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STUDY AMONG UNIVERSITY STUDENTS IN
ECUADOR**

**MEJORANDO LAS HABILIDADES DE ESCRITURA
ARGUMENTATIVA A TRAVÉS DEL ENFOQUE BASADO EN
PROCESOS-GÉNEROS: UN ESTUDIO CUASI-EXPERIMENTAL
ENTRE ESTUDIANTES UNIVERSITARIOS EN ECUADOR**

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Enhancing Argumentative Writing Skills via the Process-Genre based Approach: A Quasi-Experimental Study among University Students in Ecuador

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ABSTRACT

This research project sought to examine the influence of the process-genre based approach on the enhancement of argumentative writing skills among B2 level English as a Foreign Language (EFL) learners at the Language Center of UNIANDES-CTT de los Andes University. Through a quasi-experimental design, a population of 45 participants was separated into two groups: the experimental group comprising 23 students and the control group consisting of 22 students. Pre and post-tests, modeled after the essay writing section of the FCE standardized Cambridge Exam, were administered and assessed based on four criteria (Content, Communicative achievement, Organization, and Language) in alignment with the B2 level rubric. By employing a mixed research methodology, this study integrated quantitative analysis of test outcomes with qualitative inquiry to derive insights from result interpretation, culminating in conclusions drawn from a comprehensive understanding of the broader context and participants' experiences. Statistical analysis through paired t-tests substantiated that the experimental group demonstrated notably superior progress in argumentative written expression, thereby corroborating the alternative hypothesis. The results underscored the efficacy of the process-genre based approach in improving students' proficiency in argumentative writing. Significantly, this approach furnished scaffolding for writing instruction, facilitating the formulation and execution of coherent and cohesive argumentative essays. It boosted learners' confidence and self-esteem, while also refining strategic planning, organizational, and meticulous editing skills. In conclusion, the integration of the process-genre based approach positively influenced students' writing capabilities, underscoring its pivotal role in skill cultivation and fostering an enriching environment for refining argumentative writing competencies.

Keywords: English as a Foreign Language (EFL) learners, Process-Genre based Approach, Writing Instruction Scaffolding, Argumentative Writing Skills

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Mejorando las Habilidades de Escritura Argumentativa a través del Enfoque Basado en Procesos-Géneros: Un Estudio Cuasi-Experimental entre Estudiantes Universitarios en Ecuador

RESUMEN

Este proyecto de investigación tuvo como objetivo examinar la influencia del enfoque basado en el proceso y el género en el fortalecimiento de las habilidades de escritura argumentativa entre estudiantes de inglés como lengua extranjera (ILE) de nivel B2 en el Centro de Idiomas de la Universidad Unianandes. A través de un diseño cuasiexperimental, se dividió a una población de 45 participantes en dos grupos: el grupo experimental, compuesto por 23 estudiantes, y el grupo de control, que consistió en 22 estudiantes. Se administraron pruebas pre y post, modeladas según la sección de redacción de ensayos del examen estandarizado FCE de Cambridge, evaluadas según cuatro criterios (Contenido, Logro comunicativo, Organización y Lenguaje) alineados con la rúbrica de nivel B2. Este estudio empleó una metodología de investigación mixta que integró el análisis cuantitativo de los resultados de las pruebas con la investigación cualitativa para obtener perspectivas a partir de la interpretación de los resultados, lo que culminó en conclusiones derivadas de una comprensión integral del contexto más amplio y las experiencias de los participantes. El análisis estadístico a través de pruebas t de muestras relacionadas corroboró que el grupo experimental mostró un progreso notablemente superior en la expresión escrita argumentativa, validando así la hipótesis alternativa. Los resultados subrayaron la eficacia del enfoque basado en el proceso y el género en la mejora de la competencia de los estudiantes en la escritura argumentativa. Significativamente, este enfoque proporcionó un andamiaje para la instrucción de escritura, facilitando la formulación y ejecución de ensayos argumentativos coherentes y cohesionados. Mejoró la confianza y la autoestima de los estudiantes, además de refinar las habilidades de planificación estratégica, organización y edición meticulosa. En conclusión, la integración del enfoque basado en el proceso y el género influyó positivamente en las capacidades de escritura de los estudiantes, destacando su papel fundamental en el cultivo de habilidades y en la creación de un entorno enriquecedor para el perfeccionamiento de las competencias en escritura argumentativa.

Palabras clave: estudiantes de inglés como lengua extranjera (ILE), Enfoque basado en el proceso y el género, andamiaje en la instrucción de escritura, habilidades de escritura argumentativa

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INTRODUCTION

Acquiring proficient argumentative writing skills in a second or foreign language (L2/FL) presents a multifaceted challenge influenced by sociocultural and pedagogical factors (Nolen et al., 2015). In Ecuador, English education is extensively implemented across institutions, yet the country consistently ranks low on global proficiency indices like the EF English Proficiency Index (EF EPI), indicating considerable room for improvement (MINEDUC, 2016). The national objective within Ecuadorian educational settings is for students to achieve a B1 to B2 level in English by the conclusion of college (MINEDUC, 2016). Despite this goal, effective instructional methods supporting students in mastering argumentative writing skills require further exploration. The dearth of research specifically on the process-genre based approach in Ecuadorian contexts highlights the significance of this study, which has emerged as a promising pedagogical strategy for enhancing argumentative writing skills among L2 learners, emphasizing structured writing processes and systematic genre analysis.

Conducted in Ambato, Ecuador, a mid-sized city in the highlands, this study involved 45 post-secondary students aged 18 to 23 from a private university. Its aim was to examine how the process-genre based approach influences the enhancement of argumentative writing skills across various majors. By investigating how this method scaffolds writing instruction and improves students' ability to construct coherent and persuasive arguments, the research seeks to offer valuable insights into effective pedagogical practices in Ecuadorian English language education. Through the analysis of writing samples and instructional practices, this study anticipates identifying pedagogical strategies that can enhance students' proficiency in argumentative writing. By demonstrating the effectiveness of the process-genre based approach in Ecuadorian classrooms, this research aims to contribute to advancements in English language education practices and curriculum development globally.

This investigation draws upon a comprehensive review of scholarly literature on the "Process-genre based approach and argumentative writing," including scientific articles, journals, and academic papers. The selected sources provide critical insights into the primary variables underpinning this study, sourced from reputable educational publications. For instance, Chala-



Bejarano and Chapetón (2013) conducted a qualitative study at Pontificia Universidad Javeriana, Bogota, employing a four-stage action research process to examine the impact of the process-genre based approach on argumentative essay composition among L2 English language learners, noting significant improvements in both writing skills and self-confidence. Similarly, Degaga (2018) employed a quasi-experimental design to explore the effects of the process-genre based approach on writing skills and perceptions of EFL students at Hawassa University, revealing substantial enhancements in writing performance and student attitudes, particularly in non-mechanical aspects. Additionally, Pujianto et al. (2014) conducted a descriptive case study at a school in Bandung, focusing on senior high students' report text writing skills, demonstrating the approach's positive influence on language skill acquisition through systematic analysis and modeling. Moreover, Huang and Zhang (2022) investigated metacognitive strategy use among L2 writers following process-genre based instruction at a Chinese university, employing a mixed-methods approach to highlight improved clarity and strategic integration in writing tasks. Furthermore, Alabere and Shapii (2019) assessed the efficacy of the process-genre based approach in enhancing academic writing skills among ESL undergraduate students, affirming its effectiveness in fostering capabilities in academic essay writing. Lastly, Huang and Zhang (2020) explored the impact of process-genre based instruction on argumentative writing skills among L2 learners, revealing significant improvements in argumentative writing performance compared to traditional methods. In summary, these studies collectively underscore the broad and positive impact of the process-genre based approach on various facets of writing, including argumentative essays and report texts, across diverse student populations. They affirm its effectiveness in enhancing writing skills, promoting metacognitive strategies, and facilitating clearer and more diverse written expression in educational contexts worldwide.

English as a Foreign Language (EFL) in Ecuador

English as a Foreign Language (EFL) education in Ecuador assumes a crucial role within both public and private educational sectors nationwide, despite significant deficiencies persisting in university students' writing proficiency. The Ministry of Education (MINEDUC) has initiated numerous initiatives to elevate standards in English language instruction. Since 1992, MINEDUC



has mandated EFL inclusion in primary and secondary school curricula, complemented by collaborative projects such as the Curriculum Reform and Development for the Learning of English (CRADLE) with the British Council. This endeavor introduced contextualized English teaching materials such as 'Our World Through English', benefiting approximately 1,200,000 students and educators from 1993 to 1999 (MINEDUC, 2009). In 2015, MINEDUC launched the Strengthening the Teaching of English project to enhance English proficiency among Ecuadorian teachers, resulting in the adoption of a new National English Curriculum in 2016 aligned with the Common European Framework of Reference for Languages (CEFR). Despite these efforts, Ecuador faces persistent challenges in achieving adequate levels of English proficiency. According to Education First (2021), Ecuador ranks poorly in international English proficiency assessments, positioned 90th out of 112 countries and second lowest among 20 Latin American nations, with a score of 440. Several factors within the Ecuadorian educational landscape impede effective English language teaching and learning. These include pedagogical constraints, infrastructural limitations, and educational policies (Sevy et al., 2020). Moreover, Bravo et al. (2017) emphasized the critical role of learner autonomy and motivational factors, noting that traditional emphasis on grades rather than learning outcomes may hinder student engagement and language acquisition efforts. Aligned with Gardner's Instrumental and Integrative orientations (Gardner, 1985), studies by Ortega and Fernández (2017) underscored Ecuadorian EFL students' instrumental motivation to enhance job prospects, facilitate travel, and pursue higher education abroad, thus fostering positive attitudes towards English language acquisition and English-speaking cultures. In response to these challenges and motivations, this study aims to enhance argumentative writing skills among Ecuadorian university students through a process-genre based approach. By investigating the efficacy of this pedagogical method in scaffolding writing instruction and fostering the development of coherent and persuasive arguments, this research seeks to provide critical insights into enhancing English language education practices within Ecuadorian universities.

The process-genre based approach to teaching writing

The Process-Genre Based Approach represents a significant and eclectic perspective in the field



of foreign language education, particularly in the context of teaching writing. This approach has gained prominence for its unique combination of the product, process, and genre approaches, offering learners a holistic understanding of written language in foreign language environments. Rooted in the fusion of these diverse pedagogical principles, the Process-Genre Approach exposes learners to written texts that serve as valuable linguistic tools for analysis. Moreover, it goes beyond mere linguistic exploration by facilitating learners in comprehending the underlying communicative purposes embedded within various genres. Furthermore, this approach equips learners with the instrument to examine the complex organization and development of ideas in written discourse, thus enhancing their overall writing proficiency (Badger & White, 2000). According to Babalola (2012), the process-genre based approach constitutes a fusion of two distinct pedagogical approaches, serving as a potent tool for enhancing students' writing competencies. This innovative approach draws inspiration from the genre-based approach, encompassing elements such as contextual understanding, writing purpose, and specific text characteristics. Additionally, it incorporates process-based elements, including the cultivation of writing skills and the consideration of learners' responses to the writing process. Gao (2007) asserted that the process-genre based approach exhibits certain defining characteristics, fostering learners' creative thinking, clarifying the complexities of text construction by writers, imparting knowledge of linguistic features, and facilitating an understanding of the specific discourse communities in which particular genres are employed. Therefore, the theoretical foundations and practical implications of the Process-Genre Based Approach will be discussed, highlighting its significance in fostering foreign language writing competence.

Argumentative Writing

Argumentation is inherently a social endeavor involving discourse among individuals with divergent viewpoints on contentious issues. The presentation of propositions follows a discernible structure crucial for determining the acceptability of a standpoint. These rational acts are guided by critical standards, which encompass argumentative discourse elements, audience considerations, and the relevance of selected strategies (Walton et al., 2008). Addressing the suitability of argumentative strategies is particularly critical in anticipating differences of opinion



about controversial issues (van Eemeren et al., 2013). This anticipation drives the expression of perspectives and the formulation of compelling arguments, making argumentative writing a potent tool for asserting beliefs, challenging opposing views, and promoting meaningful discourse. Supporting effective argumentation through dialogic means assumes importance due to its interactive nature, involving individuals with diverse perspectives. However, it is essential to recognize that argumentative writing is constrained by finite cognitive resources (Stanovich, 2011). Moreover, Bereiter and Scardamalia (1987) argued that argumentative writing operates as a problem-solving process, requiring writers to engage purpose-driven self-regulatory processes (Graham & Harris, 1997). Like all forms of problem-solving skills, writing is bounded by the writer's available cognitive capabilities and processing capacity. Hence, writers must meticulously organize all stages of the writing process, from goal setting and planning to composition and revision of their essays. Argumentative writing in English as a foreign language (EFL) offers distinct advantages that significantly contribute to language acquisition and overall language proficiency. One key benefit is the development of critical thinking skills. Flower and Hayes (1981) asserted that argumentative writing tasks necessitate learners to analyze information, evaluate evidence, and construct well-reasoned arguments, thereby promoting higher-order cognitive skills. Engaging in argumentative writing encourages EFL learners to critically evaluate complex topics and to articulate their thoughts persuasively, which can have a lasting positive impact on their language competence (Hyland, 2019). Another advantage of argumentative writing in EFL is its ability to enhance language fluency and accuracy. Swales (1990) suggested that writing argumentatively compels learners to use language purposefully and precisely to effectively convey their viewpoints. This process fosters vocabulary expansion, deepens understanding of grammar and syntax, and increases awareness of rhetorical devices. Through repeated practice in constructing arguments, learners become adept at expressing themselves coherently and persuasively in both written and spoken English (Dudley-Evans & St. John, 1998). This development of linguistic skills in the context of argumentation not only benefits language learners in academic settings but also equips them with practical communication tools for real-world scenarios. Moreover, argumentative writing fosters cultural



awareness and intercultural competence. By engaging with topics from diverse cultural perspectives, learners gain insights into different worldviews and ways of thinking (Kachru, 1992). This exposure helps them navigate cross-cultural communication effectively and promotes a deeper appreciation of cultural nuances in language use (Byram, 2020). Thus, argumentative writing in EFL not only enhances language proficiency but also contributes to learners' ability to interact with diverse audiences and engage in meaningful cross-cultural exchanges.

METHODOLOGY

Research Approach

A mixed-approach was adopted in order to assess the effectiveness of the process-genre based approach in argumentative writing. Within the quantitative approach, numerical data was systematically collected to establish the relationship between the independent and dependent variables. Miller et al. (2018) pointed out that this quantitative approach serves as a tool for researchers to comprehend frequencies, averages, and correlations, and to subject theories or assumptions to scrutiny and validation through statistical analysis. Furthermore, this approach is particularly suited for hypothesis testing, generalizability, and exploring relationships between variables through the application of statistical techniques. It is a valuable tool in various academic disciplines and is widely used in social sciences, natural sciences, and many other fields to provide empirical evidence and support informed decision-making (Creswell & Creswell, 2017). In contrast, the qualitative approach of the research delves into the aspects of the study, obtaining insights through the interpretation of results and drawing conclusions based on the broader context and participants' experiences. Kothary (2004) contended that the gathering of qualitative data should be characterized by an exploratory nature, permitting an in-depth examination of the data. The author further asserted the preference for employing qualitative data collection methods in the context of small groups, while emphasizing that qualitative data cannot be subjected to quantitative assessment.

Type of research and research design

This study employed an exploratory, descriptive, and correlational research approach, utilizing a quasi-experimental research design. The experiment included both a control group and an



experimental group within its framework. The control group underwent traditional writing composition methods without external interventions, while the experimental group received treatment focusing on the process-genre approach to argumentative writing. This treatment encompassed stages such as preparation, modeling and reinforcement, planning, joint construction, independent construction, and revising and editing. Quasi-experimental designs, as described by Cook and Campbell (1979), aim to establish causal relationships by applying interventions to pre-existing groups, rather than through random assignment. Such designs are commonly employed across disciplines to investigate cause-and-effect relationships under realistic conditions, thereby bridging the gap between the controlled environments of experimental research and the practicalities of real-world settings (Shadish et al., 2002).

Tools

A research instrument is the primary tool utilized for gathering, quantifying, and evaluating data within a study (Kothary, 2004). These instruments encompass various mechanisms such as tests, questionnaires, rating scales, checklists, and surveys. In the context of quantitative research, the researcher administered both pre-tests and post-tests to each participant, based on the writing section format of the FCE Cambridge examination. Furthermore, the study engaged two examiners affiliated with the English teaching program at the institution's language center. These examiners utilized a standardized assessment framework derived from the B2 Cambridge First Certificate in English test (FCE) to evaluate argumentative essays submitted by experimental and control groups. The evaluation criteria in the rubrics comprised four key aspects: Content assessed the relevance of the text to the assigned task, Communicative Achievement evaluated the effectiveness of conventions in engaging the target reader and conveying ideas, Organization considered the structure and coherence of the text, and Language evaluated the use of vocabulary, grammatical forms, and the appropriate use of less common lexis, while also assessing error control that might hinder communication.

Participants

Participant selection in experimental research plays a critical role in determining the validity and generalizability of study findings. Fisher and Yates (1938) underscored the importance of a



meticulous participant selection process within a well-structured experimental framework. This process ensures that the sample accurately represents the target population, thereby minimizing biases and enhancing the study's external validity. In this study, the participant pool consisted of forty-five English learners at the B2 proficiency level. These learners were enrolled in two separate English language courses, each involving eight hours of weekly instruction. The experimental group comprised twenty-three students who received instruction based on the process-genre approach aimed at enhancing argumentative writing skills. Conversely, the control group consisted of twenty-two students who received conventional writing instruction methods.

Table 1 Control Group Population

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

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

Table 2 Experimental Group Population

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

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

Procedure

The research procedure involved a structured series of twelve interventions, each lasting sixty minutes, demanding significant time commitment. These interventions included ten instructional sessions focused on implementing the process-genre based approach to enhance argumentative writing skills. Participants were divided into two groups: the control group, receiving traditional writing process training, and the experimental group, instructed in the process-genre based approach.

The instructional framework followed a comprehensive six-stage process derived from process-genre principles: preparation, modeling and reinforcement, planning, joint construction,

independent construction, and revising and editing. This structured approach aimed to guide students in developing argumentative essays characterized by coherence and cohesion, emphasizing scaffolding to support language proficiency and learning objectives (Bruner, 1978). The primary objective was to produce well-structured argumentative essays, aligned with the writing process described by Spratt et al. (2011) : generating ideas, planning and organizing, drafting, editing for content improvement, proofreading for accuracy, and finalizing drafts. Visual tools such as brainstorming diagrams facilitated systematic idea generation during the planning stage, tailored to equip students to write on diverse topics including higher education, second language learning, and environmental issues.

The research began with a pre-test administered from the FCE Cambridge International test, evaluated by two English teachers. Participants were then assigned to either the control or experimental group based on instructional method.

The instructional interventions commenced with an explanation of the process-genre approach to the control group, emphasizing its efficacy in argumentative essay composition. Topics such as alternative paths to success beyond college were introduced through classroom discussions and model analysis, followed by instruction on essay structure including topic sentences, arguments, evidence, and conclusions. Visual aids like spider diagrams facilitated idea organization, leading to collaborative and individual essay construction phases. Peer-assessment exercises focused on content, grammar, punctuation, and capitalization, guiding students in revising their essays based on feedback.

Over nine subsequent sessions, students systematically developed their essay writing proficiency using a consistent instructional framework. Each session began with in-depth preparatory discussions to analyze subject matter, introducing essay models to highlight essential components and persuasive language. Visual aids like spider graphs and flowcharts supported organized idea development, with collaborative efforts integrating ideas from discussions. Students then worked individually on their essays, benefiting from instructional tools as references. Peer-assessment tasks emphasized content and technical accuracy, covering a range of engaging topics.



The series concluded with a post-test based on the FCE writing section, evaluating students' ability to compose argumentative essays. Evaluation was conducted by the same English teachers to ensure consistency and reliability in assessment practices.

Hypothesis

The quantitative variable of interest, argumentative writing, was assessed using a numerical scale. To test the hypotheses, a paired sample t-test was employed, examining both the null hypothesis and the alternative hypothesis, as described below:

Null Hypothesis (H0): There is no significant impact of the process-genre based approach on the development of argumentative writing skills among B2 level learners at the Language Center of CTT de los Andes.

Alternative Hypothesis (H1): The process-genre based approach has a significant impact on the development of argumentative writing skills among B2 level learners at the Language Center of CTT de los Andes.

RESULTS AND DISCUSSION

Descriptive analysis of the pre-test and post-test

Table 3 Control Group Statistics

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

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

The table presents statistical data concerning the performance of the control group, comprising 22 participants, in both pre and post-tests. All participants provided valid responses. In the pre-test, the average score (mean) was 1.682, with a median of 2.000 and a mode of 1.0, indicating a tendency towards lower scores. Scores ranged from 0.0 to 3.0. In the post-test, the mean slightly increased to 1.864, while the median and mode remained unchanged at 2.000 and 1.0,



respectively. Notably, the highest score in the post-test rose to 4.0. These findings suggest a consistent prevalence of lower scores with a marginal improvement in the average score from the pre to the post-test. Additionally, there was an increase in the highest achieved score in the post-test phase within this control group.

Table 4 Experimental Group Statistics

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

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

The table presents statistical insights into the performance of a group consisting of 23 participants across pre and post-tests, ensuring a complete dataset. During the pre-test phase, the group exhibited a central tendency with a mean score of 2.130, a median of 2.000, and a mode of 2.0. Scores ranged from 1.0 to 3.0. However, significant improvements were observed in the post-test phase, indicated by a notable increase in the mean score to 4.348, accompanied by increases in the median and mode to 4.000 and 4.0, respectively. The score range also widened, with the minimum increasing to 3.0 and the maximum reaching 5.0. These findings demonstrate substantial enhancements in the group's performance from pre to post-tests, highlighting significant progress and improvement in their writing abilities within the experimental group.



Paired t-test results

Table 5 t-test paired samples statistics

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

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

The table compares the outcomes of pre and post-tests for both the experimental and control groups, highlighting notable distinctions in performance. Initially, the experimental group showed a mean score of 2.130 in the pre-test, with a standard deviation of 0.6944. In contrast, the post-test revealed a significant improvement, with a substantially higher mean score of 4.348 and a smaller standard deviation of 0.6473. This improvement underscores the effectiveness of the interventions implemented within the experimental group, resulting in considerable enhancement from the pre-test to the post-test phase.

Conversely, the control group displayed more moderate differences between their pre and post-test performances. Their pre-test mean score was 1.682, accompanied by a higher standard deviation of 0.8387. In the post-test, the mean score slightly increased to 1.864, with a larger standard deviation of 1.1668. This indicates a relatively consistent performance within the control group across both test phases, with less noticeable improvement compared to the experimental group.



Verification of hypothesis

Table 6 Hypothesis Test Summary

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

a. The significance level is .050.

b. Asymptotic significance is displayed.

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

This table presents the findings of a hypothesis test evaluating the influence of the process-genre based approach on the enhancement of argumentative writing skills among B2 level learners at the Language Center of CTT de los Andes. The null hypothesis, positing no effect of the approach on skill development, underwent assessment using a Related-Samples Friedman's Two-Way Analysis of Variance by Ranks. The test yielded a significance value of less than .001, surpassing the predetermined threshold of .050. Consequently, the null hypothesis is rejected, implying robust evidence that that the process-genre based approach has a significant impact on the development of argumentative writing skills among B2 level learners at the Language Center of CTT de los Andes.

Through the comprehensive analysis of gathered data, significant findings have emerged, affirming the hypothesis that the process-genre based approach profoundly influences the development of argumentative writing proficiency among B2 level learners enrolled at the Language Center of CTT de los Andes. The primary findings are outlined as follows.

Initially, the examination of pre-tests revealed that B2-level English learners at CTT de los Andes initially demonstrated a basic to intermediate proficiency in argumentative writing. Nonetheless, following the implementation of the process-genre based approach, substantial enhancements in argumentative writing proficiency were observed, particularly evident in the significant progress observed between pre-test and post-test evaluations. This study underscores the positive impact of employing the stages advocated by the process-genre based approach, which supports the



cultivation of proficient argumentative writing skills among students. Babalola (2012) emphasized the pivotal role of this approach in improving students' argumentative writing abilities, highlighting not only improved performance but also increased awareness of the social context and structural aspects essential to composing persuasive written discourse. Moreover, effective use and application of these stages have potential implications for improving the writing skills of underperforming students (Badger & White, 2000).

Secondly, the outcomes demonstrated that this approach not only facilitated the development of critical writing skills but also enhanced learners' abilities in strategic planning, idea outlining, and essay editing before completion. Furthermore, the research underscored the crucial role of teachers within the process-genre based approach, emphasizing their significant influence in guiding students through writing iterations and exploring different genres, thereby fostering effective literacy development. Alabere and Shapii (2019) concluded that integrating professional development training for writing teachers correlates with improved student writing performance, enhancing both teachers' writing proficiency and their effectiveness as writing instructors. Additionally, providing numerous model essays on a given topic enables students to continuously refine their writing ideas, ensuring coherent feedback and discussion while reducing learning disorganization (Tribble, 1996).

Lastly, the implementation of stages proposed within the process-genre based approach significantly enhanced students' argumentative writing proficiency by offering effective scaffolding for essay composition. Thus, this study supports the scaffolding role of the process-genre based approach in guiding students through the writing process. Freedman (1992) illustrated that this approach aids students in understanding the relationship between purpose and form within specific genres, facilitating their application during pre-writing, drafting, revision, and editing stages. Furthermore, applying this approach contributes to the development of pre-writing strategies and checklist items for revision and editing tailored to diverse task types, further enhancing students' writing proficiency (Gao, 2007).

In conclusion, this study confirms the substantial impact of the process-genre based approach on enhancing argumentative writing proficiency among B2 level learners. The analysis reveals



significant improvements in writing quality and understanding of argumentative structure. Moreover, teachers play a crucial role in guiding students through iterations and providing valuable models for effective feedback. Additionally, the approach aids students in comprehending purpose-form relationships and in developing effective writing processes. Ultimately, this research underscores the approach's vital contribution to writing proficiency and effective instructional strategies.

CONCLUSIONS

The primary aim of this study was to evaluate the impact of the process-genre based approach on the development of argumentative writing skills. Through detailed investigation, several key findings have emerged, leading to the following conclusions:

Initially, upon examining the pre-test results, it was evident that B2-level English language learners at CTT de los Andes initially demonstrated a proficiency level ranging from elementary to intermediate in argumentative writing. The study positioned their proficiency between A2 and B1 levels according to the Common European Framework of Reference. The analysis uncovered a spectrum of writing challenges among students, including limited vocabulary usage, inadequate use of cohesive devices, reliance on native language translation, issues with organization and coherence, deficiencies in punctuation, capitalization, and spelling, inconsistencies in paragraph construction, overly complex sentences, and run-on sentences.

The implementation of stages recommended within the process-genre based approach significantly contributed to improving students' argumentative writing proficiency by providing effective scaffolding for writing argumentative essays. The preparatory stage emerged as crucial, stimulating students' schemata and activating prior knowledge relevant to essay topics. Furthermore, the modeling and reinforcement phases strengthened various writing aspects, including the deconstruction of essay structures and the incorporation of essential elements such as thesis statements, topic sentences, supporting evidence, and concluding statements. The planning phase, which involved brainstorming and outlining ideas, demonstrated the efficacy of visual aids like graphs and maps in developing strong arguments among participants. The collaborative construction stage facilitated the exchange and expansion of ideas through group



brainstorming, while the independent construction phase supported participants in navigating a structured writing process. Finally, the revising and editing stage played a critical role in helping learners identify and correct errors, particularly through peer-assessment tasks.

The application of the process-genre based approach in argumentative writing fostered the development of crucial writing skills, enhancing learners' ability to strategically plan and outline ideas before writing, and enabling meticulous editing and error correction in their argumentative essays. Moreover, this approach notably bolstered learners' self-esteem and confidence, as it motivated them to actively engage in the writing process beyond rigid adherence to language conventions typically associated with this genre. Consequently, learners felt empowered to express their ideas with greater ease and flexibility.

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