

Study on the Effects of Types of Writing Approaches in Academic Writing

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Abstract: *Various academic writing instruction strategies are discussed in the article. There are three well-known methods to writing instruction: product-based, process-based, and genre-based. Additionally, the process-genre method is a blend of all three techniques. Each of these techniques is explored in detail, along with its respective pros and downsides. It has been shown that when used appropriately, the PGA is an excellent method of teaching academic writing.*

Keywords: *Effect, Academic writing, Advantages and criticisms*

1. Introduction

Academic writing ability has been a source of disagreement and worry in higher education, notably in universities worldwide (Rabiat & Aspalila, 2019). Academic writing as a mode of communication enables students to communicate their gained knowledge in a particular field of study. It is nonfiction writing produced as part of academic work, such as writing reports on university research, writing by university students, and writing in which scholars analyze culture or propose new theories, such as journal articles, thesis and dissertation book reviews, project proposals, and textbooks.

Academic writing instruction at the university level is a serious effort. Unlike in basic or secondary schools, writing instruction at the university level emphasizes both topic knowledge and the ability of pupils to express themselves in a foreign language.

However, academic writing standards at all levels of school are quite low, and successfully dealing with student essay writing is a global concern (Munro, 2003). The low performance in academic writing is linked to a variety of issues, including the manner in which it is taught at the university (Munro) (2003) Lillis and Scott (2007) Ivanic and Lea (2006) Babalola (2012) Akinwamide Ivanic and Lea (2006) (2012).

Numerous techniques to teaching academic writing have been presented. There are three well-known methods to writing instruction: product-based, process-based, and genre-based. Additionally, the process-genre approach is a fusion of all three methodologies. Each of these techniques is explored in detail, along with its respective advantages and disadvantages. Which approach is better appropriate for academic writing has become a hot topic of inquiry?

2. Discussion

2.1. Discussion of the Advantages and Disadvantages of the Four Approaches to Academic Writing

The product-based approach is a time-honored way of teaching vocabulary, grammar, mechanical concerns, content, and organization that enables L2 learners to create easily. As a teacher-centered linear teaching model, it inhibits L2 learners' creativity (Saeidi & Sahebkhair, 2015, p. 131); devalues the learner's potential, skills, and knowledge (Prodromou, 1995); pays little attention to the audience and purpose of the writing because the grammar, syntax, and mechanics are so precise (Prodromou, 1995); pays little attention to the audience and purpose of the writing because the precision of the grammar (Tangpermpoon, 2008).

The process approach stresses the process of writing rather than the final result (Xhevdet, 2015, p.699), which has an effect on how we interpret the nature of writing and how writing is taught, and places a premium on language skills rather than linguistic knowledge (Hyland, 2003). Whereas the method overlooks the social and cultural factors that influence various forms of writing (Atkinson,

2003).

The genre perspective is primarily concerned with the reader, the aim of writing, and the standards governing the content, structure, and linguistic elements necessary to persuade the reader (Hyland, 2003). Despite genres' useful effects in assisting learners in producing confident written work, they are less effective in assisting students in discovering the texts' real themes and stimulating learners' creativity as a result of imitation and study of many types of models (Badger & White, 2000, Yan, 2005).

Thus, the process-genre-based method combines the advantages of the process and genre-based approaches. The process method to teaching writing include planning, drafting, conferencing, editing, and peer review. On the other hand, the genre method requires an understanding of and consideration for the aim, audience, and context.

In conclusion, academic writing is founded on connections centered on teaching and learning, and these interactions have an impact on the effectiveness of academic writing (Sani, 2016). Academic writing debates the topic, discourse, knowledge, and overall capacity to reason and critique (Fauziah and Rahim, 2015). Academic writing conventions and standards are social in nature, having originated within academic societies. By integrating the process-genre method into English writing lessons, we guarantee that the value and effectiveness of process writing pedagogy are not fully lost when simply the genre approach is used. Throughout the writing process, these two integrated techniques compliment one another. 2015, Xhevdet, P.704). As a result, the process-genre method is more successful than the other three techniques in academic writing instruction.

2.2. Discussion of the Data Regarding the Efficacy of Instructional Strategies for Academic Writing

To establish the efficacy of different techniques to teaching academic writing, some researchers compare one strategy to another. The purpose of this study is to identify which approach is more effective at teaching academic writing. We might conclude from the data that the product approach is less successful in academic education.

Alabere&Shapii (2019) discovered that the PA is less successful than the PGA in teaching academic writing at tertiary institutions by comparing the outcomes of an experimental group taught with the PGA with a control group taught with the PA. According to Ajmal (2015), English as a Second Language students in Pakistan are unaware of the writing process and purpose owing to the dominant old-fashioned product approach, and so the PA has not achieved the desired goals emphasized in several studies.

Other studies make an attempt to demonstrate which strategy is more effective at encouraging academic writing. We may infer from the study that a process-genre-based approach is more successful at enhancing students' academic abilities. As Samsudin and Motd (2018) discovered, a process-genre-based method is effective in developing students' abilities to write academic texts. It is effective because it can concurrently improve students' grammar, topic knowledge, and awareness of academic writing's stylistic standards. When appropriate techniques are used, writing will improve. In this scenario, English instructors would benefit from knowing that using a process-genre approach has been shown to improve students' argumentative genre writing (Achamyeleh, 2019). The findings from Classroom Action Research demonstrate that the process-genre approach is effective in improving students' writing abilities, and both student and teacher interview answers support the technique's application (Abrar ,2015).

Rabiat & Aspalila (2019) discovered that if the strategy is properly implemented, it may improve students' academic writing skills. If the exercises are well-implemented, the instructor will also profit from the instruction. It would be beneficial for English instructors to know that the process-genre method has been shown to improve students' argumentative genre writing (Getnet, 2019, p.9).

3. Conclusion

The research demonstrates that PGA is effective in academic writing because it helps students to develop their abilities gradually. When used appropriately, the PGA is a successful method of teaching academic writing.

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