The Effectiveness of Process-Genre Approach in Developing Academic Writing Skills among the Students of the Arab Academy for Sciences, Technology and Maritime Transport

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Abstract

The present research explored the effectiveness of the process-genre approach, a key factor in the success of the experiment, in developing academic writing skills for first-year College of International Transport and Logistics students. A quasi-experimental design was used to achieve this aim. The research participants comprised 60 first-year College of Arts and Design students from the Arab Academy for Science, Technology & Maritime Transport, Sheraton branch, Egypt. The researchers prepared an academic writing skills checklist and a pre-post academic writing skills test. The pre-posttest was administered to the research participants before and after the experiment. Results signified that the experimental group outperformed the control in the post-administration of the academic writing skills test due to using the process-genre approach in their teaching. They also showed that the process-genre approach effectively developed the academic writing skills of Arab Academy for Science, Technology & Maritime Transport students as it had a large effect of (0.92) on developing them.

Keywords:

Academic Writing Skills, Process-Genre Approach

المستخلص

هدفت الدراسة الحالية إلى تعرف فاعلية مدخل العمليات ونمط النص في تنمية مهارات الكتابة الأكاديمية باللغة الإنجليزية لدى طلاب الأكاديمية العربية للعلوم والتكنولوجيا والنقل البحري، وبلغت عينة الدراسة ٦٠ طالبا وطالبة من الفرقة الاول, كلية الفنون والتصميم بالأكاديمية العربية للعلوم والتكنولوجيا والنقل البحري في محافظة القاهرة– فرع مصر الجديدة، تم تقسيمهم إلى مجموعتين مجموعة تجريبية ومجموعة ضابطة بواقع ثلاثين طالب وطالبة لكل مجموعة, واشتملت أدوات الدراسة وموادها التعليمية إلى ١) قائمة مهارات الكتابة الأكاديمية باللغة الإنجليزية ٢) اختبار مهارات الكتابة الأكاديمية في اللغة الإنجليزية, ٣) مقياس تصحيح اختبار مهارات الكتابة الأكاديمية من اعداد الباحثة للمجموعتين التجريبية و الضابطة، طلاب المجموعة التجريبية تم تدريبهم من خلال استخدام مدخل العمليات ونمط النص، بينما تم استخدام الطريقة التقليدية مع المجموعة الضابطة, وتم استخدام المنهج الوصفي والمنهج شبه التجريبي, واوضحت نتائج تحليل البيانات الى تفوق المجموعة التجريبية على طلاب المجموعة الضابطة في التطبيق البعدي لمهارات الكتابة الأكاديمية باللغة الإنجليزية. في ضوء هذه النتائج الايجابية يوصي باستخدام مدخل العمليات ونمط النص في تنمية مهارات الكتابة الأكاديمية باللغة الانجليزية، بالإضافة الى تطبيق مدخل العمليات ونمط النص في تنمية مهارات القراءة والكتابة الناقدة والابداعية.

1- Introduction:

Academic writing plays a significant role in universities since it enables students to develop certain writing conventions, expand their terminology, and engage in several types of discourse. Undergraduate students often struggle to acquire a demanding skill during their studies.

Writing is defined as a thinking process in which a writer's ideas, thoughts, and learning experiences are translated into written form, and it is considered one of the most important skills to acquire in an academic setting, particularly at the tertiary level (Mohamadi, 2018; Wingate & Harper, 2021).

Oshima and Hogue (2006) distinguish academic writing at the college level from personal, literary, journalistic, and business writing by considering audience, tone, and purpose. They encompass genres like narrative, procedural, expository, and argumentative forms Mahsun (2014). Indrawati and Subadiyono (2018) further elaborate on various forms of academic writing, including books, translations, essays, research articles, conference papers, journal articles, theses, dissertations, and abstracts.

Academic writing holds a pivotal role in the language development of English language learners, necessitating proficiency in diverse areas such as writing organization, coherence, grammar, and vocabulary (Campbell, 2019).

Farahian & Avarzamani (2018) and Teng (2022) pointed out that students may face obstacles when trying to achieve these goals. The development of the student's academic writing skills depends on their ability to understand, plan, and determine the writing goals and to reflect on the results of their writing to improve the quality of their writing overall. Nasser (2018) added that they lack the specific knowledge of grammar and academic conventions, as well as the organization and logic required in academic discourse.

Academic writing is often considered a difficult course for students because they must pass all prerequisite courses before taking the course. Academic Writing requires students to deal with new and unfamiliar

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academic tasks. Al Badi (2015) argued that academic writing is not easy to achieve, especially in a foreign language. Furthermore, the academic writing level for college students differs from that of the lower levels of writing since it requires writers to have a strong argument in their academic essays.

Belkhir and Benyelles (2017) emphasized that it is difficult for EFL learners to write in English academically because it requires general writing skills such as assessing appropriate grammar, paraphrasing, summarizing, and exploring arguments from journal articles in developing supporting ideas.

Academic writing is the ability of students to write in different domains including that of linguistic, cognitive and sociocultural nature Abdusselam et al., (2018). When students master academic writing, it enables them to show argumentations logically and discuss and give opinions and feedback on others' writing objectively Khazaal (2019). Moreover, mastering academic writing has become essential for EFL students to successfully conduct and write research studies (Harb et al., 2022). However, it is observed that EFL students' writings lack such academic writing skills Khazaal (2019).

This means that academic writing skills remain difficult for students. Therefore, students need an approach that can help them learn, express, and refine their academic writing skills. One of the contemporary approaches is the process genre approach.

Tommaso and Venzella (2018) stated "Indeed, the process genre approach is based on the assumption that the product, process, and genre approaches should be treated as complementary rather than competing in the writing pedagogy."

The Process Genre Approach (PGA) guides students through five stages as follows:

1- **Preparation:** In the first phase, instructors introduce a writing context and genre, enhancing language skills through various exercises related to the topic. (Pujianto, Emilia, & M.I., 2014; Emilia, 2012)

2- **Modeling:** Students immerse themselves in the target genre, analyzing its features, structures, and devices by studying text sources to understand its purpose and patterns. (Badger and White, 2000; Pujianto et al., 2014; Yan, 2005).

3- **Planning:** Through brainstorming, discussions, and reading, students generate ideas and deepen their topic understanding, fostering interest and readiness for collaborative writing.

4- **Joint Construction:** Instructors and students collaboratively create a text, serving as a model for independent writing. Feedback loops guide students through brainstorming, revising, and editing.

5- **Independent Construction:** Students progress to individual writing tasks, with the option of instructor support within the classroom or independent assignments. They select topics and produce a draft of their work.
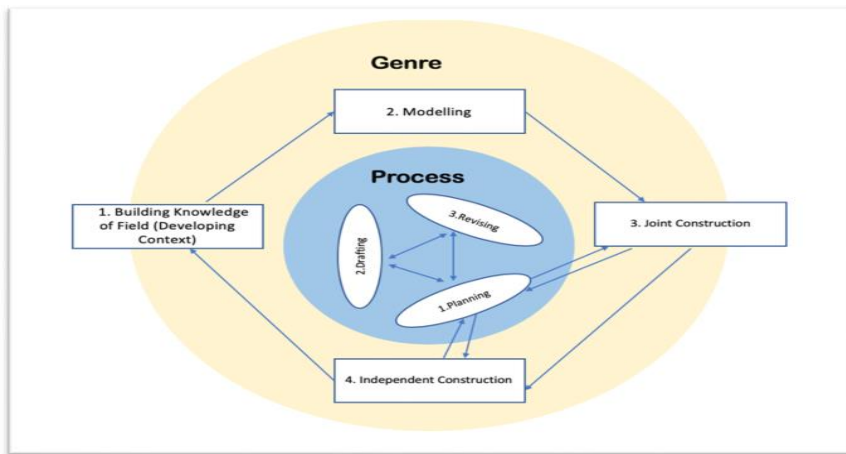
Process-genre approach's teaching instruction model (Huang & Zhang, 2020)

Garnica et al. (2015), Rusinovci (2015), Voon Foo (2007), Babalola (2012), Tuyen et al. (2016), and Handayani & Siregar (2013) pointed out that the PGA has several advantages for developing students' writing:

1- **Strategic Development:** Students learn to tailor their writing strategies to the specific purpose and audience of their work, enhancing their ability to communicate effectively.

2- **Model-Guided Writing:** Analyzing text models provides students with a concrete framework to guide their own writing choices, leading to improved structure and coherence.

3- **Enhanced Writing Quality:** Students demonstrate measurable improvements in clarity, organization, and genre-specific skills, resulting in more polished and effective writing.

4- **Holistic Integration:** The approach fosters a deeper understanding of the interconnectedness of language, context, and writing processes, promoting a more purposeful and audience-centered approach to writing.

5- **Effective Communication:** Ultimately, students develop the ability to articulate their ideas more effectively in writing, achieving their communicative goals with greater success.

The instructor's role in the Process-Genre Approach (PGA) supports students' writing development. By combining the 'process approach' and the 'genre approach,' the teacher plays various key roles that are essential for fostering students' academic writing skills:

1- **Facilitator of Learning:** The teacher establishes a collaborative and critical thinking classroom environment that encourages risk-taking in writing (Pujianto & Emilia, 2014).

2- **Model and Mentor:** Through collaborative writing activities, teachers demonstrate the writing process and provide guidance and support for students in their writing tasks (Rayupsri & Kongpetch, 2014).

3- **Genre Analyst:** Teachers assist students in analyzing different genres by examining sample texts to understand specific features, structures, and language use (Rabiee, 2010).

4- **Source of Feedback:** Providing constructive feedback on students' writing, highlighting strengths, areas for improvement, and encouraging peer feedback in a collaborative setting (Goldstein, 2004).

5- **Promoter of Reflection:** Engaging students in reflecting on their writing processes, choices, and challenges to enhance self-awareness and learning (Huang & Zhang, 2020).

6- **Celebrator of Achievements:** Recognizing and celebrating students' progress and achievements in writing to create a positive and motivating learning environment (Gupitasari, 2013).

Thus, the process-genre approach plays a crucial role in developing competent writers who can navigate the demands of various writing tasks and genres. It also empowers students with the necessary tools to communicate effectively and persuasively in varied contexts in general and academic writing in particular.

To solve the above problem, the present study researcher suggested the process genre approach for developing the academic writing skills of AASTMT students.

2- Context of the Problem:

a- Related Studies:

In light of the researcher's experience with the present study in the field of English language teaching, she observed that little attention is paid to academic writing skills when engaging in Academic English classes in the AASTMT. So, the researcher reviewed several studies (Ali et al. (2019), Fathy. (2020), and Diyaab et al. (2021) conducted in the English language field, which called for using suitable approaches to enhance students' academic writing skills.

b- Researcher's Experience:

The researcher's prior experience at AASTMT as an assistant lecturer. She taught students one course that required academic writing assignments. The researcher observed that most students had serious academic writing issues, which were evident in her corrections of their writing assignments.

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c- Pilot Study:

To investigate the problem closely, the researcher implemented a pilot study on a random sample of 20 students in the first semester of the 2022-2023 academic year. The pilot study was an academic writing test in which students were required to write an academic essay about a topic they had already researched in their class.

The pilot study revealed several key areas where students' academic writing skills could be improved:

1- **Vocabulary and Grammar:** Many students lacked academic vocabulary and grammar proficiency.
2- **Academic Style:** Students struggled to employ a formal and objective tone consistently.
3- **Critical Thinking:** Some students had difficulty formulating well-supported arguments.
4- **Coherence and Cohesion:** Many students lacked the ability to link ideas and sentences effectively.
5- **Organization:** Many students struggled with organizing their ideas in a logical and coherent structure.

d- The unstructured Interview revealed the following findings:

- **Academic conventions**: 15 students are unfamiliar with academic conventions such as citation, referencing, and formatting, which are necessary to cite sources and make their writing acceptable according to academic standards.

- **Paraphrasing**: Not all students can accurately paraphrase sources to avoid plagiarism and incorporate external information into their writing.

3- Statement of the Problem:

The present research problem was manifested in the weakness of the AASTMT students in academic writing skills. So, the present study attempted to develop academic writing skills for those students using a process-genre approach in teaching proposed modules.

4- Questions of the Study:

The present study attempted to answer the following question:

What is the effectiveness of the process-genre approach in developing AASTMT students' academic writing skills?

From this main question, the following three sub-questions were emerged:

1- What are the required academic writing skills for the AASTMT students?

2- What is the suggested framework for using the Process-Genre Approach to develop academic writing skills for AASTMT students?

3- What is the effect size of using the Process-Genre Approach in developing academic writing skills for the AASTMT students?

5- Hypotheses of the Study:

1- There is a statistically significant difference between the mean scores of the experimental and the control groups on the post-administration of the academic writing skills test in favour of the experimental group.

2- There is a statistically significant difference between the mean scores of the experimental group on the pre-and post-administrations of the academic writing skills test, in favour of the post-administration of the academic writing skills test.

6- Delimitations of the Study:

This study was confined to two groups of 60 first-year AASTMT students randomly assigned to the control group (n=30) and experimental group (n=30). It was randomly selected from one of the Colleges of the Arab Academy of Science, Technology and Maritime Transport in Cairo Governorate, College of Arts and Design (Sheraton Branch), in the first semester of the academic year 2023/2024.

The experimentation started on 25 October 2023 and ended on 20 December 2023. Therefore, the research results can be confined only to that population.

7- Significance of the Study:

The present study is expected to help in the following areas:

- **For Students:** This is intended to equip them with a range of techniques and methods that they can employ to enhance their proficiency in academic writing and its conventions.

- **For Language Instructors:** The objective is to offer them diverse recommendations and advice that they can effectively utilize in their teaching strategies to improve the academic writing skills of their EFL students.

- **For Curriculum Developers and Designers:** The goal is to encourage them to embrace design thinking in the process of creating and refining curricula and educational resources, to advance their academic writing skills of learners.

- **For EFL Researchers:** This study aims to provide robust theoretical and empirical groundwork, serving as a platform for them to further their investigations in this field.

8- Delimitations of the study

The study was delimited to:

- A group of students enrolled in the Arab Academy for Sciences, Technology and Maritime Transport, Sheraton Branch, Cairo, Egypt.

- A set of academic writing skills and conventions identified in the rubric.

- The first semester of the academic year 2023-2024.

9- Methodology of the Study:

The current study used the following:

1) **The descriptive-analytical method**: to review the previous literature and studies on academic writing skills and the Process-Genre Approach.

2) The **quasi-experimental design**: to measure the effectiveness of a Process-Genre Approach in developing the required academic writing skills for the AASTMT students.

10- Variables of the Study:

The present research had the following two variables:

- The Independent variable: The use of the Process-Genre Approach.

- The Dependent Variable: Developing academic writing skills for the AASTMT students.

11- Participants of the Study:

The study participants were randomly selected from the College of Arts and Design students, Arab Academy for Science, Technology and Maritime Transport, Sheraton branch, in the academic year 2023/2024. This college was selected because it gave the researcher all the time needed for the experiment.

The participants used in this study were (60) students divided into two groups, (30) as experimental and (30) as control. All students have been learning English as their first foreign language for ten years. Students' ages ranged from 18 to 19 years during the academic year 2023/2024. It is worth mentioning that first-year College of Arts and Design students usually have two sessions of Academic English per week. Each session continues for 60 minutes.

12- Instrument of the Study:

The researcher developed the study instruments, academic writing skills checklist, pre-post-test academic writing skills test, and rubric for assessing the AASTMT students. Before this pre-posttest, the following checklist was designed for the required academic writing skills that should be developed for the AASTMT students.

12-1 The Academic Writing Skills Checklist

Before designing the study instruments, the required academic writing skills should have been determined. So, the study's researcher had set the English academic writing skills checklist for the required skills for

the AASTMT students. The items on the checklist were suggested by some related studies and literature previously mentioned, such as Diab (2021) and Seif (2022).

12-1-1 Purpose of the Checklist

The checklist was designed to determine the essential skills required for first-year AASTMT students to develop academic writing skills in English.

12-1-2 Construction of the checklist:

The academic writing checklist consists of the following skills:

a- Academic Conventions

b- Coherence and Unity

c- Organization

d- Content

e- Mechanics

f- Paraphrasing

12-1-3 Validity of the Checklist:

The checklist was submitted to a panel of seven TEFL-specialized jury members to determine whether academic writing skills were appropriate for AASTMT students. The jury suggested that the initial checklist contained seven main skills, whereas the final version had six main skills.

12-2 The Pre-Post Academic Writing Skills Test

Having determined the required academic writing skills, the researchers could design academic writing skills pre-posttest for the AASTMT students.

12-2-1 Aim of the Test

The test aimed at measuring the students' levels of the experimental and control groups regarding the required academic writing skills. It was used as a pretest to show that both groups had equivalent academic writing skills. Then, as a posttest, it aimed at identifying any possible

progress and difference in both groups' academic writing skills achievement.

12-2-2 Validity of the Test

To ensure the validity of the test, the researcher submitted it, in its initial form, to 7 specialized jury members. The test became valid when modified according to the jury members' comments and suggestions.

12-2-3 The Reliability of the Test

The test's reliability was assessed using Cronbach's Alpha, yielding a coefficient of (0.9) for a sample of (20) students. This high degree of internal consistency indicates that the test is reliable and suitable for a valid application.

12-2-4 Pre-Test

Before the implementation, a pre-English academic writing skills test was administered to both experimental and control groups.

12-2-5 Post-Test

The same test was administered to examine the effectiveness of PGA in developing the students' English academic writing skills.

12-3 Sessions Based on the Process-Genre Approach

12-3-1 The Aim of the Sessions

The sessions' main aim was to develop the academic writing skills of AASTMT Students using the Process-Genre Approach.

12-3-2 Duration

The suggested modules were applied to the experimental group's students in the first semester of the academic year (2023/2024).

12-3-3 Content of the Units

The content of the modules was designed according to the intended learning objectives based on the process genre approach. The modules comprised different tasks and activities as the basis for exploring, analyzing, and producing text genres: descriptive, argumentative, expository, and narrative. Each module dealt with certain academic writing skills and a particular text genre.

12-4   Academic Writing Skills Scoring Rubric (AWSSR)

The writing rubric, designed to assess academic writing skills and assign corresponding marks in pre-and post-tests, was evaluated for validity by a panel of seven specialists in (EFL). The rubric employs a four-point Likert scale, ranging from "not good" (1) to "excellent" (4).

13- Procedures of the Experiment:

1) Choosing a random sample of 60 AASTMT students and dividing it into two groups: a control group of 30 students and an experimental group of 30 students.

2) Pre-administering the academic writing skills test to both experimental and control groups to ensure their equivalence before the experiment so that any progress in the experimental groups' performance would be due to using the PGA approach.

3) Using the PGA approach with the experimental group and regular instruction with the control group in teaching English academic writing skills.

4) Post-administering the academic writing skills test to both experimental and control groups.

5) Collecting and analyzing the obtained data.

6) Presenting and discussing the results of the study.

7) Introducing recommendations and suggestions for further research

14- Results of the Research:

On displaying the results of the present study, verifying its hypotheses and answering its question dealt with;

14-1- The First Hypothesis

The first null hypothesis states, **"There is no statistically significant difference between the mean scores of the experimental and control group students in the post-administration of the academic writing skills test, both as whole and each sub-skill separately."** To verify this hypothesis, an Independent Samples t-test was used to determine the

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significance of differences between the two groups, along with Levene's Test for Equality of Variances, which is a prerequisite for the t-test for two independent groups. This is shown in Table (1)

Table (1)

Component	Group	Means	Std. Deviation	Levenes,s Test for Equality of Variances		t		Effect size (η2)
				F	Sig.	t- test value	Sig.	
Academic Conventions	Experimental	24.67	1.43	2.020	0.161	9.833	0.000	0.625
	control	12.97	6.05					
Coherence and Unity	Experimental	7.27	0.78	0.095	0.759	14.937	0.000	0.794
	control	3.67	1.06					
Organization	Experimental	6.83	0.91	0.989	0.324	9.222	0.000	0.595
	control	3.93	1.46					
Content	Experimental	33.83	2.45	0.012	0.91	15.565	0.000	0.807
	control	14.73	6.26					
Mechanics	Experimental	20.4	2.54	0.270	0.605	12.691	0.000	0.735
	control	10.43	3.47					
Paraphrasing	Experimental	10.63	1.07	0.484	0.489	10.051	0.000	0.635
	control	4.53	3.15					
Academic Writing of the overall score	Experimental	103.63	4.8	0.004	0.951	26.780	0.000	0.925
	control	50.27	9.8					

(n1=n2=30), (and degrees of freedom = 58)

This means accepting the first hypothesis of the research, which indicates a significant difference at (0.05) level between the experimental and control groups in the post-test of the academic writing skills test in favour of the experimental group.

14.2. The Second Hypothesis

The second null hypothesis states, "**There is a statistically significant difference between the mean scores of the experimental group students in the pre-and post-administration of the academic writing test as a whole score and each sub-skill separately, in favour**

of the post-administration". A Paired Sample t-test was used to verify this hypothesis to detect the significance of the differences between the two administrations. This is shown in Table (2):

Table (2)

Performance	Means		Std. Deviations		t- test value	Sig.
	pre	post	pre	post		
Academic Conventions	6.83	24.67	1.86	1.43	29.215	0.000
Coherence and Unity	2.3	7.27	1.12	0.78	19.759	0.000
Organization	1.97	6.83	1.3	0.91	16.309	0.000
Content	11.67	33.83	5.47	2.45	21.484	0.000
Mechanics	7.33	20.4	4.02	2.54	14.891	0.000
Paraphrasing	3.1	10.63	1.63	1.07	22.742	0.000
Academic Writing of the overall score	33.2	103.63	9.79	4.8	31.967	0.000

(n=30, degrees of freedom=29).

Table (2) makes it clear that all values of the effect size expressed by the Eta square are greater than 0.232, and this value indicates that the effect size is very large, and this indicates that the use of the PGA has a very large impact on the development of academic writing in the English language. As a total score and sub-skills among students of the Arab Academy for Science, Technology and Maritime Transport (the experimental group).

The value of Eta-square ($\eta2$) for the total score of the academic writing skills test for the experimental group was greater than 0.232. This means that the effect size is very large, indicating that the use of the PGA has a very large effect on the development of English academic writing. As a whole score and sub-skills among students of the Arab Academy for Science, Technology and Maritime Transport (the experimental group).

15- Answering the Questions of the Study

Having verified all the hypotheses of the study, the researcher will also try to answer the study's questions, the present study attempted to answer the following main question:

15-1 Answering the main question

- What is the effectiveness of using Process-Genre Approach in developing AASTMT students' academic writing skills?

To answer this question, the effect size of using the Process-Genre Approach on developing academic writing skills was calculated; it was greater than 0.232. Therefore, it could be said that the Process-Genre Approach in this study had a large effect on the experimental group students on the post-test.

15-2 Answering the first question

1- What are the required academic writing skills for the AASTMT students?

In order to answer this question, the research designed the academic writing skills checklist as mentioned in its initial form on page (10).

15.3 Answering the second question

2- What is the suggested framework for using the Process-Genre Approach to develop academic writing skills for the AASTMT students?

In order to answer this question, the proposed framework of the Process-Genre Approach for developing academic writing skills for the AASTMT students was prepared and displayed as mentioned in page (16).

15.4 Answering the third question

3- What is the effect size of using the Process-Genre Approach in developing academic writing skills for the AASTMT students?

Table (1) mentions the mean scores, t-value, Z calculated value, and effect size for academic writing skills to answer this question.

16- Discussion of the Results:

After implementation, the scores of the study groups in the pre-posttest were analyzed and compared. The results indicated the following:

1) There is a statistically significant difference between the mean scores of the study participants on the pre and post-test regarding the

development of English academic writing skills as a total score in favour of the post-test scores.

2) There is a statistically significant difference between the mean scores of the study participants on the pre and post-test of the English academic writing skills as a total score in favour of the post-test.

3) The study findings highlight that the Process Genre Approach significantly improved students' academic writing skills. Students demonstrated better organization, coherence, and academic language use than those taught traditional methods.

4) The PGA group better understood different academic genres (e.g., essays, research papers, literature reviews). This awareness translated to more appropriate structure, language choices, and tone in their writing.

5) The PGA improved the quality and appropriateness of students' writing and allowed them to express their ideas logically in classroom discussions. This was consistent with the findings of other related studies, such as Seif (2022).

6) Students reported increased confidence in their writing processes. They felt more equipped to plan, draft, revise, and edit their work, leading to a sense of ownership over their academic writing development.

7) PGA's collaborative and scaffolded nature led to higher levels of engagement and motivation in the classroom. Students actively participated in peer review and feedback sessions, fostering a supportive learning environment.

8) The study findings can also benefit other researchers' future research, especially those who deal with obstacles to academic writing skills or are eager to use the PGA to develop students' academic writing skills.

17- Conclusion

According to the results of this study, it was concluded that:

1- The PGA positively affected the development of AASTMT students' academic writing skills.

2- Employing PGA in an effective manner for academic writing enhanced the quality of AASTMT students.

3- Using PGA helped AASTMT students improve their academic writing skills.

18- Recommendations

Based on the results obtained throughout the current study, it can be concluded that

- PGA is a powerful tool for improving academic writing skills.

- It not only helps students understand the structure, grammar, and purpose of different genres, conventions, and audiences but also guides them through the writing process step by step.

- It fosters a deeper understanding of the writing task and helps students develop the skills needed to communicate effectively in academic settings.

- It equips students with the tools and strategies they need to become confident and competent academic writers.

- Academic English instructors should encourage students to read various texts like books, articles, and stories.

- It led to improvements in the clarity, organization, and overall quality of their academic papers.

- Place more emphasis on developing students' academic writing skills in general and in a tertiary stage in particular.

- Consider the Process-Genre Approach while designing an English language curriculum, as it is important in motivating students to get involved in the learning process.

- The " Process-Genre Approach " should be encouraged in learning/teaching academic writing skills, as it encourages students to work in pairs or groups.

- Curriculum designers should use the Process-Genre Approach when designing Academic writing courses and motivating students to learn Academic English.

19- Suggestions for Further Research:

Based on the findings of the present study, the following suggestions for further research were recommended:

- The Effect of Process-Genre Approach on Developing College of International Transport and Logistics Students' Speaking in English for Specific Purposes Course.

- The Effect of Process-Genre Approach on Developing College of International Transport and Logistics Students' Writing in English for Specific Purposes Course.

- The Effect of Process-Genre Approach on Developing College of International Transport and Logistics Students' Reading Comprehension in English for Specific Purposes Course.

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