, learners are asked to come up with ideas and plan what they are going to write. This stage might include: Brainstorming ideas, Planning, Organizing, and Selecting ideas. Learners can - and should - work collaboratively during this stage. They can use techniques such as creating lists, mind maps and charts in order to brainstorm and select the ideas they'd like to include in their texts. This can be done in or outside the classroom (Zakime, 2018, p.1).

Writing

In this stage, learners compose the first draft of their texts. As students will be given the chance to revise and edit their texts later, accuracy of language, punctuation and vocabulary is not essential at this point. Composing the text can be done individually or collaboratively - learners can be given the chance to choose, according to their preference (Zakime, 2018, p.2).

Revising

This is when learners have the opportunity to look back at their texts and reorganize ideas, add, change or remove sentences and adapt their choice of words to make sure the ideas are being conveyed clearly. Feedback has an essential role in this stage. It can be provided by the teacher or by peers: learners can exchange drafts and comment on each other's work (Zakime 2018, p.3).

Editing

After writing several drafts, it is time to proofread, check grammar, spelling and punctuation. Again, encouraging peer help and getting students to read each other's work might be useful. After revising, students write another draft. That means they go back to the "writing" stage. This essential part of process writing allows learners to write different drafts as they focus on the process, rather than on the final result (Zakime, 2018, p.4)

2.11.3 Some considerations when adopting a process approach to writing

The process writing approach fosters creativity: Unlike product writing, process writing does not have a model text as the starting point. That means that learners have the chance to use their previous knowledge and start thinking about a text based on the ideas that they come up with. When planning to use a process approach to writing, however, it is important to think about what type of text - or textual genre - the students will be asked to produce. If learners need to write a narrative, an article or an essay, focusing on ideas first might be a good choice. However, if the genre conventions are very fixed, like in e-mails, formal letters, or reports, a product approach to writing might be more suitable. The process writing approach encourages collaborative work: Most stages of process writing allow for group work and peer collaboration. Learners can work together while they generate and select ideas - they might end up many more ideas in the pre-writing phase if this is done collaboratively.

Feedback is paramount when writing is seen as a process. As learners can (and should!) write multiple drafts when this approach is adopted, feedback is present throughout. Instead of being provided by the teacher only, there is room for peer feedback and peer correction. For peer feedback to be effective, however, the teacher

must provide the tools for learners to give feedback to each other. Some ideas might involve asking students to focus on one aspect of the text at a time (e.g.: giving feedback on content first, then helping each other revise the organization of the text, etc.).

Writing takes time - and this is even true with process writing. In order to enable learners to focus on the process, it is important to give them time to go through the stages, write multiple drafts, and incorporate the feedback they receive on their work. Students will spend a lot of time *not writing*, so it is important to help them keep their final objective in mind during the process. As mentioned previously, feedback is paramount for a successful process writing lesson. In addition to that, staging the lesson coherently and providing the necessary amount of support in each phase may help learners reach their objectives more efficiently. For example, if learners are asked to proofread, it would be a good idea to give them tools that will enable them to proofread effectively (Zakime, 2018, p.5).

The process approach is not interested in imitating models but aimed to promote the creativity of writers and the development of proper and sufficient writing practices (Tribble, 1996). Writing in the process-based approach is not considered as a linear and straightforward activity which is composed of independent steps; but is regarded as a set of interactive processes (Alodwan & Ibnian, 2014).

2.11.4 Teachers role in process writing approach

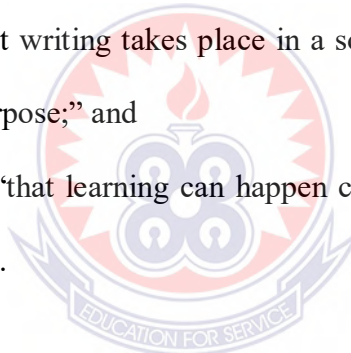
Teachers support student writers in three ways: (1) as audience by providing authentic responses for the ideas, feelings, and meanings student writers express, (2) as assistants by providing guidance to help students' make effective process and genre decisions, and (3) as evaluators by providing comprehensive assessments and

feedback that helps student writers develop their writing skills (Swanson, Wanzek, McCulley, Stillman-Spisak, Vaughn, Simmons, Fogerty, & Hairrell, 2015; Paltridge, 2001).

2.11.5 Merits of process writing approach

Bigger (2022, p.15) and Badger & White (2000) point out four advantages of a process approach to writing instruction are that:

- (1) it gives “importance to the kind of texts writers produce and why such texts are produced;”
- (2) it nurtures the myriad of ways “what learners bring to the writing classroom contributes to the development of writing ability;”
- (3) it recognizes “that writing takes place in a social situation, and is a reflection of a particular purpose;” and
- (4) it acknowledges “that learning can happen consciously through imitation and analysis” (p. 157).



Ferretti and Lewis (2019) found “considerable evidence that explicit instruction grounded in genre expectations can support the strategic self-regulation of the writing process” (p. 1426).

2.11.6 Demerits of process writing approach

Bigger (2022, p.10) asserts that it should be “emphasized that opponents of process approach to writing claim that they are too narrowly focused on writing abilities and procedures without taking into account the impact of social and cultural factors on various writings” (Badger & White, 2000; Barnhisel, Stoddard, & Gorman, 2012). Furthermore, opponents of the process approach to writing contend that it views writing as involving the same process regardless of audience or text content (Badger

& White, 2000). According to Graham and Sandmel (2011), the process approach to writing instruction is an effective, but not particularly powerful strategy for teaching writing to children in general education classrooms; However, much of the work on process approaches to writing does not support the idea that the process writing approach is a successful way for growing students' competency with and mastery of the writing process for students who struggle with the writing process.

Graham and Sandmel (2011) noted that “the answer to our question about the usefulness of the process writing approach depends on who is assessed and what outcome”.

2.12 Product approach

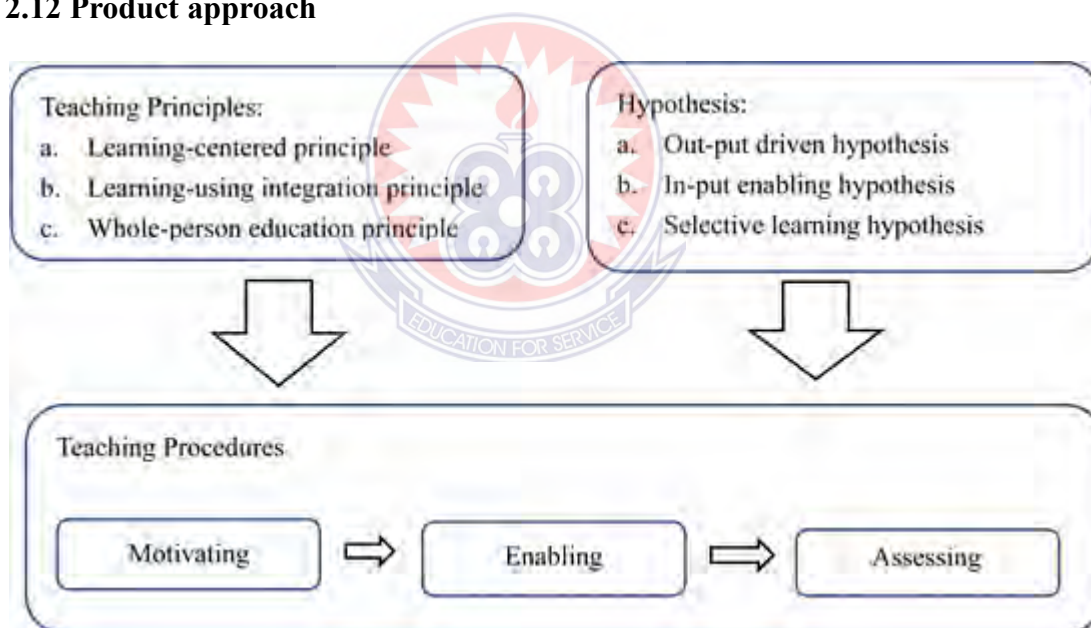


Figure 3: Conceptual framework for production-oriented approach.

Liu & Zhang (2021) posit that the teaching principles, hypotheses, and teaching processes are all part of the POA conceptual frame. The first is the learning-centered principle, which refers to useful teaching activities for effective study; the second is the learning-using integrated principle, which emphasizes that learning and using should be closely linked; and the third is the whole-person education principle, which

emphasizes that the goal of English teaching is not only to develop students' competence in language usage but also to include humanistic objectives such as critical thinking.

Teaching principles are the guiding concepts among them; teaching hypotheses and teaching procedures are theoretical underpinnings; and teaching procedures are implementation methodologies. Intermediation by teachers (guide, design, and scaffolding) occurs at all stages of the educational process. POA supports for integrating input learning with productive use, which means that pupils put what they've learned into practice right away. By carefully selecting the topic of the productive work and input resources, as well as cleverly organizing the instructional activities in class (Wen, 2018) will help learners to master the aspect of composition taught by the teacher.

Teaching procedures are critical in guiding teachers to use objective teaching activities in English classes in order to achieve the goal of language communication. The first stage of POA is the motivating stage. In traditional English classes, the first stage is normally a warm-up or lead-with to encourage students' interests and activate existing knowledge, however in POA, the first step is to identify the teaching objectives and inspire students to discover their knowledge gap by presenting the scenario. It is divided into three stages: the teacher first presents a scenario that may occur in a future job or life that students have never experienced but wish to experience; students attempt to produce the task in English, revealing their difficulties and weaknesses; and the teacher illustrates the teaching objects and productive tasks, providing students with explicit learning goals (Wen & Sun, 2020).

The enabling stage is the heart of POA. In this stage, the teacher leads students in discovering unknown knowledge, designing exercises to grasp and learn new knowledge, and constructing scaffolds to assist students in completing higher-level tasks step by step (Qiu, 2020). There are two sorts of assessment stages: immediate assessment and delayed assessment. Immediate assessments are made in class, which can help teachers adapt their teaching tempo and progress. Simultaneously, delayed assessments are conducted after class, but teachers should provide assessment criteria and illustrate how to assess in class (Sun, 2020)'.

Franco-Franco (2022, p.424) asserts that “the traditional mechanistic pedagogical model based on a supposed authority, which makes the teacher, who was the one who spoke and decided’. From this situation it is derived that his knowledge did not admit criticism and was a dogma of faith’... the students' previous knowledge was not taken into account, their brain functioned as a deposit, since the student's participation was restricted to memorizing the teacher's knowledge, incorporating the information given arbitrarily and to the letter in their cognitive structure”

Rashtchi and Porkar (2019) said that writing courses which follow the product approach are teacher-centered with little interaction among the learners. This approach views writing as a product which is learned through imitation, copying, and modifying the given models, and needs to be assessed by teachers’ explicit feedback. Accuracy in employing lexicon, grammar, and transitional words is among the features which the approach emphasizes’. Therefore “in a product-based writing class, the instructor provides a topic, and the students write their ideas individually, give their writings to the teacher who assesses them by giving general comments. Therefore, almost no interaction takes place, or no sufficient feedback is provided

(Rashtchi & Porkar, 2019). As Haiyan and Rilong (2016) mention, one criticism against product-based writing instruction is that it considers writing as the final result.

2.13 Process Genre-based Approach

The process genre-based approach combines the three approaches discussed above, by focusing “on the process of writing, taking account knowledge of social context and purposes of text in genre writing and observes features of texts as in product-based approach (Selvarj et al., 2019; Rhalmi 2018). According to Selvarj et al. (2019), in recent times “process writing is given much emphasizes in ESL classrooms. It helps students to produce and kinds of writing by employing the four steps. Besides employing these approaches, teachers also employ different types of strategies to make the teaching and learning writing in second language classroom in fruitful. Some of the popular strategies” “include modeling, shared writing, guided writing, and interactive writing” (Lan et al. 2011, p.148). This approach has its plus points, that is, it is more suitable to students in secondary schools. Its limitations are, it needs careful and tedious planning, it consumes a lot of time in planning and teaching (Selvarj et al., 2019).

2.14 Process Product Approach

Process-product approach is a combination of product approach and process approach. The focus of this approach is to first develop students writing skills by mastering product approach before introducing process approach. “Students need to master writing mechanics and get familiar with sample texts or model essays at this stage and proceed with process writing, which is developing writing employing all the stages in process writing stages namely, prewriting, drafting, revising, editing and publishing to compose an own generated story. This approach's main disadvantages

are linked to its complexity and the time and cost engaged in achieving it (Selvarj et al., 2019).

2.15 The impacts of the Teaching Approaches on writing Competence of Students

Writing is a process of communicating with others in which a writer sends and expresses ideas and information through written forms (Fatima et al. (2021). According to Hidayati (2018), writing is a written communication tool. There are English competences that teachers need to help learners to acquire in teaching writing, which includes learners' grammatical competence, vocabulary mastery, and how to organize a good English paragraph (Brown, 2004, p.233 as cited in Hidayati, 2018).

When students write ideas and information, teachers should provide guidance. The teacher requires several things in order to develop and build ideas, arguments, and information in effective teaching writing (Ahlsén & Lundh, 2008). Furthermore, teachers should be aware of and pay attention to rhetorical patterns in writing English as a foreign language in order to facilitate the writing process for students in the classroom (Nassi & Nasser, 2018).

Saeed et al (2019), citing Zhang (2018), found that process-genre academic writing pedagogy improved participants' self-efficacy and self-confidence. Cheng (2006) discovered that being a learner in a second language genre-based classroom has complexities that require attention in a review and examination of previous studies in the ESP genre-based writing classrooms. Pujianto and Ihrom (2014) experimented with a process-genre approach and found that it was beneficial for L2 students' report writing; however, they discovered that low-achieving students required extended modeling and teacher-student conference stages.

Many researchers investigated the genre-based approach to writing and discovered promising results. Hyejeong (2012), for example, assessed L2 primary school students' writing ability using the cycle of genre approach and discovered that students' awareness of various organizations for various communicative purposes and confidence level had increased. Yasuda (2011) conducted a study on Japanese undergraduate students' awareness, linguistic knowledge, and writing competence in an e-mail writing class over a fifteen-week period and discovered that the participants' final e-mails demonstrated their awareness and understanding of the genre. Han and Hiver (2018) observed learners' improvements in self-regulation and self-efficacy while tracing processes of motivational change for middle school language learners in a genre-based writing class.

Many process-based studies have concentrated on the application of metacognitive skills. For example, Bengisu and Seyit (2016) discovered that implementing the approach and focusing on metacognitive skills could result in significant progress of the learners' narrative writing. Lam (2015) also investigated the impact of explicit teaching in process-oriented pedagogy on students' writing, metacognitive information, and self-regulation. He discovered that when the participants completed various writing tasks, their level of self-regulation increased. Mourssi (2013) demonstrated that metalinguistic feedback from teachers helps learners write more accurately and fluently in process-based writing instruction. Sarhady (2015), Alodwan and Ibnian (2014), and Akinwamide (2012) discovered that process-based writing instruction was more effective than product-based writing instruction in improving writing ability.

The process approach emphasizes different tasks and skills such as planning, collaborative discussion, and drafting while paying less attention to learners' grammatical knowledge (Badger & White, 2000). The approach emphasizes the process that writers go through from start to finish of a written product. The students can learn in stages and experiment with various techniques and strategies with the help of their teachers or peers. Rashtchi and Beiki (2015), for example, found that learners were more successful in writing classes when brainstorming activities were implemented by peers rather than teachers in their study. The gradual involvement of the participants in the writing activity attributed to the process-based approach was one reason for such discovery.

A traditional product-based writing class uses standard model texts to guide students in writing similar texts. Learners in this type of instruction follow a model or sample to create a new product (Hasan & Akhand, 2010). Tangpermpoon (2008) believes that this approach is beneficial for students in terms of learning rhetorical patterns, using appropriate vocabulary and grammar, and developing an awareness of writing structures. The majority of the literature on product-based writing has compared the effects of using the product approach versus other approaches.

Safari and Bagheri (2017), for example, investigated the writing performance of second language learners on the strategies they used in writing and discovered that the process strategy trumped the product strategy. Ruiz-Funes (2001) examined the written products of the participants and discovered no significant relationship between the quality of the participants' writing products and the difficulty level of the task in the second language. Based on a review of a comparison of the product-focused and process-focused approaches to writing, Haiyan and Rilong (2016) discovered that

learners not only showed great interest in reading materials, but also used what they had learned during reading in their writing, specifically regarding the choice of vocabulary, coherence, and verb tense. Pasand and Haghi (2013) also used a process-product approach and discovered that completing an incomplete model rather than copying it improves learners' writing ability.

Writing in English is tough, according to Maghsoudi and Haririan (2013), since it demands students to use cognitive and linguistic methods that they are unfamiliar with. Sociologists and composition academics have long argued that in order to get students to enhance the quality of their writing, they must modify how they write (Kolb et al 2013). Proponents say that teaching students to write about topics they are interested in improves their learning (Farris and Smith 1992), and that the act of writing provides students with an effective pathway to 'knowing' (Lindeman 2001, p5). As a result, teachers' pedagogical knowledge of the subject he/she teaches will help the pupils to improve their skill, particularly in the teaching and learning of composition writing.

There is the need to assist pupils in developing the necessary writing abilities. This is supported by Luo and Liu (2017), who claims that writing in English allows for the generation of ideas, the dissemination of knowledge within specific disciplines, and the achievement of effective communication in an international circle, all of which can improve the prospects of non-English majors in academic fields and job markets (Raofi et al., 2017; Leggette et al., 2013). Practically all disciplines are taught in English; therefore, Luo's assertion is important to this study in the sense that when students become proficient in writing, it influences their performance in other subject areas.

Daffern (2016) further verifies that writing in the twenty-first century is now acknowledged to be a complex process (Fisher, 2012) that may incorporate linguistic, visual, spatial, aural, and gestural modes (Kalantzis & Cope, 2012). While writing can shape one's identity (Cope & Kalantzis, 2009), it also encourages intellectual curiosity and inquiry (Cutler & Graham, 2008). Students who are taught how to write compositions will be able to strengthen their critical thinking skills.

According to Kellogg (2008, p.2), learning to write in a cohesive, effective text is a challenging and time-consuming cognitive development feat that contrasts significantly with learning to speak. Planning, problem solving, sequencing, synthesis, and categorizing are all aspects of writing (Larkin, 2009). As a result, becoming a writer is a difficult cognitive, physical, social, and cultural endeavor (Bromley, 2007; Hayes & Berninger, 2014). English language teachers have a daunting task to help students acquire this academic feat.

Nguyen (2016) identifies the following micro and macro skills: Micro-skills include producing graphemes and orthographic patterns of English, produce writing at an efficient rate of speed to suit the purpose, produce an acceptable core of words and use appropriate word order patterns, use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules).

Micro-skills include: using cohesive devices in written discourse, using rhetorical forms and conventions of written discourse, appropriately accomplishing the communicative functions of written texts according to form and purpose, conveying links and connections between events and communicating such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, distinguishing between literal and implied meanings when writing,

Correctly expressing oneself in writing. Develop and employ a set of writing strategies, such as accurately assessing the audience's interpretation, employing prewriting devices, writing fluently in first drafts, employing paraphrases and synonyms, soliciting peer and instructor feedback, and utilizing feedback for revising and editing (Nguyen, 2016).

The goal of writing education is to teach students how to properly express their emotions and ideas. Applied studies on writing education typically focus on grammatical errors in student essays, ambiguities in expression (Karadeniz1, 2017, p.1), and structural problems, and rarely on intra-textual connections, transitions, text element formation, topic flow within the text, and the text structures that form the basis of the essay (Karadeniz, 2017).

Some researchers focused on studying the structural elements that form the text in light of text linguistics and investigating the correlation between students' use of "tools of cohesion" in writing and how they form a coherent text. A few of the micro skills of composition writing that the students lack will be discussed in this research work. These include the inability of students to produce coherent text, the production of grammatical text, the ability to correctly punctuate sentences, the ability to use appropriate capitalization, and the ability to produce well-organized essays (Bae, 2001).

Hashemnezhad's (2000) study, aimed at determining any differences in Iranian EFL learners' writing ability in terms of three writing approaches: product, process, and post-process. The researcher divided the research sample into three groups of twenty people each. Three different approaches were presented to each of the three groups. The study's findings revealed that the post process approach had no significant

advantages over the process approach, but they both had significant advantages over the product approach. He proposed the following solutions for composition teaching: explicit teaching of English vocabulary, collaborative English writing activities, and English writing exercises.

Ofori-Mensah (2020) discovered that the common challenges faced by students in writing were grammatical errors, issues with composition organization, spellings, vocabulary building, and essay content in his study "Problems of English Composition Writing of Form One Students in Birim Central Municipality Senior High Schools, Akyem Oda." He proposed that the Genre Based Approach be used to improve students' writing difficulties.

In furtherance, Koutsoftas (2018), affirms that writing processes increases writing productivity, complexity, accuracy, mechanics, and quality. Kulig et al. (2017) assert that "punctuation is required in writing; otherwise, some expressions may be ambiguous and deceptive". Punctuation can also be used to indicate distinct logical units into which any compound message can be divided. From this perspective, punctuation marks are more than just technical signs that help a reader understand the consecutive pieces of text more easily. When placed between words, they acquire meaning and become meaningful in the same way that some words that serve primarily grammatical functions, such as conjunctions and articles, do. For example, even though full stops do not have a clear phonetic expression, they define sentence length and thus can influence a reader's subjective perception of message content: the speed of events, the descriptive complexity of a given situation, and so on.

The findings again, support the argument by Leki (2001) that big classes create problems for development of writing skills. Geisa (2022) citing Brown (1994) points out that the way learners learn will be determined by teachers' teaching method and classroom techniques. For this reason, by identifying the needs and interest of the students, it is important to pave the way for the favorable situation. In line with this, Cameron, (2001) states, as follows: the fundamental characteristics of foreign language learning lay in the amount and the type of the exposure to the language. According to Madina (2022, p.146), the goal of teaching writing in a foreign language is to form students' communicative competence, which includes knowledge of written signs, spelling of words, vocabulary and grammar, composition of written texts, ability to create various types of written messages, mastery of the content and form of written speech, and ways to express thoughts in writing”.

Again, Geisa (2022) asserts that motivation plays a very important role in enhancing the students' English learning performance and is considered as a key to learning foreign language and one of the biggest factors affecting language learners' success. It is widely accepted that the more motivated learners are, the more successful they would succeed in learning the second /foreign language. The learners who choose English subject as major and study it as a foreign language are concerned towards motivational factors that play a major role in academic, development of skills and practicing English language in day- today use.

Bitchener and Knoch (2008) encouraged teachers to break the writing lessons into bits so that they can have time to provide written corrective feedback. According to Lee (2013, p.1), there is now a growing body of research that attests to the overall benefits of WCF for the development of students' accuracy (Bitchener & Knoch, 2010). While

the studies by Bitchener (2008) and others (e.g., Ellis et al. 2008; Sheen, Wright & Moldawa 2009) focused on only one error type, some researchers feel that selecting only one error type for feedback is not practical because in writing, students do need to focus on different error types at the same time,' writes Lee (2013, p.2). Wang (2018) emphasizes the importance of guiding students to write in order to determine their level of performance, which can be accomplished by providing corrective feedback, stating that "English writing examines students' comprehensive application of English knowledge and is an indispensable part of English learning.

Many students who have finished secondary school struggle to express themselves in writing (Can, 2012; Karatay, 2010). As a result, students in basic school should be exposed to the appropriate instructional strategies in order to master the necessary macro-skills for composition writing. Graham, et al., (2002:1) assert that difficulties with spelling can potentially affect writing in several ways. One misspelled word can blur the message that an author is trying to convey. Poor spelling may also influence perceptions about a child's competence as a writer. When teachers or other adults are asked to evaluate two or more versions of a paper differing only in number of spelling miscues, papers with fewer grammatical/spelling errors are assigned higher marks for writing quality than papers with more spelling errors (Marshall & Powers, 1969).

Olowoyeye (2022, p.281), citing Türkben (2021), asserts that when a teacher is required to teach writing, he is not teaching a product, but rather a process. This corresponds to what Awada and Diab (2021) described as a "paradigm shift" in writing, the transition from product to production conditions. The English language has become a vital instrument in all levels of global social interaction.

2.15.1 Style of writing

Students' written texts are graded based on formal properties such as writing, punctuation, and grammar, whereas they should be graded based on quality text properties such as logical coherence and integrity of the written subject, appropriate transitions between paragraphs, the main idea being supported by assisting ideas, and the final part of the text being conclusive and effective. As a result, under these conditions, studies to improve students' writing skills to ensure appropriate transitions between paragraphs, integration of the main idea with supporting ideas, and overall text consistency are undervalued. Many students who have finished secondary school struggle to express themselves in writing (Can, 2012). As a result, students in elementary school should be exposed to the appropriate instructional strategies in order to master the necessary macro-skills for composition writing. The participants lack the skill of producing a coherent text.

2.15.2 Spelling

Graham, et al., (2002, p.1) assert that “difficulties with spelling can potentially affect writing in several ways. One misspelled word can blur the message that an author is trying to convey...Poor spelling may also influence perceptions about a child’s competence as a writer. When teachers or other adults are asked to evaluate two or more versions of a paper differing only in number of spelling miscues, papers with fewer spelling errors are assigned higher marks for writing quality than papers with more spelling errors” (Marshall & Powers, 1969). The students Lack the ability to spell words correctly.

2.15.3 Punctuation

Kulig et al., (2017) posit punctuation is required in writing; otherwise, some expressions may be ambiguous and deceptive. Punctuation can also be used to indicate distinct logical units into which any compound message can be divided. From this perspective, punctuation marks are more than just technical signs that help a reader understand the consecutive pieces of text more easily. When placed between words, they acquire meaning and become meaningful in the same way that some words that serve primarily grammatical functions, such as conjunctions and articles, do. For example, even though full stops do not have a clear phonetic expression, they define sentence length and thus can influence a reader's subjective perception of message content: the speed of events, the descriptive complexity of a given situation, and so on.

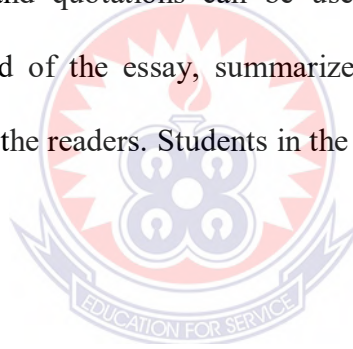
2.15.4 Capitalization

Capitalization is critical in written text, especially when starting sentences, introducing proper nouns, and headings. Most students struggle with proper capitalization because "the rules of capitalization are not universal, and classifying nouns as a proper and common noun is difficult for students" (Ofosu-Mensah, 2020, p.30 citing Gowere, 1995). The students in the research community are lacking the ability to use capitalize words correctly in sentences.

2.15.5 Organization of Essays

Toba and Noor (2019) assert that scholars such as Oshima and Hogue (2007), Boardman and Frydenberg (2002), Zemach and Rumisek (2005), Langan (2010), and Connelly (2013) agreed that there are three basic essay structures: introductory paragraph, body paragraph, and conclusion paragraph. They also stated that the

introductory paragraph is written to introduce and stimulate readers' interest in the essay topic. It pervades general statements and a thesis statement in this context. The general statements write the background information of the topic, which can be organized starting from general idea to specific idea; whereas a thesis statement introduces and states the main ideas of the essay, which can be systematically listed of its subdivisions of the topic or subtopics. A thesis statement expands on the writer's positions and serves as an essay mission statement in a single sentence, assisting with topic limitation. The body paragraph then contains one or more paragraphs, each of which contains a topic sentence, supporting sentences, and sometimes a concluding sentence. To support the thesis statement, details such as facts, observations, personal experiences, statistics, and quotations can be used. The conclusion paragraph is written to signal the end of the essay, summarize the main points, and leave the writer's final thoughts to the readers. Students in the research area also lack the ability to Organize Essays.



2.15.6 Syntax

Sentences reflect various syntactic structures (Reid, 1983) as cited in Ofosu-Mensah (2020). According to Zamel (1985) as cited in Ofosu-Mensah (2020), cohesive devices are crucial in writing. In the early studies of text linguistics, coherence was defined as the link that contains all kinds of grammatical and semantic relationships between the sentences that form a text. Over time, the grammatical relationships were evaluated under the concept of cohesion, and coherence was instead regarded as the semantic and logical linkage within the text. According to Aksan (1999), cohesion refers to the grammatical connections between the sentences that comprise the text, whereas coherence refers to the semantic and logical connections between those sentences. Witte and Faigley (1981) define cohesion as the mechanisms that hold the

text together, whereas coherence as the semantic relationships that allows a text to be understood and used.

2.16 Summary of Literature Review

This chapter's review of literature focused on various scholarly works on various approaches that English language teachers can use to improve the performance of basic school students in Assin Foso Municipality. The review discusses the theoretical and conceptual framework. The cognitivist theory, and sociocultural theory are in consistent with the conceptual framework. According to the framework the English language teachers are supposed to provide some assistance to the students in order to help the students to negotiate their learning experiences. According to Collins (2013), cognitivists believe that “as writers plan and generate ideas, they scan through available memory for relevant information; however, this retrieval sub-process is not limited to the writer's mind alone but can also include any external informational sources consulted by the writer”. The review, also includes composition writing and written feedback. These research findings support the assertion that the right approach is essential for effective composition teaching and learning. The chapter begins with the assertion that developing students' writing skills has long-term consequences for students.

It also confirms that teachers can help students improve their composition writing skills. The review also delves into the significance of writing, claiming that composition writing improves cognition. Teachers must assist students in composition writing in order for students to prepare for future academic goals. The various perspectives on composition teaching approaches expressed by the authorities cited in this review cover the advantages and disadvantages of these approaches. The review

again discusses the impact of various approaches on the writing competencies of writing students. It also covers some writing macro-skills students lack in writing composition essays. The areas that need urgent attention are spelling, coherence, cohesion, punctuation, capitalization and organization skills development.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter gives a description of procedures and methods that were adopted to collect and analyze data. It consists of the research design, study area, target population, sampling techniques and sample size, research instruments, validity and reliability of the instruments as well as data collection procedures, data analysis and ethical considerations.

3.1 Research Approach

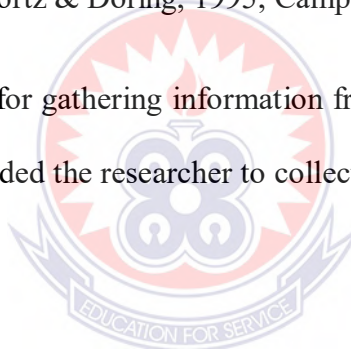
This study used a qualitative research approach, which is, in the words of Creswell (2009), a method for exploring and comprehending the meaning that individuals or groups attach to a social or human situation. The research process includes developing questions and techniques, data collection that typically takes place in the participant's environment, inductive data analysis that builds from specifics to broad themes, and the researcher's evaluation of the significance of the findings. A flexible structure can be seen in the final written report. This technique of inquiry promotes an approach to study that values an inductive manner, an emphasis on personal meaning, and the significance of accurately portraying a situation's complexity (derived from Creswell, 2007).

The qualitative approach was appropriate as it afforded the researcher to use the embedded case study design to gather detailed data for analysis and discussion of the research objectives.

3.2 Research design

In this study, an embedded case study research design was utilized. This calls for the use of "more than one unit, or object, of analysis and usually are not limited to qualitative analysis alone" (Scholz & Tietje, 2002, p. 10). The embedded case design, according to Scholz and Tietje (2002), supports both qualitative and quantitative data as well as knowledge integration or synthesis methodologies. Subunits that concentrate on several important areas of the case at least partially examine the multiplicity of evidence. It should be noted that a case study that is embedded in another case study enables for a variety of methodologies to be used inside the subunits. As a result, one may create hypotheses, sample quantitative data, or use statistical analysis (see Bortz & Döring, 1995; Campbell & Stanley, 1963).

The design was suitable for gathering information from the interviews, questionnaire, and observations. It afforded the researcher to collect both qualitative and quantitative research instruments.



3.3 The Study Area

Foso Holy Spirit Anglican Junior High School, Foso Affutuakwa Junior High School, Foso Railways Station 'A' Junior High School, and Foso Railways Station 'B' Junior High School are the research study areas. All four schools are in Assin Foso municipality. Foso Holy Spirit Anglican Junior High School is located in the southern part of Assin Foso, behind Obiri Yeboah Senior/Technical School, Foso SDA Junior High School is located at Fosu Old Habitat, and Fosu Railways Station 'A' Junior High School and Fosu Railways Station 'B' Junior High School are located next to Assin Fosu football stadium.

3.4 Population

Gravetter and Forzano (2006, p.343) define a population as "the entire set of individuals of interest to the researcher." Although the entire population is not involved in a research study, the findings are generalized to the entire population. The first-year students and English teachers at Foso Holy Spirit Anglican Junior High School, Foso Affutuakwa Junior High School, Foso Railways Station 'A' Junior High School, and Foso Railways Station 'B' Junior High School were the study's target population. The four classes had a total of 275 students, with 153 males and 122 females. There were four (4) teachers, totaling 279 people. The sampled students study English as a core subject, and the teachers involve teach writing composition that is why they were selected.

3.5 Sample Size and Sampling Techniques

The purposive sampling technique was used to select respondents for the study. According to Muzari et al. (2022), a sample is defined as a subset of a population that is classified according to a specific status. It indicates the expected sample size for a given category. Purposive sampling (also known as judgment sampling) is a sample that is thought to be representative of the population in terms of the characteristics under study (Lune & Berg, 2017). When working with small samples of cases that are particularly informative about the subject under consideration, it is used in case studies.

All the participants were first-year students who study English as a core subject. All the teachers chosen were English teachers who teach composition at Junior High School form one (1). On the part of the teachers, the researcher chose four (4) teachers, two (2) females and two (males), and on the part of students' participants,

one hundred and twenty (120) were selected from the four schools, sixty (60) girls and sixty (60) boys. Teachers and students were interviewed, and both teachers and students answered questionnaires. In addition, the researcher observed the selected teachers' composition lessons.

The researcher used purposive sampling technique to sample out the English language teachers and the first-year students from the target population. The English language teachers were selected on the basis that they teach composition writing at the Junior High School Form one (1). Also, purposive sampling procedures were adopted to sample out the first-year students to ensure gender balance, in the sense that the students have similar characteristics. The purposive sampling procedures were adopted to sample out the first year students based on gender balance. To ensure this, a co-educational school in the same municipality was used in the study. That is why four co-educational schools were used for the study.

This is a technique of non-probability sampling based on the knowledge and understanding of a researcher in selecting the needed sample from a population for a study (Bhardwaj, 2019). A researcher of a study reaches out to participants he/she feels can meet up with the objective of the study that is being investigated. Individuals with no knowledge of study objectives are not selected. This method is commonly used in qualitative research studies including focus group discussions in which experts in the subject of interest are selected based on the experts' experiences and knowledge inclinations.

The advantages of this sampling technique are that it is time and cost-effective, and makes it easier to narrow to subjects of interest. The purposive sampling was used due to the fact that the participants (students) have similar characteristics. Moule and Hek

(2011) propose two features of a sample. An important feature of sample size is the degree to which it can represent the population. For the sample to be representative, the members should reflect the population in as many ways as possible. For instance, how closely are the characteristics such as gender, age, education, and working experience of the sample, reflect the population? Table 3.1 shows the sample size:

Table 3.1 Sample size

School	Students	Teachers
Affutuakwa M/A JHS	30 (15 girls and 15 boys)	1
Railways Station 'A' JHS	30 (15 girls and 15 boys)	1
Railways Station 'A' JHS	30 (15 girls and 15 boys)	1
Holy Spirit Anglican JHS	30 (15 girls and 15 boys)	1
Total	120	4

3.6 Data Collection Methods and Instruments

The researcher used both qualitative and quantitative research instruments in order to obtain comprehensive data to ascertain the approaches used by the teachers, and their impact on the performance of students. Personal interviews, questionnaire, and classroom observations were used by the researcher to gather enough data for the analysis and discussion of results.

3.6.1 Class Observation

The researcher also sat in English composition lessons to learn about the methods their participating teachers used to teach composition writing. The observation also assisted the researcher in determining how students participate in and enjoy composition classes. To accomplish this goal, the researcher engaged in a casual conversation and established rapport with the participants. The observation focused on pre-writing, writing, and post-writing activities.

According to Muzari et al. (2022), the data generation procedure used in qualitative research is observation. It is the act of watching something or someone closely in order to gather information. The deliberate, systematic, and selective act of watching and listening to an interaction or phenomenon as it occurs is referred to as observation. Using an observation guide, the researcher takes observation and analytic notes on the real events that occur during observations. Zireva (2013) suggests that the observer write detailed descriptions of what is going on in order to paint a word-picture of the scene in terms of observed actions and interactions. Analytic notes on what is observed will also be taken.

Qualitative observations, according to Creswell (2009, p.168), are those in which the researcher takes field notes on the behaviour and activities of individuals at the research site. The field notes contain the researcher's unstructured or semi-structured records of activities at the research site (using some prior questions that the inquirer wants to know). The researcher also took on roles ranging from non-participant to full participant (Foso-Mensah, 2020).

3.6.2 Interviews

The researcher scheduled interviews to solicit information from participating teachers from schools A, B, C, and D. Each school was interviewed on a different day. The researcher used a semi-structured interview format for the interview. The researcher assured the participants of confidentiality prior to the interview. That none of their responses will be used to victimize anyone. They were also informed that the purpose of the interview is to gather important information in order to improve composition writing in the school. Creswell (2007) interview guide below was used:

1. A heading (date, location, interviewer, interviewee) • Instructions for the interviewer to follow so that standard procedures are used from one interview to the next
2. Probes for the 4-5 questions, to follow up and ask individuals to explain their ideas in greater detail or to elaborate on what they have said
3. A final thank-you statement to recognize the interviewee's time spent during the interview (see Creswell, 2007).

The informal interview assisted in gathering information on participant demographics, approaches used by teachers to teach composition, problems associated with these approaches/strategies, and ways these problems can be curtailed.

During each interview, the teachers involved were assured of confidentiality and informed of the various approaches available to them when teaching composition writing. The researcher used probing questions to gather detailed information on the teacher's methodology and the problems they face when teaching composition.

The participants were eager to respond to any questions posed by the researcher. The researcher used semi-structured interviews to collect data on the participant's demographic characteristics, their teaching method used in teaching composition, and the impact on students' writing competence (Appendix A).

According to Muzari et al. (2022), citing Hoberg (2001), an interview is a two-person conversation initiated by the interviewer with the goal of gathering research-relevant information. This method collects information from participants in their natural social settings by generating data through direct verbal interaction between individuals.

According to Creswell (2009, p.168-169), in qualitative interviews, the researcher conducts face-to-face interviews with participants, telephone interviews with participants, or focus group interviews with six to eight interviewees in each group. These interviews consist of unstructured, generally open-ended questions aimed at eliciting the participants' views and opinions.

3.6.3 Students' questionnaire

The researcher used questionnaires to solicit information from the students' participants. This was necessary because it afforded the researcher to ensure anonymity. It also saved time and ensured uniformity of the responses and therefore made it easy for analysis.

Brown (2001, p. 6) states that "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react Questionnaires in Second Language Research". Dörnyei & Dewaele (2022) also add that questionnaires can yield three types of data about the respondent: factual, behavioural, and attitudinal.

3.7 Validity

"The degree to which a measurement procedure measures the variable it claims to measure determines its validity" (Gravetor and Forzano, 2006, p.68) To ensure the validity of the research instruments used by the researcher, such as the interview, questionnaires and observation, the researcher tried to avoid biases and also sought the opinion of experts in the field of study on the instruments that were to be used. The supervisor of the researcher played a significant role in ensuring objectivity. This undoubtedly helped in obtaining valid information and the methodology and instruments used were improved to provide better data.

3.8 Reliability

The consistency of instrument scores allows for meaningful data interpretation (Creswell, 2017, p.137). The reliability test technique was used by the researcher. The researcher compared the oral responses from the oral interview to the written responses from the written interview to see if there was any inconsistency in the data collected, and there was none.

3.9 Data Analysis

To collect data for the study, the researcher used both quantitative and qualitative data collection instruments. Thematic analysis was used to analyze the qualitative data by discussing participant responses based on various themes related to the study's objectives.

The Statistical Package for Social Sciences (SPSS) was used to analysis the data collected quantitatively based on the questionnaire administered to teachers and students. The data collected was organised by descriptive statistics; especially, percentage distribution tables, and graphs. The analysis of the interviews was also presented in prose as well as verbatim quoting from respondents to reflect the themes and the research objectives in the study. The discussion is divided into two main sections; the first section discusses the first research question which has to do with the type of composition teaching approaches teachers in the four public JHS in the Assin Foso Municipality, and the second section discusses the impact of the teaching approaches on writing skills of students in the JHS level in the Assin Foso.

3.9.1 Administration of research instruments

The purpose of this study was to investigate the approaches used by teachers in the research area in teaching composition writing, and to ascertain the impact of teachers'

approaches on the performance of students. The researcher interviewed the participants who were involved in the research for the first part of the research. Following by the class observation, then the researcher administered the questionnaires to both teachers and students.

The researcher observed the teachers' lessons to learn about the approaches or strategies used by these teachers in teaching composition lessons. The researcher discovered that two teachers used the process-product approach, one used process approach, and the fourth teacher used product approach.

3.10 Ethical Considerations

The study's goal was to collect data from human participants, so there was a need to ensure privacy and confidentiality. Ethical issues were identified before the study began. The researcher informed participants that their responses to the interview questions would be kept confidential. When a question is posed, the respondent is given time to respond; this allows interviewees to provide precise answers.

The purpose of the research study was explained to the participants. Before they could participate in the study, they gave their consent. The photographs and short videos were taken with their permission. They were told that those who do not want to reveal their identity can choose not to do so; this was accomplished because the researcher ensured good rapport between the respondents and assured them of the confidentiality of the data collected on them.

According to Muzari et al. (2022), research ethics is primarily concerned with the key issues of harm, consent, privacy, and data confidentiality (Lune & Berg, 2017). The ethical considerations uphold values such as respecting participants' privacy and the dignity of their opinions, which is especially important given the sensitive nature of some discussions (Clough & Nutbrown, 2012).

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter present the data gathered through analysis and discusses them in light of the research questions established for the study. It discusses the outcomes of the teachers' approaches, and the impacts of the approaches on students' writing competence.

The researcher observed the selected teachers during their composition writing lessons. Also, the researcher conducted interviews and administered questionnaires to both teachers and students. The next part of the chapter will discuss the objectives of this research in the context of the research instruments used.

4.1 What are the Approaches Teachers use in Teaching Students to write

Composition?

The aim of the research question one (1) was to investigate the various approaches used by teachers in teaching composition writing in the research area. The responses were gathered while keeping in mind the three main approaches to teaching composition in mind. These approaches include the product approach, the process approach, and the process-product approach. In order to help teachers, identify their respective approaches on the questionnaire, the researcher presented a questionnaire based on the various activities that are used in the implementation of the approaches.

Table 4.1 Questionnaire on teachers' composition teaching approaches

No.	Approach	Activities	Tick
1.	Process	Prewriting, composing/draft, revising, editing of text, final draft	
2.	Product	Familiarization, controlled writing, guided writing, free writing.	
3.	Process-product	Combination of approach one (1) and two (2).	
4.	Genre	Modeling a text, joint negotiation of text, independent construction of text	
5.	Process-genre	Consideration of situation, purpose, mode, field tenor, planning, drafting text	

The above questionnaire shows teachers' different approaches teachers can use to teach composition writing and various activities involve in the implementation of the various approaches. This made it easy for teachers to identify the approach they use since they could not mention the approaches they use during the interviews.

Table 4.2: The summary of results from the questionnaires on approaches teachers use in teaching composition writing

Mode of Approach of Responses	No.	Percentages (%)
Product approach	1	25
Process approach	1	25
Process-product approach	2	50
Genre-Based approach	0	0
Process-Genre approach	0	0

Source: (Field Data, 2023)

Table 4.2 demonstrates that 1 teacher representing 25% of the respondents indicated that he uses product approach in teaching composition writing, and 1 teacher representing 25% selected process approach. And 2 teachers representing 50% of the participants responded that they use process-product approach in teaching composing writing. These results indicate that the majority of the teachers prefer process-product approach in teaching composition writing.

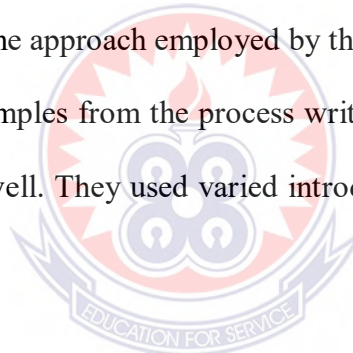
4.1.1 Result from the class observations on the approaches teachers use

The researcher scheduled class observations in order to confirm what the results from the questionnaire. It was discovered that the teachers in question were employing different approaches in their composition lesson presentation. These are discussed below:

4.1.1.2 Process approach

One of the teachers in his composition lesson delivery, guided the students to plan their essays. After planning, the students were taking through prewriting and writing activities. The teacher demanded that students create first draft for editing. The teacher went round to assist students by providing feedback on students' essays. The researcher realized that the approach employed by the teacher was process approach.

The essays below are samples from the process writing class. The students were able to develop their essays well. They used varied introduction and developed their point well.



The teacher's classroom practice confirms Kolb et al (2013), who posit about the processes involve in the writing process. What was missing from the teacher's approach was that he did not make use of group work. This is in contrast with Zakime (2018) who posits that learners can - and should - work collaboratively during the stages of process writing. They can use techniques such as creating lists, mind maps and charts in order to brainstorm and select the ideas they'd like to include in their texts. This can be done in or outside the classroom.

Write a letter to your friend telling him/her about how you celebrated your birthday.

Railway Station A JHS
Post Office box 66
Assin Fosu.
6th September, 2022.

Dear Eugene,

I am very glad to write this letter to you. First of all, I know you are fine by the grace of God. Is your issue solved? Oh I know it has been solved with the help of the lawyer. The reason why I'm writing this letter to you is that, you were not there when my birthday was celebrated. That day, it was happy to meet some famous musician and artist. Such as Black Sheriff, Shatta Klate and Lil win. The party were celebrated in finest restaurant. Do you know what made me very happy, my birthday meets Shatta Klate birthday so he gave me five hundred cedis. My big brother bought pizza, cake, kibbab and more foodstuff that was brought by the present of Europeans. That day the family came home before the next day. In the afternoon my sibling took me to Cape Coast beach for enjoying. I will never forget that day because it was the my family celebrated my birthday.

Write a letter to your father requesting money and state why you need the money.

Railway Station B JHS
P. O Box 99
Assin Fosu
7th September, 2022

Dear sir,

I am very happy to write you this letter. I am sure you are doing well by the grace of God. The purpose of this letter is to request money from you and to state why I need the money.

Dad, I am suppose to buy mathematical set, which cost Twenty Ghana Cedis. The maths set will be very useful to me in maths lessons. During the mathematics lessons, exercise, and exams, I will use it to draw geometric figures.

Also, I need money to buy a new school bag. Because my school bag is torn, whenever I place my pens and pencils in it, it slips out of the bag. Due to this, I always have to borrow pen from my friends.

My books are also filled up, so I also need new books. I am always caned for not doing exercise due to this. I hope this letter gets to you.

Your ever

4.1.1.3 Process-product approach

The researcher also observed that two of teachers used process-product approach.

They started with the prewriting activities as it is done in process approach through to

the drafting stage. Through brainstorming and discussions, the teachers guided the students to write part of the essay and asked them to continue with the rest of the essay. Their classroom activities confirmed to the researcher that they used the process-product approach. The essays below are samples of essays written by students during the observations. The address, and the first two paragraphs are the same but the rest of the essays differs. The reason is that the teachers allowed the students to complete an incomplete essay as it is done in process-product approach.

MABEL ARTHUR

Write a letter to your friend telling him or her about your school.

Holy Spirit Anglican JHS,
P.O. Box 91,
Assin Fosu.
8th September, 2022.

Dear Hannah,

I am very glad to write this letter to you. How are you? I am hopeful you are doing well by the grace of God.

The reason for writing you this letter is to tell you about my school, which is Holy Spirit Anglican. It is popularly known as the Blues.

My school is situated at the centre of Assin Fosu town. We have a football field which serves as a venue for inter-school sports and games. During such events, we meet many students from different schools to associate with them.

We normally meet only government schools. During that time, our school master will make sure that we have a lot of fruits for their consumption. Even if we don't have any sachets water for them, they will make sure that the students are aware of it so we will do combination of money to provide.

We also have a library (ICT LAB). The lab

is for us. The government bought all the laptops for us the students. So during computing time we all move to there to learn more about ICT. It also helps students to study hard and learn more also.

These are the things I like about my school. It is many but these are a few of it.

Your faithful friend
Mabel Arthur.

Yours ever,
Mabel Arthur

Write a letter to your friend telling him or her about your school

Holy Spirit Anglican JHS
P. O. Box 91,
Assin Fosu.
8th September, 2022

Hello Bright,

I am very glad to write this letter to you. How are you? I am hoping you are doing well by the grace of God.

The reason for writing you this letter is that to tell you about my school, which is Holy Spirit Anglican JHS popularly known as the Blues.

My school is situated at the centre of Assin Fosu town. We have football field which serves as a venue for inter-school sports and games. During such event we meet many students from different schools to associate with them.

The school takes about million of students because we have a lot of builds and the school have been divide into eight rooms. The class have big weight and big height this is why many

student is in one class. A lot of teachers are in the school and all the teachers are educated.

My school have big compound that divide us from Holy Spirit Anglican JHS. Our compound is so very nice that people come to our school to see how nice and beautiful our compound this. This is because many flowers and plants of different colour are on the compound.

These are things about in my school.

Yours Faithfully,
ONURO JOSIAH

The teachers' classroom practice is consistent with Aziz (2019), who asserts that the focus of process-product approach is to first develop students writing skills by mastering product approach before introducing process approach. Students need to master writing mechanics and get familiar with sample texts or model essays at this stage and proceed with process writing.

4.1.1.4 Product approach

The fourth teacher provided a topic on the board and discussed with the students and wrote a sample essay on the board for students to copy into their note books. The teacher assessed the students by giving them a topic to write on as a home work. The essays below were written by the students during the classroom observation. The students copied what was given by the teacher without making use of their creative thinking. The two essays contain the same words and expressions.

Nura Kannah

The food I like Best 09/09/2022

The food I like best is banku and Okro Stew. It is the staple food of my ethnic group. It is time consuming prepare the banku and Okro Stew.

These are the ingredient one will need in order to prepare the banku Okro, onion, fish, palm oil, Corn dough, Cassava dough, tomatoes, pepper and salt.

To prepare the Stew, the Okro need to be cut into pieces and put on fire to boil for some time. The pepper, tomatoes and onion should be blend to a paste.

Then, set the fire and prepare the tomatoes stew with the fish, oil and salt. Then, the boiled Okro is put into the tomatoes Stew and allow the stew to cook for sometime.

The Corn dough and Cassava dough are put into a cooking pot and allow it to cook while you stir gently to have a nice banku.

Benedict Akyene

The food I like best 09/09/2022

The food I like best is banku and Okro stew. It is the staple food of my ethnic group.

It is time consuming to prepare the banku and the Okro stew. These are the ingredient one will need in order to prepare banku: Okro, onion, fish, palm oil, corn dough, cassava dough, tomatoes, pepper and salt.

To prepare the stew, the okro need to be cut into pieces and put on fire to boil for some time. The pepper, tomatoes and onion should be blend to a paste.

Then set the fire and prepare the tomatoes stew with the fish, oil and salt. Then the boiled Okro is put into the tomatoes stew and allow the stew to cook for sometime.

The corn dough and cassava dough are put into a cooking pot and allow it to cook while you stir gently to have a nice banku.

The teacher's approach confirms what Mourssi (2006) said, that writing courses which follow the product approach are teacher-centered with little interaction among the learners. This approach views writing as a product which is learned through imitation, copying, and modifying the given models, and needs to be assessed by teachers' explicit feedback. Accuracy in employing lexicon, grammar, and transitional words is among the features which the approach emphasizes. Also, Franco-Franco (2022), adds that the product approach is a traditional mechanistic pedagogical model which based on a supposed authority, makes the teacher, who was the one who spoke and decided.

4.1.3 Result from the interviews

The researcher asked the teachers the *approaches they use in teaching composition writing*. The purpose of this interview question was to compare the responses from the questionnaire find out the approach's teachers use in teaching composition writing and to ascertain their knowledge on the standard approaches. They mentioned

T1: questions and answers and brainstorming

T2: discussion and brainstorming

T3: questions and answers and brainstorming

T4: questions and answers

Based on their responses, the researcher realized that the teachers are unfamiliar with any of the standard approaches to teaching composition writing. Their responses such as: questions and answers, discussion, and brainstorming are teaching techniques and not approaches to teaching composition writing. Though they could not mention the standard approaches the teaching techniques stated by each of them conform to the approaches they selected from the questionnaire.

The researcher wanting to find out whether they use group work during their lessons asked that *"Do you use group work?"*

The responses were:

T1: *It's very difficult to use group work because the students are many in the classroom.*

T2: *No, please, because the arrangement of the class makes it difficult to use group work.*

T3: *the class size makes it difficult to use group work.*

T4: *I prefer question and answer because any of the students can contribute in class.*

Their responses are in consistent with what the researcher observed during the classroom observation, that they do not engage students in group work and this affects pupils' development in terms of affective domain and also, prevented the high performing students to assist the low performing students. Though the students were seated two and three on a desk, which could have made group work very easy to adopt, they did not use that.

Aziz et al. (2019) confirm that approaches are crucial for the teachers to know and understand the theories in teaching writing because it will allow the teachers to implement research-based practices better.

4.1.4 Summary

Judging from the analysis of class observations, and the questionnaire, it was clear that the English language teachers at the Junior High Schools in the Assin Foso Municipality, though could not mention any of the standard approaches to teaching composition, their classroom activities confirm that T1 used process approach, T2 and T3 used process-product approach and fourth teacher used product approach.

4.2 What are the impacts of the approaches on the performance of students?

This question sought to ascertain the impacts of composition teaching approaches teachers use and their impact on students' writing competence. The researcher sought the opinion of both teachers and students by administering questionnaires, and observing the composition lessons and examining students' previous composition exercise.

4.2.1 Results from the questionnaire on impact of process approach on students' performance

Table 4.2: The impact of product approach on students' composition competence

No.	Students' opinion on impact of product approaches on their writing	Strongly Agree		Agree		Neutral		Strongly Disagree		Disagree	
		N	%	N	%	N	%	N	%	N	%
1.	The teaching method affects my writing.	3	10	26	86.7	0	0	1	3.3	0	0
2.	I notice improvement in my writing.	10	33.3	3	10.0	0	0	17	56.7	0	0
3.	The composition teacher's method of teaching has improved my sentence construction	5	16.7	14	46.7	9	30.0	0	0	2	6.7
4.	I always submit my composition exercises.	6	20.0	17	56.7	4	13.3	1	3.3	2	6.7
5.	The composition teacher helps students develop their own unique essay.	6	20.0	6	20.0	6	20.0	6	20.0	6	20.0
6.	I can develop my essay with little assistance from the teacher.	5	16.7	6	20.0	12	40	0	0	7	23.3
7.	The composition teacher's method has helped me to improve my punctuation skills.	4	13	11	36.7	15	50	0	0	0	0
8.	The composition teacher's method of teaching has improved my style of writing.	6	20	13	43.3	5	16.7	6	20	0	0
9.	The composition teacher method of teaching has improved my vocabulary.	5	16.7	19	63.3	6	20.0	0	0	0	0
10.	The composition teachers' method of teaching has improved my attitude toward composition lesson	7	23.3	22	73.3	1	3.3	0	0	0	0

Source: (Field Data, 2023)

Table 4.2 illustrates the responses of respondents on the impact of product approach on students' competence, 10% of the respondents strongly agreed that the teaching method affects their writing, while 26 respondents signifying 86.7% agreed and 1 respondent representing 3.3% of the respondents disagreed. There were no responses on neutral and disagree. Again, I notice improvement in my writing, 10 respondents in lieu of 33.3% of the respondents strongly agreed, 3 respondents in place of 10% of the respondents agreed whereas 17 respondents signifying 56.7% of the respondents disagreed while there were no responses on neutral and disagree. Furthermore, on whether the composition teacher's method of teaching has improved student sentence construction, 16.7% of the respondents strongly agreed, 14 respondents signifying 46.7% agreed, whereas 9 respondents representing 30% disagreed and 2 representing 6.7% strongly disagreed while no there was no respondent for neutral. Moreover, 6 respondents signifying 20% of the respondents strongly agreed that they always submit their composition exercises, 17 respondents representing 56.7% agreed, while 4 respondents signifying 13.3% neutral and 1 respondent in lieu of 3.3% of the respondents strongly disagreed. Only 2 respondents' representative of 6.7% of the respondents disagreed.

Also, the composition teacher helps students develop their own unique essay, 6 respondents in place of 20% of the respondents strongly agreed, 6 respondents in lieu of 20% of the respondents agreed, whereas 6 signifying 20% of the respondents were neutral and 6 respondents representing 20% of the respondents strongly disagreed as well as 20% of the respondents disagreed. In addition, I can do my essay with little assistance from the teacher, 5 respondents representing 16.7% strongly agreed, and 6 respondents representing 20% agreed, while 40% of the respondents were neutral and 23.3% of the respondents strongly agreed. Only strongly disagree was not responded

by respondents. To continue, 4 respondents signifying 13% strongly agreed that the composition teacher's method has helped them to improved their punctuation skills, 11 respondents representing 36.7% of the respondents agreed, while 15 respondents signifying 50% of the respondents were neutral. There were no respondents for strongly disagree and agree. Relating to the statement the composition teacher's method has improved their style of writing, 6 respondents representing 20% strongly agreed that, 13 respondents signifying 43.3% of the respondents agreed, while 5 respondents indicating 16.7% were neutral and 6 respondents signifying 20% of the respondents strongly disagreed. There were no respondents for agree. All over, 5 respondents signifying 16.7% strongly agreed that the composition teacher's method has improved their vocabulary, 63.3% of the respondents agreed, while 20% of the respondents were neutral. There were no responses on strongly disagree and agree.

To conclude, 7 respondents representing 23.3% strongly agreed that the composition teacher's method has improved their sentence construction, 22 respondents portentous 73.3% of the respondents agreed, whereas 1 respondent representing 3.3% of the respondents were neutral. There were no responses on strongly disagree, and disagree.

The results suggest that the product approach has a positive impact on students writing competence. Most of the students agreed that it has improved their sentence construction, but half of the participant agreed that the approach has improved their punctuation skills. Majority of them agreed that the product approach has improved their style of writing, and vocabulary acquisition. Figure 4.2.1 gives a graphical distribution of the frequencies.

Product Approach

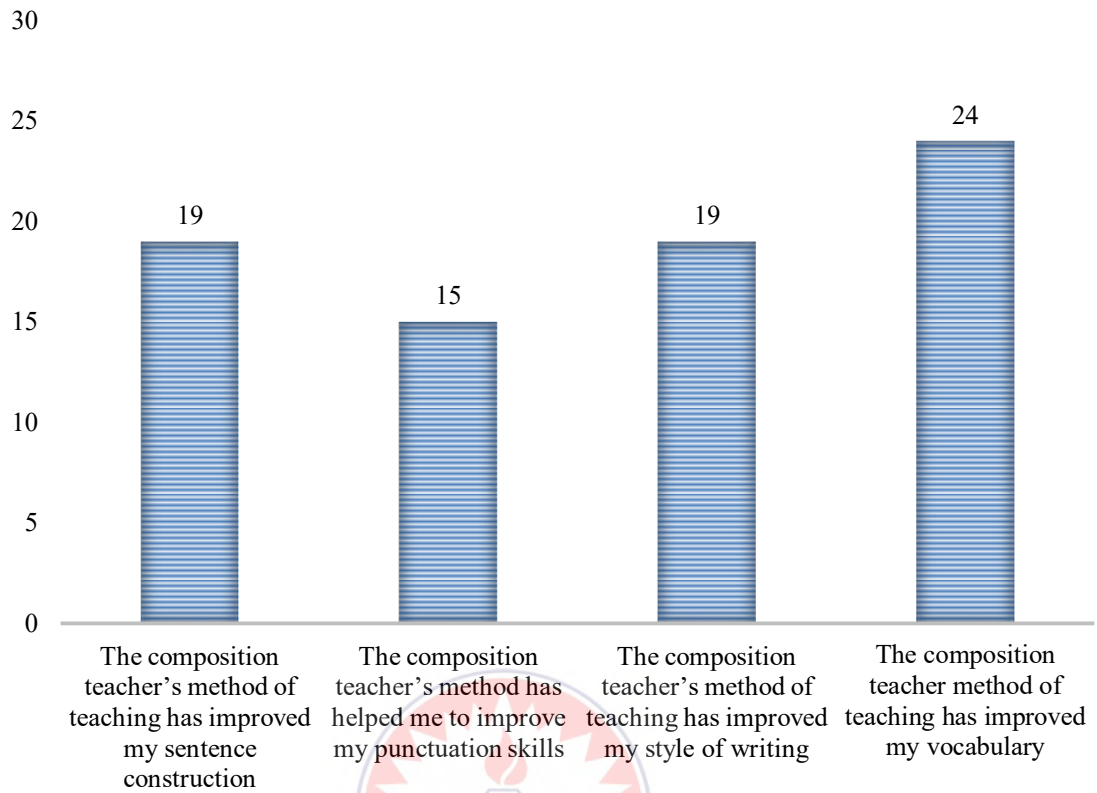


Figure 4: Frequency analysis on impact of product approach on students'

composition

Table 4.3: The impact of process-product approach on students' composition competence

No.	Students' opinion on impact of teaching approaches on their writing	Strongly Agree		Agree		Neutral		Strongly Disagree		Disagree	
		N	%	N	%	N	%	N	%	N	%
1.	The teaching method affects my writing.	9	15.0	51	85.0	0	0	0	0	0	0
2.	I notice improvement in my writing.	3	5.0	53	88.3	4	6.7	0	0	0	0
3.	The composition teacher's method of teaching has improved my sentence construction	3	5.0	53	88.3	4	6.7	0	0	0	0
4.	I always submit my composition exercises.	3	5.0	53	88.3	4	6.7	0	0	0	0
5.	The composition teacher helps students develop their own unique essay.	15	25.0	40	66.7	1	1.7	4	6.7	0	0
6.	I can develop my essay with little assistance from the teacher.	34	56.7	23	38.3	3	5.0	0	0	0	0
7.	The composition teacher's method has helped me to improve my punctuation skills.	1	1.7	56	93.0	2	3.3	0	0	1	1.7
8.	The composition teacher's method of teaching has improved my style of writing.	1	1.7	55	91.7	0	0	1	1.7	3	5.0
9.	The composition teacher method of teaching has improved my vocabulary	17	28.3	43	71.7	0	0	0	0	0	0
10.	The composition teachers' method of teaching has improved my sentence construction	1	1.7	59	98.3	0	0	0	0	0	0

Table 4.3 shows the responses of respondents on the impact of process-product approach on students' competence, 9 representing 15% of the respondents strongly agreed that the teaching method affects their writing, while 51 representing 85% agreed. There were no responses on neutral, strongly disagree and disagree. Again, 3 respondents representing 5% strongly agreed that they notice improvement in their writing, 53 respondents signifying 88.3% of the respondents agreed. Only 4 respondents in lieu of 6.7% neutral while there were no responses on strongly disagree and disagree. Moreover, respondents of 3 representing 5% of the respondents strongly agreed that the composition teacher's method has improved their sentence construction, 53 respondents signifying 88.3% of the respondents agreed,

whereas 4 respondents representing 6.7% neutral while there were no respondents for strongly disagree and disagree. Furthermore, 3 respondents suggesting 20% of the respondents strongly agreed that they always submit their composition exercises, 53 respondents in place of (88.3%) agreed, while 4 of the respondents representing 6.7% neutral. There were no responses on strongly disagreed and disagreed.

Also, the composition teacher helps students develop their own unique essay, 15 respondents signifying 25% of the respondents strongly agreed, 40 respondents representing 66.7% of the respondents agreed, whereas 1 respondent representing 1.7% of the respondents were neutral and 4 respondents in lieu of 6.7% of the respondents strongly disagreed. Only disagree was not responded.

To continue, I can do my essay with little assistance from the teacher, 34 respondents representing 56.7% strongly agreed, and 23 respondents representing 38.3% of the respondents agreed, while 3 respondents signifying 5% of the respondents were neutral. There were no responses on the strongly disagree and disagree.

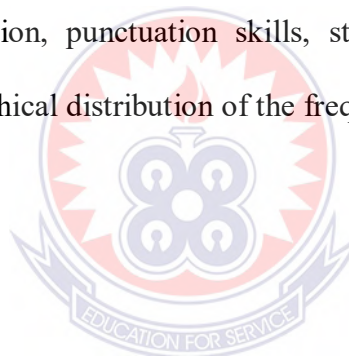
To add up, 1 respondent signifying 1.7% of the respondents strongly agreed that the composition teacher's method has helped them to improved their punctuation skills, 56 of the respondents representing 93% of the respondents agreed, while 2 respondents representing 3.3% of the respondents were neutral. There were no respondents for strongly disagree. Only 1 respondent representing 1.7% of the respondents disagreed. Last but not the least, 1 respondent representing 1.7% strongly agreed that the composition teacher's method has improved their style of writing, 55 of the respondents representing 91.7% of the respondents agreed, while there was no response on neutral and 1 respondent representing 1.7% of the respondents strongly disagreed. Only 3 respondents signifying 5% of the respondents disagreed.

Pertaining, the composition teacher's method has improved their vocabulary was strongly agreed by 17 respondents signifying 28.3% of the respondents, 43 of the respondents representing 71.7% of the respondents agreed while there were no responses on neutral, strongly disagree and agree.

Finally, 1 respondent representing 1.7% of the respondents strongly agreed that the composition teacher's method has improved their attitude towards composition writing, 59 respondents signifying 98.3% of the respondents agreed, whereas there were no responses on neutral, strongly disagree, and disagree.

The results suggest that the process-product approach has a positive impact on students writing competence. Majority of the students agreed that it has improved their sentence construction, punctuation skills, style of writing, and vocabulary.

Figure 4.2.2 gives a graphical distribution of the frequencies.



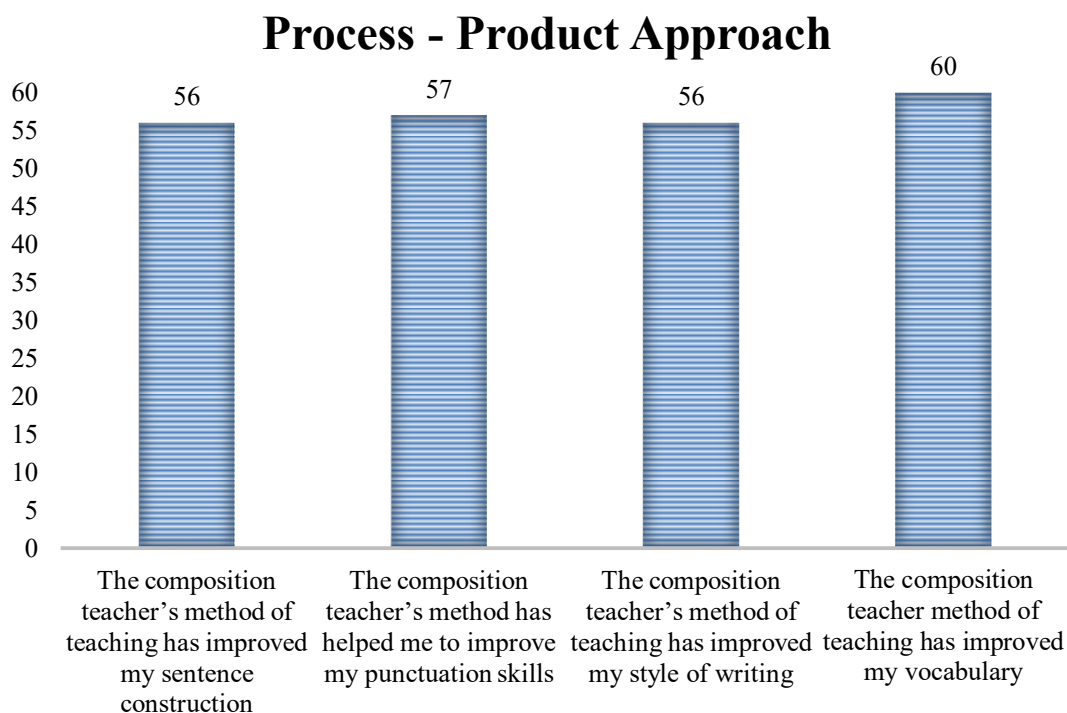


Figure 5: Frequency analysis on impact of process-product approach on students' composition

Table 4.4: The impact of process approach on students' composition competence

No.	Students' opinion on impact of teaching approaches on their writing	Strongly Agree		Agree		Neutral		Strongly Disagree		Disagree	
		N	%	N	%	N	%	N	%	N	%
1.	The teaching method affects my writing.	17	57.0	13	43	0	0	0	0	0	0
2.	I notice improvement in my writing.	23	77.0	3	10.0	4	13.0	0	0	0	0
3.	The composition teacher's method of teaching has improved my sentence construction	0	0.0	26	87.0	4	13.0	0	0	0	0
4.	I always submit my composition exercises.	4	13.0	2	7.0	24	80.0	0	0	0	0
5.	The composition teacher helps students develop their own unique essay.	1	3.3	25	83.3	0	0.0	0	0	0	0
6.	I can develop my essay with little assistance from the teacher.	0	0.0	25	83.0	5	16.7	0	0	0	0
7.	The composition teacher's method has helped me to improve my punctuation skills.	7	23.3	18	60.0	5	16.7	0	0	0	0
8.	The composition teacher's method of teaching has improved my style of writing	13	43.3	15	0.0	0	0.0	2	6.7	0	0
9.	The composition teacher method of teaching has improved my vocabulary.	13	43.3	2	40.0	5	16.7	0	0	0	0
10.	The composition teachers' method of teaching has improved my sentence construction	12	40.0	12	40	6	20	0	0	0	0

Source: (Field Data, 2023)

Table 4.3 demonstrates the responses of respondents on the impact of product approach on students' competence, 17 respondents representing 57% of the respondents strongly agreed that the teaching method affects their writing, whilst 13 representing 43% agreed. There were no responses on neutral, strongly disagree, and disagree. Again, 23 respondents representing 77% strongly agreed that they notice improvement in their writing, 3 respondents signifying 10% of the respondents agreed while 4 respondents in lieu of 13% neutral. There were no responses on strongly disagree and disagree. Moreover, respondents of 26 representing 87% of the respondents agreed that the composition teacher's method has improved their sentence construction, 4 respondents signifying 13% of the respondents agreed, while there were no responses on strongly agree, strongly disagree, and disagree. Furthermore, 4 respondents signifying 13% of the respondents strongly agreed that they always submit their composition exercises, 2 respondents representing 7% of the respondents strongly agreed, while 24 of the respondents representing 80% neutral. There were no responses on strongly disagreed and disagreed.

Also, the composition teacher helps students develop their own unique essay, 1 respondent signifying 3.3% of the respondents strongly agreed, 25 respondents representing 88.3% of the respondents agreed, whereas there were no responses on neutral, strongly disagree and disagree. To add up, I can do my essay with little assistance from the teacher, 25 respondents representing 83% of the respondents agreed, whereas 5 respondents representing 16.7% of the respondents were neutral. There were no responses on the strongly agree, strongly disagree, and disagree. In addition, 7 respondents portentous 23.3% of the respondents strongly agreed that the composition teacher's method has helped them to improved their punctuation skills, 18 respondents representing 60% agreed, whilst 5 respondents representing 16.7% of

the respondents were neutral. There were no respondents for strongly disagree and disagree. Furthermore, 13 respondents representing 43.3% strongly agreed that the composition teacher's method has improved their style of writing while 15 respondents representing 50% of the respondents agreed, while there was no response on neutral and disagree. Only 2 respondents representing 6.7% of the respondents strongly disagreed. Relating the statement, the composition teacher's method has improved their vocabulary was strongly agreed by 13 respondents signifying 43.3% of the respondents strongly agreed, just as 12 respondents representing 40% of the respondents agreed. Only 5 respondents signifying 16.7% neutral whilst there were no responses on, strongly disagree, and agree. All over, 12 respondents representing 40% strongly agreed that the composition teacher's method has improved their attitude towards composition lesson, 12 respondents signifying 40% of the respondents also agreed, whereas 6 respondents representing 20% neutral. There were no responses on strongly disagree and disagree.

The results suggest that the process approach has a positive impact on students writing competence. Majority of the students agreed that it has improved their sentence construction, punctuation skills, style of writing, and vocabulary. Figure 4.2.3 gives a graphical distribution of the frequencies.

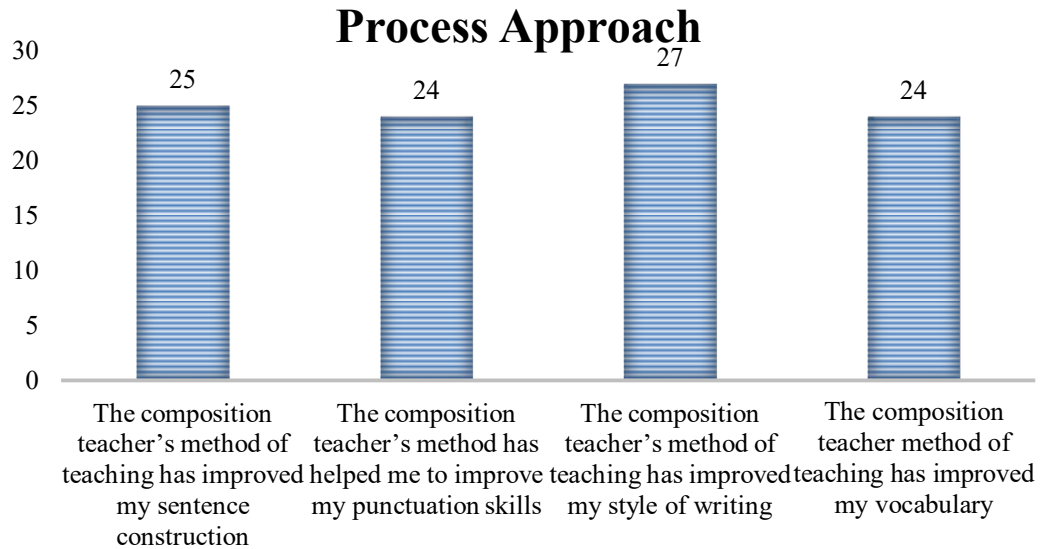


Figure 6: Frequency analysis on impact of process approach on students' composition competency

4.2.2 Results from the classroom observation on impact of process approach on students' performance

The researcher gathered data from four classroom observations. This was necessary in order to find out the impact of teachers' composition teaching approaches and their impact on students' writing skills. The observation also afforded the researcher to get detailed information about how individual teacher's approach impact positively or negatively on students' performance. Three themes emerged from the observations: impact of product approach on students' writing, impact of process approach on students' writing, and impact of process-product approach on students' writing. Next is the researcher's observation made from the four teachers' classroom observations.

4.2.2.1 Impact of product approach on students' performance

The data gathered from the classroom observation revealed that the product approach teacher's classroom practices had a negative impact on students' writing competence.

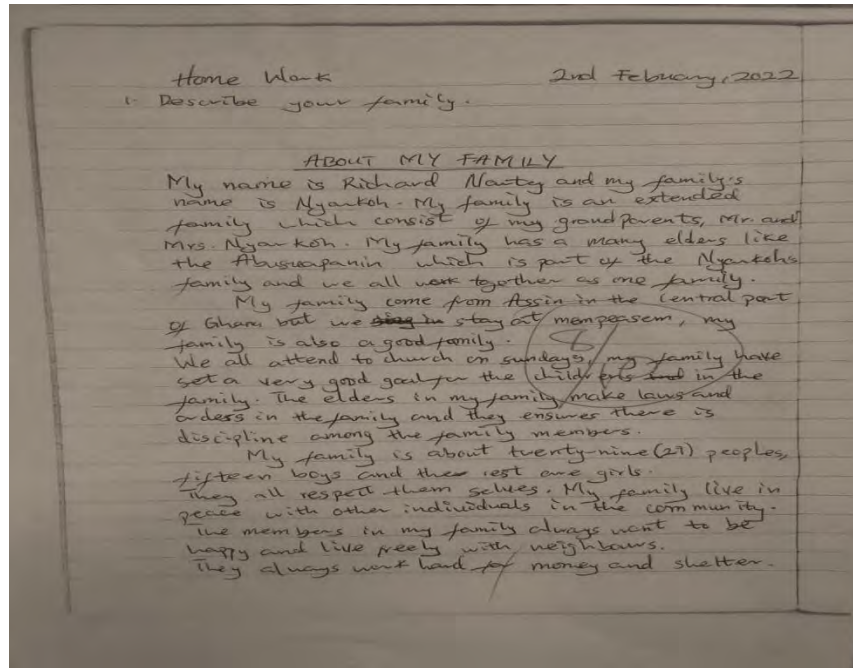
The teacher failed to provide written corrective feedback on students' work which affected students' writing competence in terms of punctuation, grammar and spelling.

The essay below is a student's previous exercise which shows some of the errors the student committed which the teacher should have corrected but did not, but just awarded a mark. The student wrote:

"My family is an extended family which consist (the singular subject marker "s" was omitted. It should have been "consists") of my grand parents (grandparents is one word but the student separated it), Mr. and Mrs. Nyarkoh."

My family has a (the determiner "a" should be omitted) many elders like the Abusuapanin which (the appropriate pronoun should have been "who") is part of the Nyarkoh's family and we all work together as one family.

My family come (The singular subject marker "s" was omitted. The appropriate verb should be "comes") from Assin in the central part of Ghana but we stay at Mempeasem,(the comma should be full stop) my (my should begin with capital: "M") family have set a very good.... Capitalization is critical in written text, especially when starting sentences, introducing proper nouns, and headings. Most students struggle with proper capitalization because "the rules of capitalization are not universal, and classifying nouns as a proper and common noun is difficult for students" (Ofosu-Mensah, 2020, p.30 citing Gowere, 1995). The students in the process approach class lack the ability to capitalize words correctly in sentences.



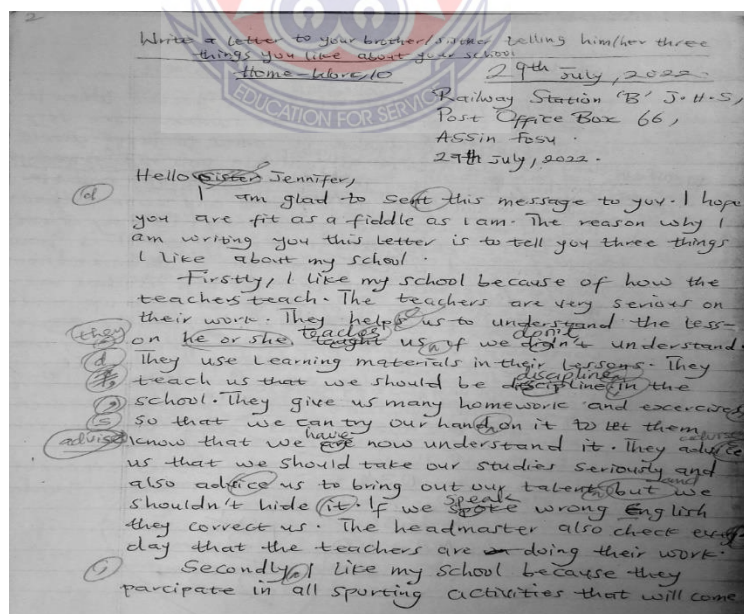
Marked student's previous essay from the product approach class

The findings of the study confirm Mourssi (2013) who posits that metalinguistic feedback from teachers helps learners write more accurately and fluently. The findings confirm Hasan and Akhand who assert that a traditional product-based writing class uses standard model texts to guide students in writing similar texts. Learners in this type of instruction follow a model or sample to create a new product (Hasan & Akhand, 2010). Tangpermpoon (2008) believes that the product approach is beneficial for students in terms of learning rhetorical patterns, using appropriate vocabulary and grammar, and developing an awareness of writing structures.

The findings, again confirm Tribble (2009) who claims that product approach focuses on form. Eliwarti & Maarof (2014), add that traditional, text-based approach (product approach) is still used in many places today and focus on the appropriate use of vocabulary, syntax, and cohesive devices.

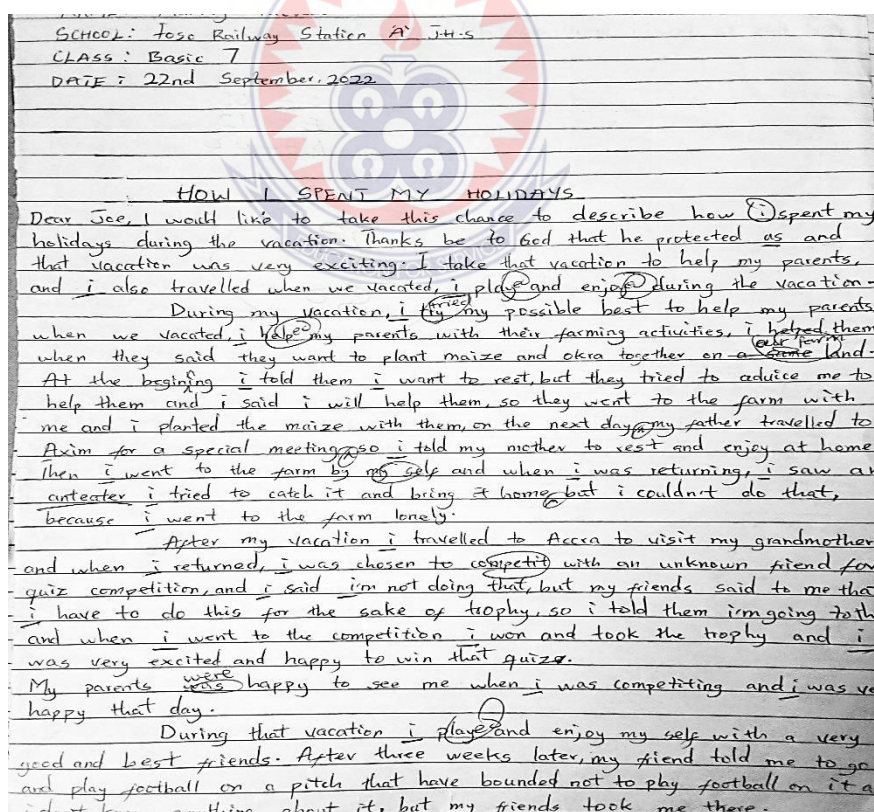
4.2.2.2 Impact of process-product approach on students' performance

The researcher observed students' previous composition exercises in order to ascertain the impact of process-product approach on students' writing competence. The essays below are previous exercises written by the students from the process-product class. Though there are few punctuation errors in them, the students' style of writing, sentence construction and use of appropriate vocabulary is better than the product approach class. The introduction, the body and the concluding paragraphs were well developed. They also contain fewer grammatical errors than the essay from the product approach class. The data gathered from the classroom observation revealed that the process-product approach classes were able to develop their composition skills better. The problem of the students from the process-product classes were mainly punctuation but the product approach students face problem in terms of punctuation, sentence construction, and spelling.



4.2.2.3 Impact of process approach on students' performance

The data gathered from the classroom observation revealed that students from the process approach class were able to develop their composition skills better. Their previous exercises show that they were able to write lengthy essays with good introduction and organization of the body and conclusion. Their punctuation skills, style of writing, vocabulary, and sentence construction were better than the product approach students. The essay below shows the written corrective feedback provided by the teacher on students' previous essays. Though there were few grammatical errors, the students were able to develop full length essay with appropriate introduction, well developed body and conclusion. Their writing competence is better than the product approach class.



Student's previous essay from process approach class

SCHOOL: Joso Railway Station A JHS
 CLASS: Basic 7
 DATE: 22nd September, 2022

HOW I SPENT MY HOLIDAYS

Dear Joe, I would like to take this chance to describe how I spent my holidays during the vacation. Thanks be to God that he protected us and that vacation was very exciting. I take that vacation to help my parents, and I also travelled when we vacated, I play and enjoy during the vacation.

During my vacation, I try my possible best to help my parents when we vacated, I helped my parents with their farming activities, I helped them when they said they want to plant maize and okra together on a ~~same~~ ^{our farm} land. At the beginning I told them I want to rest, but they tried to advise me to help them and I said I will help them, so they went to the farm with me and I planted the maize with them, on the next day my father travelled to Axim for a special meeting, so I told my mother to rest and enjoy at home then I went to the farm by my self and when I was returning, I saw an ant eater I tried to catch it and bring it home but I couldn't do that, because I went to the farm lonely.

After my vacation I travelled to Accra to visit my grandmother and when I returned, I was chosen to compete with an unknown friend for quiz competition, and I said I'm not doing that, but my friends said to me that I have to do this for the sake of trophy, so I told them I'm going to it and when I went to the competition I won and took the trophy and I was very excited and happy to win that quiz.

My parents ~~was~~ ^{were} happy to see me when I was competing and I was very happy that day.

During that vacation I play and enjoy my self with a very good and best friends. After three weeks later, my friend told me to go and play football on a pitch that have bounded not to play football on it, I don't know anything about it, but my friends took me there.

Student's previous essay from process approach class

The findings of the study confirm Dokchandra (2018), who found that process writing approach had a much impact on students' writing performance. Koutsoftas (2018), also said that writing processes increases writing productivity, complexity, accuracy, mechanics, and quality.

Mourssi (2013) demonstrated that metalinguistic feedback from teachers helps learners write more accurately and fluently in process-based writing instruction.

Haiyan and Rilong (2016) discovered that process-focused approach helped learners not only showed great interest in reading materials, but also used what they had learned during reading in their writing, specifically regarding the choice of vocabulary, coherence, and verb tense.

4.2.4 Summary

The analysis and discussion of the data has revealed that the approaches teachers use have different impact on students. Therefore, teachers need to assess their teaching approaches in order to cater for individual differences. Based on the results of both the questionnaire and observations, it was concluded that the Process-product improved students' sentence construction, improved students' vocabulary acquisition, and student' writing style; Process approach improves students' sentence construction, punctuation and style of writing; and the product approach improves students' style of writing, and improves students' vocabulary. The study also, discovered that even in the product approach class, written corrective feedback is paramount, because students can make errors when copying from the board.



CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This final chapter summarizes the study's findings, conclusions, and recommendations. The chapter also provides suggestions for further study opportunities.

5.1 Summary of Findings

The study found out that teachers use varied approaches in teaching composition writing. These are: process, product, process-product. On the impact of the approach teachers' use in teaching composition writing, the results suggest that majority of the students in the process approach class agreed that it has improved their sentence construction, punctuation skills, style of writing, and vocabulary. The results also, suggest that the process-product approach has a positive impact on students writing competence. Most of the students in the process-product class agreed that it has improved their sentence construction, punctuation skills, style of writing, and vocabulary. Again, the results suggest that the impact of product approach on students writing is not effective like the process, and process-product approach. In the product approach class, most of the students agreed that it has improved their sentence construction, but half of the participants agreed that the approach has improved their punctuation skills. In contrast, majority of them agreed that the product approach has improved their style of writing, and vocabulary acquisition.

Lastly, the study revealed that written corrective feedback should form part of all the approaches. Though teachers are doing the best, but the class size is impeding the smooth implementation of the various approaches.

5.2 Recommendations

Based on the research findings, it is necessary to highlight some recommendations so that necessary steps can be taken to improve teachers' pedagogical skills, which will positively affect students' composition writing performance. These recommendations could be used to improve the teaching and learning of composition writing skills among teachers in the research area and throughout the country.

It is recommended that English language teachers in primary schools receive the necessary on-the-job training to improve their efficiency in performing their duties as English language teachers. The Ghana Education Service should organize subject-specific in-service training aimed at improving the teaching abilities of specific subject areas rather than general areas that will not benefit teachers in their respective specializations.

The researcher once again suggested that teachers provide written corrective feedback to students so that they are aware of avoidable errors that they could have corrected themselves if they took the time to edit their work. To help students master writing composition, English language teachers should use the process writing approach, which views writing as a process rather than a product. The process writing approach aids in the completion of pre-writing, writing, and post-writing activities. These activities assist students in improving their writing abilities.

The research has revealed the gaps in teacher quality that exist in Basic schools. Though teachers teach composition, they do not know that there are several approaches at their disposal that they can adopt to improve the writing skills of their students. There should be a concerted effort to improve the quality of English language teachers in primary schools. The government should train teachers to be

competent and confident in the language they teach. The government should organize refresher courses on a regular basis to help teachers improve their knowledge base. The fact is that students' poor English language performance can be attributed to the type of instruction they receive from under-performing teachers.

Because of the environment in which they find themselves, some students have developed negative attitudes toward learning composition writing. It should be encouraged to form subject-based professional development groups. This can be done in clusters, for example, where all English teachers in a particular circuit meet at one location to discuss how they can improve their pedagogical skills as teachers. They can sometimes invite resource persons to coach them on how to handle certain aspects of the English language.

Again, teachers should regularly engage students in composition writing. This can be accomplished if teachers mark students' work and provide corrective feedback. In this regard, the students will be eager to complete any composition exercises assigned to them. Teachers should also serve as role models for students in order to help these young people improve their learning of English language composition writing.

The researcher discovered that stages of writing that help students organize their composition writing have received very little attention in some schools in Assin Foso Municipality basic schools because both teachers and students prefer finishing a written task without practicing the stages involved in process writing. As a result, the researcher recommends that the process be followed so that students can acquire the necessary skills to organize any composition type that is assigned.

Teachers should divide composition writing activities into sections, so that students can work within time to reduce mechanical errors in English writing. Instead of treating an entire essay in one lesson, a teacher should use one lesson to teach how to write the 'introduction' and another lesson to teach how to write the 'body.' This will allow students to practice more effectively.

Also, the class size should be reduced to the international standards. Again, written corrective feedback should be part of all the approaches. Furthermore, teachers should divide composition writing activities into stages, so that students can work within time to reduce mechanical errors in their essay writing.

5.3 Suggestions for Further Research

The researcher suggests that more research be done in this specific field of teaching composition writing in primary and secondary schools. This will assist educational stakeholders in determining the suitability of the approaches used by teachers in primary schools and how they can improve their pedagogical skills, thereby improving students' performance in all subjects.

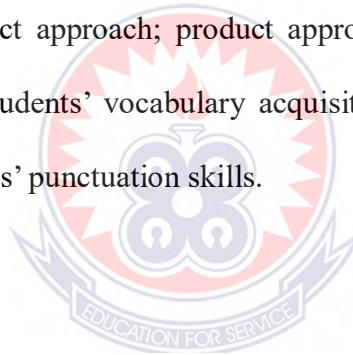
Teachers are curriculum implementers, so their attitudes and methods can make or break students' academic careers; therefore, all efforts should be made to upgrade teachers so that they can improve their methodology, which will help students perform well in composition writing.

The study suggests that further study be conducted on the extent to which written corrective feedback can promote writing competence, and a study on the extent to which collaborative learning can improve writing competence.

5.4 Conclusions

This research has highlighted the approaches teachers use in teaching composition in the Junior High School form one students. The study's findings are based on data analysis of four Junior High Schools in Assin Foso Municipality.

From the study, teachers, though could not mention the standard approaches during the interviews, during the observations, their classroom practices showed that they use process approach, product approach and process product approaches. The study also identified the impact of the various approaches the teachers use in teaching composition. The outcome of the study indicates that the process approach improves students' writing than product approach; process-product- improves students' writing than process, and product approach; product approach- improve students' sentence construction, improve students' vocabulary acquisition, and style of writing. But it does not improve students' punctuation skills.



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APPENDICES

Appendix A

Teachers' Questionnaire

Section A: Demographic Data

You are kindly asked to answer the following questionnaire regarding your view on composition teaching approaches you use in teaching writing and will be analyzed to find ways of improving the teaching of composition writing and students' writing skills at Assin Foso Municipality Junior High Schools.

Age:

Gender:

Grade/Level of Education:

1. What is your current role in the field of education?

- i. Teacher
- ii. Administrator
- iii. Researcher
- iv. Other (please specify)

2. What is your area of specialization?

Section B: Approaches teachers use in teaching composition writing

In your teaching practice, which composition teaching approaches do you use?
(Please select all that apply based on the activities involved)

No.	Approach	Activities	Tick
1.	Process	Prewriting, composing/draft, revising, editing of text, final draft	
2.	Product	Familiarization, controlled writing, guided writing, free writing.	
3.	Process-product	Combination of approach one (1) and two (2).	
4.	Genre	Modeling a text, joint negotiation of text, independent construction of text	
5.	Process-genre	Consideration of situation, purpose, mode, field tenor, planning, drafting text	

APPENDIX B

Impact of teaching approaches on students' writing performance

Students Questionnaire

Section A : Demographic Data

1. Age:
2. Gender:
3. Class:

Section B: Impact of teaching approaches on students writing performance

Please, kindly rate the following statements on a scale of 1 to 5, with 1 being strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree:

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The teaching method affects my writing.					
2. I notice improvement in my writing.					
3. The composition teacher's method of teaching has improved my sentence construction					
4. I always submit my composition exercises.					
5. The composition teacher helps students develop their own unique essay.					
6. I can develop my essay with little assistance from the teacher					
7. The composition teacher's method has helped me to improve my punctuation skills.					
8. The composition teacher's method of teaching has improved my style of writing.					
9. The composition teacher method of teaching has improved my vocabulary.					
10. The composition teachers' method of teaching has improved my attitude towards composition lesson					

APPENDIX C

Students' scripts from process class

Write a letter to your friend telling him/her about how you celebrated your birthday.

Railway station A^oJHS
Post Office box 66
Assin Fosu.
6th September, 2022.

Dear Eugene,

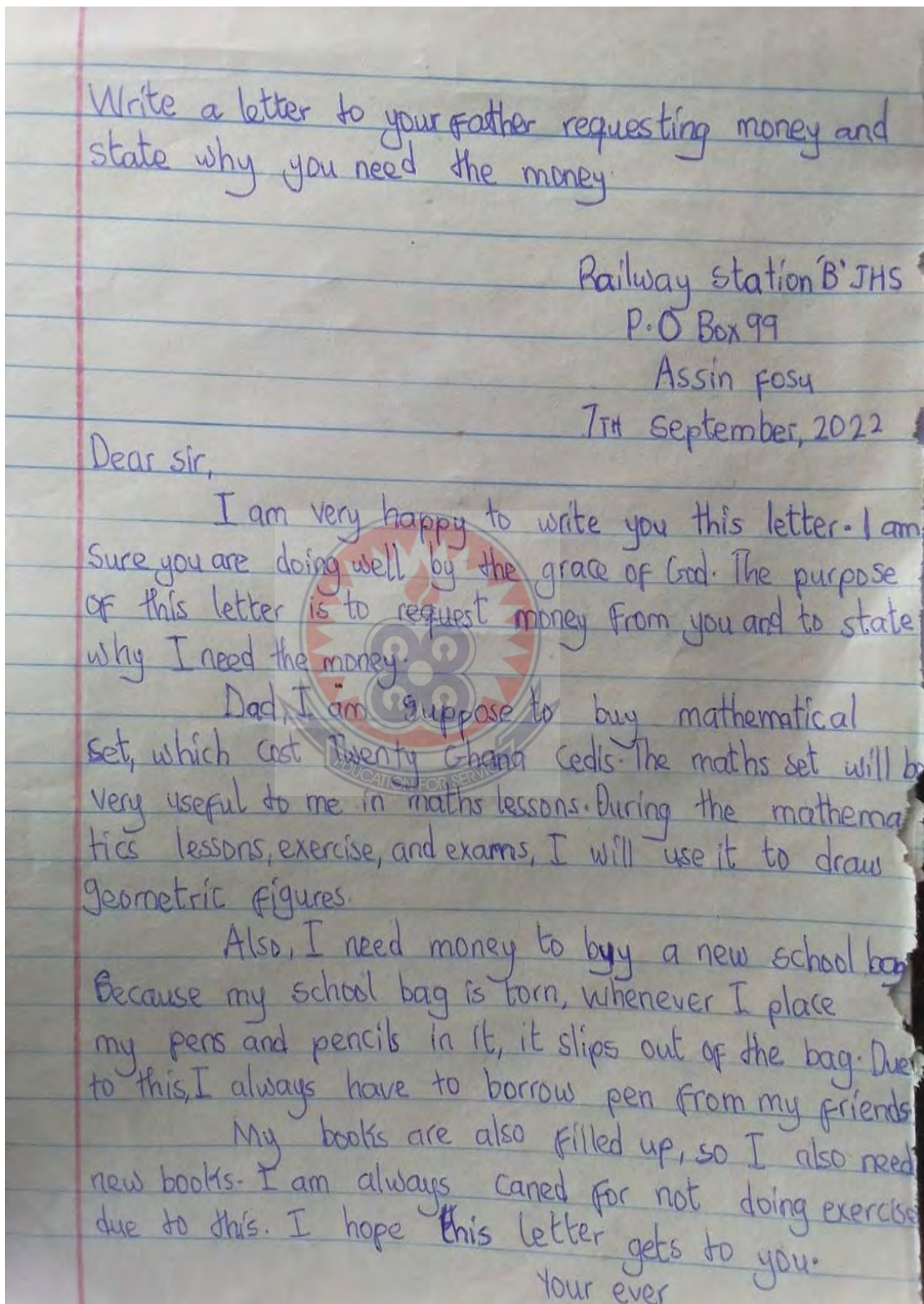
I am very glad to write this letter to you. First of all, I know you are fine by the grace of God. Is your issue solved? Oh, I know it has been solved with the help of the lawyer. The reason why I'm writing this letter to you is that, you were not there when my birthday was celebrated. That day, it was happy to meet some famous musician and artist. Such as Black Sheriff, Shatta Wale and Lil' Win. The party was celebrated in a finest restaurant. Do you know what made me very happy, my birthday meets Shatta Wale's birthday so he gave me five hundred cedis. My big brother bought pizza, cake, kibbab and more foodstuff that was brought by the present of Europeans. That day the family came home before the next day. In the afternoon, my sibling took me to Cape Coast beach for enjoying. I will never forget that day because it was the day my family celebrated my birthday.

I wish God permit next year 22nd October, 2023 will be different and more special than this. But ~~at~~ next year. But next year you will be here for the celebration of the birthday in which we will go to Accra tourist site. I know you will share yours with me. Greet your mother for me and your brothers.

Your faithfulness
Atta Nwame

APPENDIX D

Students' scripts from process-product approach classes



Write a letter to your father requesting money and state why you need the money

Railway Station 'B' JHS,
P. O. Box 99

Assin Fosu

7th September, 2022

Dear Sir,

I am very happy to write you this letter. I am sure you are doing well by the grace of God. The purpose of this letter is to request money from you and to state why I need the money.

Dad, I am suppose to buy mathematical set, which cost Twenty Ghana cedis. The maths set will be very useful to me in maths lessons. During the mathematics lessons, exercise and exams, I will use it to draw geometric figures.

Also, I need money to buy school shoes, when I go to school on Monday, I need to wear shoes. I suppose to change my shoes on Tuesday and wear another shoe on the following day. But I have only ^{one} shoe, so

MABEL ARTHUR

Write a letter to your friend telling him or her about your school.

Holy Spirit Anglican JHS,
P.O. Box 91,
Assin Fosu.
8th September, 2022.

Dear Hannah,

I am very glad to write this letter to you. How are you? I am hopeful you are doing well by the grace of God.

The reason for writing you this letter is to tell you about my school, which is Holy Spirit Anglican. It is popularly known as the Blues.

My school is situated at the centre of Assin Fosu town. We have a football field which serves as a venue for inter-school sports and games. During such events we meet many students from different schools to associate with them.

We normally meet only government schools. During that time, our school master will make sure that we have a lot of fruits for their consumption. Even if we don't have any sachets water for them, they will make sure that the students are aware of it so we will do a combination of money to provide.

We also have a library (ICT LAB). The lab

is for us. The government bought all the laptops for us the students. So during computing time we all move to there to learn more about ICT. It also helps students to study hard and learn more also.

This are the things I like about my school. It is many but these are few of it.

Your faithful friend
Mabel Arthur.

Yours ever,
Mabel Arthur

Write a letter to your friend telling him or her about your school

Holy Spirit Anglican JHS

P.O. Box 91,

Assin Fosu.

8th September, 2022

Hello Bright,

I am very glad to write this letter to you. How are you? I am hoping you are doing well by the grace of God.

The reason for writing you this letter is that to tell you about my school, which is Holy Spirit Anglican JHS popular known as the Blues.

My school is situated at the centre of Assin Fosu town. We have football field which serves as a venue for inter-school sports and games. During such event we meet many students from different schools to associate with them.

The school takes about million of students because we have a lot of builds and the school have been divided into eight rooms. The classes have big weight and big height. This is why many

student is in one class. A lot of teachers are in the school and all the teachers are educated.

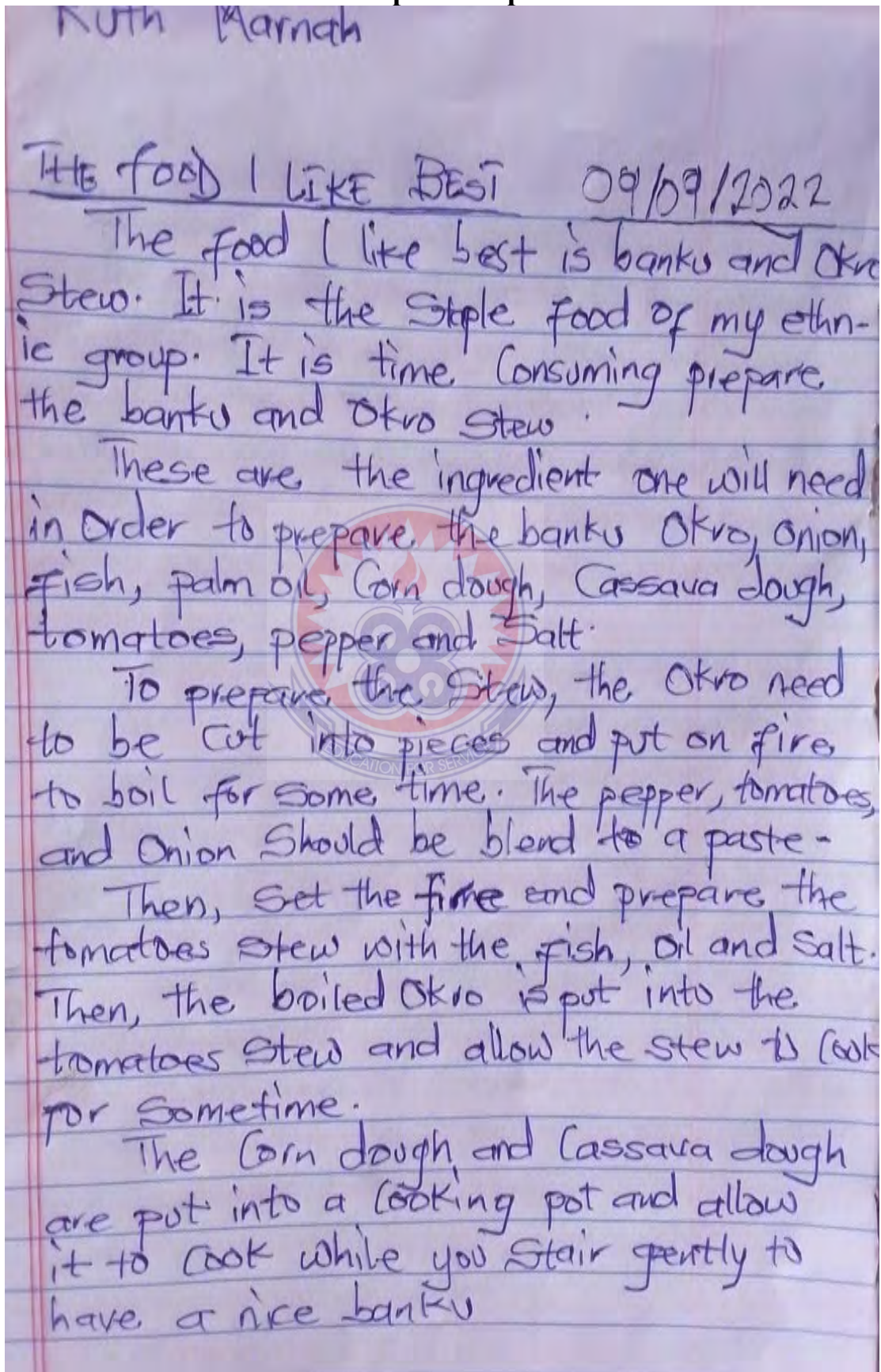
My school have big compound that divide us from Holy Spirit Anglican JHS. Our compound is so very nice that people come to our school to see how nice and beautiful our compound is. This is because many flowers and plants of different colour are on the compound.

These are things about in my school.

Yours Faithful One,
ONURO JOSIAH

APPENDIX E

Students' scripts from product class



Benedict Akyene

The food I like best 09/09/2022

The food I like best is banku and Okro stew. It is the staple food of my ethnic group.

It is time consuming to prepare the banku and the Okro stew. These are the ingredients one will need in order to prepare banku: Okro, onion, fish, palm oil, corn dough, cassava dough, tomatoes, pepper and salt.

To prepare the stew, the Okro need to be cut into pieces and put on fire to boil for some time. The pepper, tomatoes and onion should be blend to a paste.

Then set the fire and prepare the tomatoes stew with the fish, oil and salt. Then the boiled Okro is put into the tomatoes stew and allow the stew to cook for sometime.

The corn dough and cassava dough are put into a cooking pot and allow it to cook while you stir gently to have a nice banku.

APPENDIX F

Marked essay from the process class

NAME: Theodore Delali Aklasu
 CLASS: JHS one (1)
 SCHOOL: Railway station "A" JHS

How I spent my holidays

On Thursday afternoon, 11th August, 2022, that was the day we vacated. When I went home my father decided that on Saturday, we ^{should} ~~shall~~ go to my uncle ~~at~~ Accra. I was so happy that we were going to uncle Raphael ~~at~~ Saturday. When ^{it was} ~~is was~~ evening, my mother prepared a tasty meal for the family, when we ^{finished} ~~was~~ eating, we went to bed.

When ~~is~~ was Saturday dawn, 13th August, 2022, we ^{packed} ~~prepared~~ and every one's ~~his~~ things into his or her bag. When we were about to go, I locked all the doors and windows and my father called a Taxi and we waited for some minutes, after five minutes passed the Taxi driver came and ~~reath~~ ^{reached} at 10:00 in the morning and all of us entered the car we were about seven people in the car and the car ^{set off} ~~started~~ to go.

When the car reached the car station, all of us went out from the car and we ^{went} ~~go~~ toward the Accra ^{station} ~~car~~ when we entered the Accra ~~car~~ it was left ~~by~~ ^{with} five people ^{to set off} ~~to enter into~~ the Accra ~~car~~. When the car was full the driver started the car and the car was moving to Accra I was very happy because I can't wait to see Uncle Raphael and Anti Bethia and Peldrich and Riyanah that was why I was happy. When we were on the way, we saw plenty things on our way going to Accra when we reached Accra, my father called Uncle Raphael to come and take us home.

We ^{sat} ~~sit~~ in some woman's store waiting for uncle Raphael. When uncle came and ~~reached~~ ~~we were~~ ~~we were~~ he came while with his car we entered into the car and we went to uncle Raphael's house. When I saw Peldrich and Riyanah I was very ~~very~~ ~~very~~ ~~very~~ happy because I can play with them. When we entered the room, Anti Bethia served us with rice and egg stew and a glass of water, and ate ~~it~~ ~~with~~.

When it was evening, me and Peldrich and my two brother's we ^{slept} ~~sleep~~ together and the next morning we played. We stayed there for one good month when the one month reached, we came to ^{Fosu} ~~Fosu~~. And on 13th September, 2022, we opened school and I went to school and I was so glad to see my friends.

SCHOOL: Toso Railway Station A' J.H.S

CLASS: Basic 7

DATE: 22nd September, 2022

HOW I SPENT MY HOLIDAYS

Dear Joe, I would like to take this chance to describe how I spent my holidays during the vacation. Thanks be to God that he protected us and that vacation was very exciting. I take that vacation to help my parents, and I also travelled when we vacated, I played and enjoyed during the vacation.

During my vacation, I ^{tried} my possible best to help my parents when we vacated, I helped my parents with their farming activities, I helped them when they said they want to plant maize and okra together on a ^{our farm} same land. At the beginning I told them I want to rest, but they tried to advise me to help them and I said I will help them, so they went to the farm with me and I planted the maize with them, on the next day my father travelled to Axim for a special meeting, so I told my mother to rest and enjoy at home then I went to the farm by my self and when I was returning, I saw an anteater I tried to catch it and bring it home but I couldn't do that, because I went to the farm lonely.

After my vacation I travelled to Accra to visit my grandmother and when I returned, I was chosen to compete with an unknown friend for quiz competition, and I said I'm not doing that, but my friends said to me that I have to do this for the sake of trophy, so I told them I'm going to it and when I went to the competition I won and took the trophy and I was very excited and happy to win that quiz.

My parents ^{were} ~~was~~ happy to see me when I was competing and I was very happy that day.

During that vacation I played and enjoy my self with a very good and best friends. After three weeks later, my friend told me to go and play football on a pitch that have bounded not to play football on it a I don't know anything about it, but my friends took me there.

APPENDIX G

Marked essay from process-product class

2

Write a letter to your brother/sister telling him/her three things you like about your school

Home-kbor/10 29th July, 2022

Railway Station 'B' J.H.S,
Post Office Box 66,
Assin Fosu.
29th July, 2022.

Hello ~~sister~~ Jennifer,

(d) I am glad to ~~sent~~ this message to you. I hope you are fit as a fiddle as I am. The reason why I am writing you this letter is to tell you three things I like about my school.

Firstly, I like my school because of how the teachers teach. The teachers are very serious on their work. They help us to understand the lesson ~~on he or she~~ ^{they} ~~taught us~~ ^{teaches} if we ~~didn't~~ ^{don't} understand.

(d) They use Learning materials in their lessons. They teach us that we should be ~~disciplined~~ ^{disciplined} in the school. They give us many homework and exercises.

(s) So that we can try our hand on it to let them ~~know~~ ^{advise} that we ~~are~~ ^{have} now understand it. They ~~advise~~ ^{advise} us that we should take our studies seriously and also ~~advise~~ ^{advise} us to bring out our talents ~~but~~ ^{and} we shouldn't hide ~~it~~ ^{it}. If we ~~spoke~~ ^{speak} wrong English they correct us. The headmaster also check ~~every~~ ^{every} day that the teachers are ~~or~~ doing their work.

(i) Secondly, I like my school because they participate in all sporting activities that will come

Write a letter to your brother or sister telling him or her the three things you like about your school

Railway Station 'B' JHS,
Post Office Box 66,
Assin Fosu full stop
29th July 2022

Hello ATK,

It is a pleasure to write you this letter because the brightness of the day has given me this opportunity to write you this letter. ATK, I hope your younger brother Akwesie is fine and how is your mother and father doing? I hope by the grace of God they are fine. ATK, I know by the grace of God you are fine too. The reason why I am writing to you this letter is because I want to tell you about the three things I like about my school. ATK, the three things I like about my school are the teachers, computer lab and the science lab. The teachers in my school are very cool and they like playing with kids. So, this is why I like the teachers in my school. Secondly, the reason why I like the school computer lab is because this was the first time I have seen a real computer. So, this

HOME WORK //

29th July, 2022.

Write a letter to your sister or brother telling him/her three things you like your school:

Railway Station 'B' JHS,
Post Office Box 66,
Assin Fosu.

29th July, 2022.

Hello Constance,

The brightness of the day has given me the opportunity to write you this letter. How are you?

I hope you are fine as I am. The reason why I

am writing to you this letter is to tell you three things I like about my school. The following are the three

things I like about my school: Library, Teachers and the Prefects. To begin with, the things I like about my school

will firstly talk about the ICT Laboratory. I like the ICT Laboratory because it

helps us to know how to type and open an application that is why I like the ICT Laboratory.

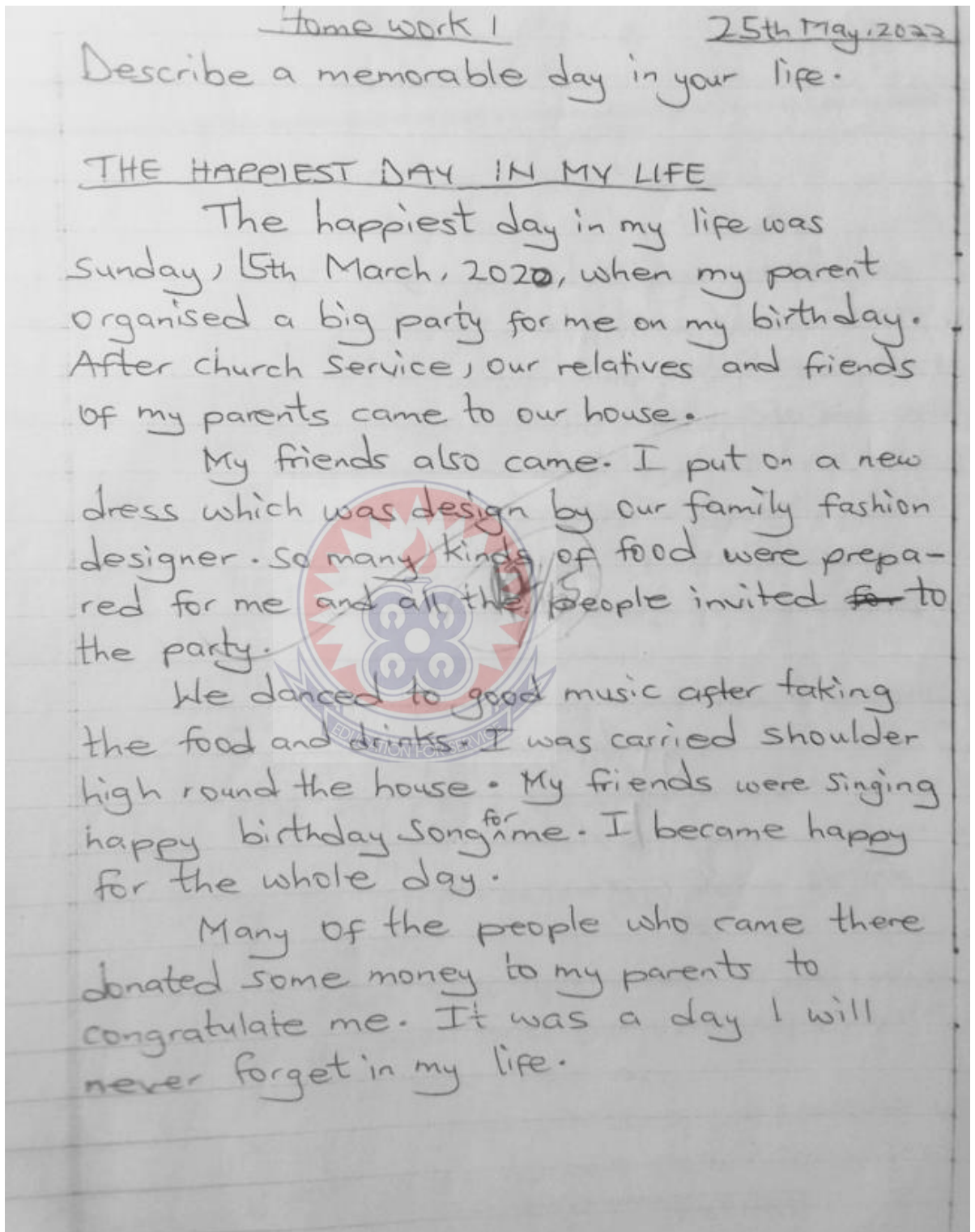
Secondly, the teachers. The teachers make sure that all the students understand what they are teaching. They also make friend-

ship when teaching or doing funny things so that we will understand it well and

again they punish us when doing the wrong thing that is why I like about our teachers.

APPENDIX H

Marked essay from product approach class



Appendix I

Teachers' Interview

This interview is part of an investigation on the approaches to composition writing teachers at your school use in teaching composition writing with the aim of improving students' composition writing skills. So kindly spend a few minutes of your time to answer the following questions. I am very grateful for taking your time to share your opinion. Your effort is much appreciated.

1. How long have you been teaching English at the Junior High School?

.....

2. Which of the four skills (listening/speaking/writing/reading) do your students prefer the most?

.....

Why, in your opinion?

.....

3. Why, in your opinion, is it vital to teach composition writing?

.....

4. What approach to teaching composition writing do you use while teaching composition?

.....

5. What makes you favor that approach?

.....

6. What are the difficulties you encounter when teaching composition writing?

.....

7. Do you have any tips for teaching compositions?

If yes, state

.....

8. How many essays have your students completed this school year?

.....

9. Do you offer written feedback on students' essays?

.....

10. What are the most typical writing challenges that students face?

.....

11. Do you believe it is necessary to provide comments on students' composition writing work?

.....

12. Do you normally read a student's essay before responding?

.....

13. How frequently do you provide written feedback on students' papers?

.....

14. Which areas of writing do you emphasize while providing feedback?

(Content/ organization/ grammar/vocabulary/mechanics)

.....

15. Do you believe it is critical to concentrate on delivering feedback?

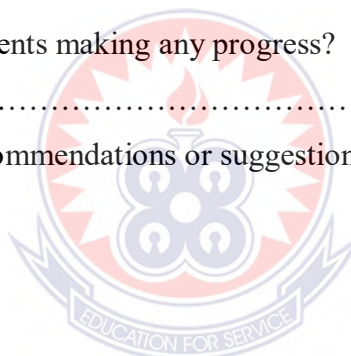
.....

Why?

16. Do you see your students making any progress?

.....

17. Do you have any recommendations or suggestions?



APPENDIX J

Class Observations

The scheduled class observation is necessary in order to ascertain the teaching approach used by the participating teachers in their English composition class.

Observation I

School: A

Class: JHS1

Subject: English language

Number of students:

Topic: composition writing:

Time: 80 minutes

Observation II

School: B

Class: JHS1

Subject: English language

Number of students:

Topic: composition writing:

Time: 80 minutes

Observation III

School: C

Class: JHS1

Subject: English language

Number of students:

Topic: composition writing:

Observation III

School: D

Class: JHS1

Subject: English language

Number of students:

Topic: composition writing:

