

**THE APPLICATION OF WATSON'S GENRE BASED APPROACH TO
ORGANIZATION IN THE ESSAY WRITING AT ZAMFARA STATE COLLEGE OF
EDUCATION MARU: A STUDY OF NCE III STUDENTS**

BY

SAMAILA YAHAYA

SPS/12/MEN/00001

**BEING A DISSERTATION SUBMITTED TO THE DEPARTMENT OF ENGLISH AND
LITERARY STUDIES, BAYERO UNIVERSITY, KANO IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
ARTS (M.A.) ENGLISH (LANGUAGE)**

JULY, 2017

DECLARATION

“I hereby declare that this work is the product of my own research efforts; undertaken under the supervision of Professor Kamal Aliyu and has not been presented and will not be presented elsewhere for the award of a degree or certificate. All sources have been duly acknowledged”.

SAMAILA YAHAYA

SPS/12/MEN/00001

CERTIFICATION

This is to certify that the research work for this thesis and the subsequent preparation of this thesis by (Samaila Yahaya SPS/12/MEN/00001) were carried out under my supervision.

Professor Kamal Aliyu

Supervisor

Dr. Amina Adamu

Head of the Department

APPROVAL PAGE

This is to certify that the thesis has been examined and approved for the award of Masters Degree in English Language.

Professor Maina Gimba
External Examiner

Date

Dr. Amina Adamu
Internal Examiner

Date

Professor Kamal Aliyu
Supervisor

Date

Dr. Amina Adamu
Head of Department

Date

Dr. Rabi Abdulsalam
Postgraduate Coordinator

Date

ACKNOWLEDGEMENTS

All praises be to Almighty Allah, the lord of the entire universe, the most Beneficent the most Merciful and the master of the Day of Judgment; without whom nothing is possible.

This research work could not have seen the light of the day without the encouragement, support and contributions of my lecturers in the Department of English and Literary Studies, Bayero University, Kano. As such, I deem it necessary to register my indebtedness to my supervisor Professor Kamal Aliyu who painstakingly uses his precious time to go through all my work and offer constructive criticisms, which motivated me most. My sincere appreciation to my Internal Examiner who is also the Head of the Department, Dr. Anima Adamu for her assistance. I will like to express my appreciation to Dr. Rabi Abdulsalam for her gigantic effort on instilling confidence in me. My appreciation also goes to Professor Sadiya Sani Daura, Professor Bashir Sambo, Professor Mustapha Isah, Professor Zaynab Alkali, for all their assistance and contributions towards the successful completion of this research.

My deepest appreciation goes to my colleagues during the programme such as Aminu Abdulkadir (Class Representative 2012/2013), Ahmad Lamido, Ajuma, Samira Hassan, Hassan, Bulama , Sani Katsina, Abba Kano, Sanusi Jigawa, Shehu Sani and all my course mates during the programme, for their contributions.

Let me say, at this juncture, a very big thank you to my friends Abdu Dan'azumi, Yakubu Aliyu, Kabiru Sa'idu, Jamilu Salisu and all my childhood friends for their kind supports. May Allah reward them accordingly.

Equally, my colleagues in the College are not in any way exempted in this acknowledgement Abdulwasi'i A. Salihu (HOD English), Richard Gyasi, Ibrahim N. Ibrahim, Bala Dankande

Tsafe, Sani Garba Masama, Lawal Fatai Alabi, Sadi Muhammad, Shamsu Mu'azu Dan Bukar, Yasir Bala, and Muhammad Balarabe. Thank you all for your prayers and encouragements. May Allah reward you all. My profound gratitude goes to my wife Khadija Almustapha and my wonderful children Yahaya (Abba), Muhammad, Abubakar (Sadiq) and Umar (Faruk). I say thank you for your love, prayers, encouragements and sacrifice. This acknowledgement will be incomplete without registering my appreciation to my brothers and sisters, all my friends, relatives and well-wishers whose names are too numerous to mention here. Thank you all for contributing in one way or the other.

Above all, I am grateful to the Almighty Allah (SWT) for his grace, love, guidance, protection and mercies. To Him are all the glory, praise and adoration for His love for me. My earnest desire and prayer to Allah is to give me more knowledge and wisdom in the field of academics and beyond.

DEDICATION

I dedicate this work to my Late Father Alhaji Yahaya Idris, my Mother Malama Rukayya Yakub for laying a solid foundation and instilling in me the spirit of discipline, honour, courage and hard work. I only say may Allah (SWT) show his infinite mercy on them and may He grant them Jannatul Firdaus. Amin.

TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION	ii
CERTIFICATION	iii
APPROVAL PAGE	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vii
TABLE OF CONTENTS	viii
KEY TO SYMBOLS AND ACRONYMS	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	
1.0 Background to the Study	1
1.1 Statement of the problem	3
1.2 Aim and objectives of the Study	4
1.3 Research Questions	4
1.4 Significance of the Study	4
1.5 Scope and Delimitation of the study	5
CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAME WORK	
2.0 Introduction	6
2.1 Writing	6
2.2 Writing and Teaching Writing	15
2.3 Sawyer Watson Genre Based Approach to organization in Writing	16
2.4 Writing Approaches	21
2.4.1 The Functional Approach	22
2.4.2 The Process Approach	23
2.4.3 The Content Orientation Approach	25
2.4.4 The Genre Orientation Approach	25
2.4.5 The Text-Based Approach	27

2.4.6 The Reader-Oriented Approach	28
2.5 Organization	28
2.6 Organizing Essays	29
2.7 Paragraphs and Essays	31
2.8 Organization of Support in Essay Writing	32
2.9 Theoretical frame work	33
CHAPTER THREE: RESEARCH METHODOLOGY	
3.0 Introduction	35
3.1 Research design	35
3.2 Population of the Study	35
3.3 Sample size and Sampling techniques	36
3.4 Data Collection Instrument	36
3.5 Data Collection Procedure	36
3.6 Data Analysis Procedure	37
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND FINDINGS	
4.0 Introduction	38
4.1 Data Presentation	38
4.2 Data Analysis	41
4.3 Findings	53
CHAPTER FIVE: SUMMARY AND CONCLUSION	
5.0 Introduction	55
5.1 Summary	55
5.2 Conclusion	56
BIBLIOGRAPHY	57
APPENDIX	61

KEY TO SYMBOLS AND ACRONYMS

NCE	- Nigeria Certificate in Education
MT	- Mother Tongue
L1	- First Language
L2	- Second Language
CA	- Continuous Assessment
TKT	- Teaching Knowledge Test
NTI	- National Teachers' Institute
FI	- Flow of Ideas
LA	- Logical Arrangement
PS	- Precision
LERN	- Literacy and Education Research Network Project

ABSTRACT

The purpose of this research is to assess whether students comply with the convention of organization in essay writing, arrange their thoughts logically and distinguish between introduction, body and conclusion. The research aims at examining the role played by organization in essay writing with specific reference to students of Nigeria Certificate in Education (NCE). The research examined NCE III students who offer English as a course at Zamfara State College of Education, Maru and was guided by Watson's Genre Based Approach. The researcher selected 217 students as the sample size of the study. Simple random sampling is used, considering the fact that each member of the population has an equal chance of being selected. The researcher used a teacher-made test as an instrument for data collection. The subjects of the research were 218, which are control and experimental groups. The control group is 109 students while experimental group are 109 also. The research comes up with the following findings: the experimental group performed better in the area of ideas, logical arrangement and precision. Most of the students lack enough knowledge of organizing their ideas logically. There is thus significant difference between control and experimental group. The marks obtained by the experimental group are higher than that of control group. However, here are the implications of the findings: Grammar courses may be given greater priority for students to learn the rules in relation to writing. These may definitely improve their performance in writing tasks and enable them to grasp the idea of writing well-organized essays.

CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

This research investigates the role played by organization in essay writing with specific reference to students of Nigeria Certificate in Education (NCE). The research focuses on NCE III students who offer English as a course at Zamfara State College of Education, Maru.

1.1 BACKGROUND TO THE STUDY

Every normal human being, child or adult, has the innate ability to generate speech in an infinite number of sentences in his Mother Tongue (MT) (Chomsky, 1967). Learners of English as a second language (L2) have to learn through continuous training to attain the competence in both the spoken and written forms of English. English language has become a world language of socio-cultural and educational value. In Nigeria, the English language is taught as a subject at all levels of education (Primary, Post Primary and Tertiary Institution).

English Language is also used as a medium of instruction right from Primary four to six, and throughout Secondary and Higher Institutions (National Policy on Education, 2004). The influence of English language in Nigeria will remain relevant as a language of education and business transactions. In this case, students need to be proficient in the language in order to function effectively in the scheme of affairs of the nation. It is imperative to note that in recent years, interest in writing has increased among second language learners (L2), and it is the skill of language that proves to be difficult (Williams, 2004). According to Schmitt (2002:251) “writing remains one of the least well-understood, if not misunderstood subject in applied linguistics.”

The reason behind the ambiguity of the term ‘writing’ is because of the way people view it. Some regard writing as an orthography and written discourse. Schmitt (2002:251) further argues that the difficulty lies not only in generating and organizing ideas, but in translating these ideas into readable text. In supporting the above argument, Richards and Renandya (2005:303) state that “The skills involved in writing are highly complex; L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, words choice, and so on.” In this case, the difficulty becomes so pronounced among the learners particularly if their language proficiency is weak. Organization in whatever one intends doing is very important hence it helps in emerging victorious. This illuminates the fact that when one writes it is necessary to put ideas in their right places. In writing, organization refers to the arrangement and ordering of sentences to form paragraphs and the unity of the paragraphs to make a whole composition. The flow of thoughts from the opening, through the middle, to the conclusion, as well as formal features are also considered (Oladimeji, 2014). The above definition explains how important organization in essay writing is.

Learning to write in L2 mainly involves linguistic knowledge and vocabulary choice, knowledge of syntactic patterns, and cohesive device that comprise the essential building blocks of text (Hyland, 2003). It is imperative to note that by its very nature, writing is an active process. Its physical aspect forces active involvement upon a writer. Writers perform the actions of picking up a pen and pencil (or using computer keyboard) and recording their thought (Trimbur, 2008). In ESL context, reading and writing are the two skills used for getting and producing language. Writing as channel of producing language has always been problematic to students to learn. According to Gabrielatos (1993), writing is of two levels: language and organization. In the

former level, the focus is on grammar and vocabulary used in the sentences. In the later level, focus is on lay out, punctuation and method of organization. (Obanya, 2005).

1.2 STATEMENT OF THE PROBLEM

There have been many problems in students' composition writing. Many students engage in essay writing on wide range of topics or issues that are most personal or private. Students normally misuse structure of an essay. They cannot differentiate between the introduction, the body and the conclusion. Unorganized organization affects the quality of writing. Proper organization helps the writer to produce clear and interesting text. The researcher anticipates that many students are unorganized in their writing resulting from not knowing the impact of organization due to certain problems. Thus, the researcher feels the need to investigate the essay writing of NCE III students of Zamfara State College of Education Maru, so as to identify how organize they are and how it affects their writing.

This study, using Watson Genre Based Approach of organization, investigates patterns of organization in students' essays of NCE III students of Zamfara State College of Education, Maru. The Watson Approach is used in this study because it affords students ample opportunities to become aware of different purposes of essay writing and the different ways in which ideas are organized in a text.

The populations of the research group are divided into two: control and experimental which were given three essay topics to write on to find out how the students organize their ideas when writing. The populations for the study are final year English students who have more exposure to writing English.

The concern of the study is mainly to explain how the students organize their ideas in order to assess as to whether they are in conformity to the flow of ideas, logical arrangement and precision.

1.3 AIM AND OBJECTIVES OF THE STUDY

The aim of this research is to study organization in essay writing. The research has the following objectives:

1. To assess students compliance with the convention of organization in essay writing;
2. To examine logical presentation and coherence in students' essays.
3. To identify level of precision and focus to main topic in the students' essays.

1.4 RESEARCH QUESTIONS

The research formulates the following questions:

1. Do students comply with the convention of organization in essay writing?
2. Do students arrange their ideas logically?
3. Can students distinguish between introduction, body and conclusion of an essay?

1.5 SIGNIFICANCE OF THE STUDY

Good writing ensures success at all levels of education as well as securing good employment, so this research will be significant in the following ways: Firstly, it will contribute to the second language learners to master the difficulties in generating ideas and organizing them. Secondly, generally writers of essays regardless of their fields of study may find the research useful for the

fact that they will find how organization is commensurate with their writing tasks since organization is a critical aspect of any writing to communicate effectively. In the third place, the research will be beneficial to many researchers who have the interest in conducting similar studies.

1.6 SCOPE AND DELIMITATION OF THE STUDY

The research studies organizational pattern of students' essays of Zamfara State College of Education, Maru. The research dwells on NCE III students of English department. The reason of choosing this level of students is because they are familiar with composition writing.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAME WORK

2.0 INTRODUCTION

This research reviews different works related to this study. The research discusses the various views on writing, writing approaches, organization, and the rationale behind organization to writers. The purpose of this research is to synthesize the ideas of other scholars that are useful to this research.

2.1 WRITING

Academic writing is knowledge-transforming (Kamal 2001:62). Students transform the knowledge and skills acquired from their teachers or even from books or journal articles into their writing. Some higher institutions and universities adopt product-oriented approach in teaching writing to their students. As Kamal (2001:63) says “The teaching of writing at Bayero University Kano is product-oriented. The teachers assign a number of topics and the students make choices, write and handover their first draft to the teachers who mark and return the scripts.” This is what White (1988:5) terms “language focused” and students are “language learners”. (The teachers’ concern is mainly on errors and surface structures) rather than “developing writers” (That is students are not dwelling on meaning) (Zamel 1986:81-82, quoted by Kamal 2001:63). Thus, students develop hatred and lack of confidence in writing course since the approach kills their interest towards the writing activity. This shows that writing is far beyond errors and surface structure but also dwelling on meaning.

Other works (Chenoweth 1987:27; Kantor 1984; and Zamel 1987:503) argue that student's confidence can be achieved through teacher-student interaction. This interaction may even encourage the students to take the risk of developing their writing abilities. Risk-taking involves in the choice of the long sentences in their ability to manipulate syntax by the use of embedding and a deletion transformation to say more in fewer words and it is a sign of maturity in writing (Hunt 1977; Witte 1989; and Kemeen 1989, cited in Kamal 2001:65). Here, teachers need to encourage students to develop confidence through teacher-student interaction.

Writing is the most complex skill to acquire by the second language (L2) learners. Thus, Richards and Renandya (2005:303) state that "writing is the most difficult skill for second language learner to master." It involves generating and organizing ideas as well as translating the ideas into readable text. The second language learners have to master the skills of planning, organizing, spelling and word choice in order to write well. Planning, drafting, revising and editing are the stages which improve writing (Seow, 1995 in Richards and Renandya, 2005:315-320). He adds that the writing course is like grammar practice; students develop ideas and write paragraphs in controlled or guided compositions. Responding to students' writing either in oral or written form, if done properly, may improve the students and make their writing challenging, interesting and enjoyable (Richards and Renandya 2005:361). The response (the correction of students' writings) can be by the teachers, colleagues or students themselves. This indicates that students need to be engaged in constant practice to improve their writing skills.

Krashen (1984:17, as quoted in Richards and Renandya 2005) argues that "many good writers employ a recursive, non-linear approach – writing of a draft may be interrupted by more planning and revision may lead to reformulation, with a great deal of recycling to earlier stage." In a similar vein, Schmitt (2002:250-261) suggests that "writing is a complex, recursive and creative

process for both first language (L1) and second language (L2) writers. Learning to write requires the development of an efficient and effective composing process.” He further comments that, “In the early years of applied linguistics, writing was used only to assist the learning of speech. It was assumed that if a learner had the knowledge of spelling and grammar, he would be able to write.” These affirm that the knowledge of spelling and grammar can assist students to write.

Halliday and Hasan (1976 quoted in Schmitt 2002:257) explain that the ability to write presupposes some level of morphological, lexical and syntactic as well as idiomatic knowledge. Such knowledge alone does not guarantee the ability to write well because it involves much more than constructing grammatical sentences. Sentences need to be ‘cohesive’ that is, they have to be connected by cohesive devices in ways that can be followed by readers.

Aliyu (2006:145) says “writing involves putting down ideas in the encoded form, words and sentences that transmit ideas, opinions, instructions, information, observations and such similar matters.” These are not the only elements; he reiterates that, they rely on some organized and systematic way. Capitalization, punctuation and indentation (paragraph boundary) are the features of effective writing and are named mechanics of writing. Obanya (2005:48) emphasizes that for a student to be able to write well, he/she must acquire the skills of listening and speaking in the language concerned. He/she must also have enough vocabulary to enable him/her to put down the ideas on paper. Obanya (2005) adds that, writing incorporates different types and levels of complexity. For example, narrative writing – is to narrate an event particularly in the past. Descriptive writing – describes something as it is, usually in the present. Imaginative writing – tries to imagine a situation. Argumentative writing – also regarded as persuasive writing, is used to persuade the reader to accept the writer’s point or information. For a student to express himself using the appropriate type of writing, requires comprehending the different stages or levels of

writing training which involves copying, substitution, guided/free writing and creative writing. These indicate that punctuations, capitalizations, listening and speaking are skills needed in writing.

Hamp-Lyons and Heasley (1989:6) state that for students to become ‘good’ writers of English, they must study more grammar, have a good teacher, memorize useful expressions and sentences, read more, have a lot of practice in writing, study more vocabulary and think about what makes writing effective. These can only be achieved by delving into extensive reading. Thus, Kamal (2001:100) argues that students succeed in writing task and earn higher marks in continuous assessment (CA) if they cultivate the habit of reading. Through reading students acquire the skill and style of writing. Student writers cannot learn how to write unless they know how to read (Brooks and Warren 1949:456, cited in Kamal 2001). Pre-writing, writing and rewriting are the three stages to follow in teaching writing. Pre-writing deals with choosing topics and thinking or deciding on how to respond to the topic. Writing involves composing the ideas into encoded form with the assistance of a teacher. Rewriting deals with editing and proofreading. These indicate that for a student to be a good writer he/she must study more grammar, memorize and understand useful expressions and sentences.

The Teaching Knowledge Test (TKT) English Essential (2008:117-120), reiterates that the sub-skills required for effective writing are classified into two: accuracy and communication. Accuracy involves spelling, punctuation, correct grammar, appropriate vocabulary, paragraphing, linking sentences within paragraphs, linking paragraphs and proofreading. Communication goes with planning, appropriate style, organizing ideas logically, writing concisely and drafting/redrafting. It continues by explaining that to develop a piece of writing, there are certain stages to consider which involved:

- Brainstorming ideas
- Planning what to write
- Making a first draft
- Editing draft
- Rewriting or redrafting
- Revising
- Proofreading and
- Producing a final version.

(TKT English Essential 2008:117-120)

Williams (2004:160), enumerates the problems affecting second language writers. The first problem has to do with the student's level of maturity which involves his experience and control of basic lexis and structure in the target language. Secondly is the cultural intrusion into the style of writing of second language users. The third problem is unfamiliarity with the current idiomatic expressions, collocations and nuances in the target language. The last is lack of correct usage of certain key words and expressions, agreement between subject and verb, agreement of tenses, sequence of tenses, the mechanics of spelling, capitalization, punctuation, sensible and coherent paragraphs. Thus, writing makes students to sigh, chew pencil and shuffle their feet in agony (Hedge, 1989). These also show that level of maturity which involves experience and control of basic lexis and structure in the target language is needed for second language writers to adopt.

Olaofe (1991) suggests that in most academic contexts, long and short essays are often given to students. Outline helps the students to write a coherent and organized essay. Failure to write an outline brings the tendency for a student to write incoherent and disorganized essay. One way of

emphasizing cohesiveness is by writing the headings and subheadings. These indicate that writing headings and subheadings brings cohesiveness in an essay.

Thirumalai (2002) adds that writing is an individual effort but more rule-bound and therefore more error prone. The development of writing even in native English speaking students is conscious and is thus non-spontaneous. As reading involves seeing and pronouncing, writing involves association of sounds with mental composition of thoughts and their orderly presentation, and hand movements. Thus Bowen (1985, in Thirumalai 2002) views writing from four perspectives: Mechanics, emphasized in the low beginner stages (beginning), extended use of language, emphasized in the high beginner and low intermediate stages (elementary), writing with purpose, emphasized in the high intermediate and low advanced stages (intermediate), and full expository prose, emphasized in the terminal stage (advanced). Thirumalai's (2000) postulations are relevant to this study since their focus is on "organization", though the research does not clearly state this, the perspectives, especially at "expository prose" level will be concerned with patterns of organization of the essay, but this is as far as the relation to this study ends.

Eko (2005), states that the qualities of good writing involve economy, simplicity and clarity. A writer should not use a sentence that contains unnecessary words, paragraph and sentences of the same reason or information. A good writer avoids using complex language or writing bare-bone sentences and monotonous series of short simple sentences in his writing. The success of any piece of writing depends on the effective organization of its parts - words, sentences and paragraphs. Unity, coherence and development are the better ingredients for effective organization in writing. He further provides steps that can lead the writer to maintain effectiveness in writing especially long essay writers. The steps are as follows:

- Understanding clearly what one intends to do
- Defining the topic
- Locating the questions posed by the topic
- Deciding which answers to give
- Searching for materials
- Taking notes on relevant aspects
- Organizing notes into a logical outline
- Writing the paper
- Carefully revising the paper for effective statement of the problem and effective communicating of its resolution.
- Proof-reading for accuracy and completeness.

(Eko 2005:31)

Eko's (2005) steps above are of relevance to this study to the extent that, all these steps are more or less, issues or questions whose answers could be located in "proper organization" of writing task. If you understand your writing intention, define your topic, locate answers to questions raised by your (writing) topic, decide their answers and search for materials, take notes and organize the notes preparatory to actual writing revising and proof reading – what the student is actually and essentially doing here, is organization of the writing task and materials.

NTI (2000:232:245) expresses that for a writer to be successful and effective in his/her writing, the text must be organized, logical and clearly expressed. Some steps were given that help the student writers to succeed in writing task. The steps are:

1. The student must understand that each writing situation is unique, identify the purpose of the writing and communicate the purpose effectively.
2. Students must comprehend the role of the audience. (NTI 2000).

These steps by NTI (2000:232-245) are also relevant to this study, in similar stance that Eko (2005) relates to this study. NTI (2000) steps – proper understanding of uniqueness and purpose of writing and the role of the audience (or reader in this case) will give the writer more insights in his/her organization of the writing task, though “organization” has not been clearly and outrightly discussed in the steps proposed.

The discussion continues by adding that the writer can only achieve effectiveness in writing through the use of good sentences and by carefully organizing the sentences and transforming them into a good paragraph. A good paragraph involves convenient segments that are meaningful and readable. It also consist a topic sentence and supporting details. Topic sentence states the general terms or central idea in a paragraph while supporting details are specific assertions of fact that support the topic sentence. A paragraph may contain one topic sentence but many supporting details. The characteristic of a well-designed paragraph are unity, coherence and completeness. Unity occurs when the sentences stick to the topic and do not stray to secondary issues or deal with irrelevancies in a paragraph. When the sentences are logically connected, this can be through the use of transitional words or phrases, the paragraph has coherence. A complete paragraph is the one in which there is unity. The topic sentence must be developed in detail. Therefore, if the writer supplies too little evidence and leaves the reader unfulfilled, if it poses a question and gives no answer, or supplies a group of details and gives no conclusion, the paragraph lacks unity, coherence and completeness. Thus, it is said to be poor and undeveloped paragraph. The student writer can develop his/her paragraphs by:

1. Quantifying, elaborating or restating the idea in different words
2. Defining and giving examples
3. Classifying
4. Summarizing
5. Comparing and contrasting and
6. Presenting arguments (NTI, 2000:245)

Also as regards to paragraph development the student writer was guided to – quantify, elaborate, define, classify and summarize in order to develop paragraphs as the veritable building blocks of the writing task at hand. Furthermore, he (the writer) is also exhorted to learn to compare and contrast and present arguments (where necessary) these all relate to organization in an overt sense so to speak.

Famwang et al (1996), shows that writing is an important language skill. Having the ability for one to express himself properly through writing shows that one is educated especially in these days. “An educated man should be able to write a literate essay. Conversely, the student who is unable to write a literate essay cannot in all likelihood satisfy either traditional or recent standard of educational accomplishment” (Corder and Kendall 1962:6 cited in Famwang et al 1996:131). The big challenge teachers face is how a student develops effective writing skills. Thus, Famwang et al (1996) gives two guidelines on how teacher develops effective writing skills in his students. These are:

1. Writing is process and must be taught as such.
2. Writing is influenced by the student’s background and language abilities.

For instance, in guideline number one (1) the main concern should be on process of writing rather than giving attention on finished product. The process involves experience and question,

prewriting preparation, draft writing, editing and rewriting, publication or sharing, and response and feedback from the readers. While in guideline number two (2), if students lack sufficient background on a given topic and cannot relate the topic in their oral language they might have difficulty in writing about it. The point here is that the teacher should prepare his students to have what to say. This is what is called ideational and linguistic preparation (Famwang et al 1996).

2.2 WRITING AND TEACHING WRITING

Learning to write in second language (L2) mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts (Hyland 2003). Silva (1990, quoted in Hyland 2003) adds that writing is an intricate structure that can only be learned by developing the ability to manipulate lexis and grammar. It is an extension of grammar where it tests the learner's ability to produce well-formed sentences. Text, as structural entities, comprises introduction, body and conclusion. Seen as more than structure alone, text involves variety in sentence lengths and other particular organizational patterns such as narrative, descriptive and exposition are described and taught to the students (Badger and White 2000). Teaching writing incorporates four stage processes: *Familiarization* (learners are taught certain grammar and vocabulary usually through a text), *controlled writing* (learners manipulate fixed patterns, often from substitution table), *guided writing* (learners imitate model texts) and *free writing* (learners use the pattern they have developed to write an essay letter etc).

2.3 SAWYER WATSON GENRE BASED APPROACH TO ORGANIZATION IN WRITING

Watson's Genre Based Approach to Organization in writing was popular in 1980 and was created by Sawyer Watson. In the recent years the approach has received a lot of attention from researchers as well as practitioners (Richards and Renandya, 2005). It provides students with ample opportunities to become aware of the different purposes of essay writing and different ways in which information are organized in a text. Reppen (2005) emphasizes in Richards and Renandya (2005) that Genre-Based Approach offers students an opportunity to produce a desired material (composition or piece); and make them (students) become more aware of the different conventions used in different genres. This approach makes L2 writers become conversant with available conventions of any type of writing. By providing students with the conventions of the text, they (students) can make better understanding of how to make a piece of writing more effective and appropriate to the communicative purpose. This process however, helps students increase their writing skills and become more effective during peer editing and revision (Richards and Renandya, 2005). Genre Based Approach however, becomes more popular hence it emphasizes studying different type of written texts. Derewianka (1992) says genre based approach is systematic and helps in achieving the purpose of organizing ideas in writing essay. It was actually developed on the basis of language studies undertaken within the systematic functional model that shows how students learn language and how in particular they (students) learn to develop a text (Halliday, 1975).

The genre approach is concerned with providing students with explicit knowledge about language. Both writing and genre-based pedagogy have attempted in their different ways, to take the learning and teaching of writing into new territory. Both seek to empower students by making

their writing more relevant and meaningful. But, as these approaches are enacted in classroom practice, both have been criticized for separating writing from the full range of activities in which students are engaged and for a tendency to make writing an end in itself rather than seeing it as a means of achieving social and intellectual goals that are of genuine interest to the writers (Bruner, 1986).

To conclude, new pedagogical approaches to writing are enacted and cannot be separated from the teacher's overall "vision" of education and from the roles that discourse all kinds of plays in the life of the classroom community. To attempt to "implement" a new form of writing pedagogy in itself, is unlikely to achieve the desired results if all other aspects of curricular activity remain unchanged. In other words, decisions about how to help students master the "technology" of writing cannot usefully be taken on their own as with reading and talking, what students learn about writing will depend upon what they use writing to do (Bruner, 1986).

When it comes to explaining writing development in the genre approach, Hammond (1992, cited in Burns, 2001) proposed "a wheel model of a teaching learning cycle having three phases: modeling, joint negotiation of text by learners and teacher, and the independent construction of texts by learners". Modeling, Hammond noted, the time when the target genre that students should construct as introduced to the students. At this stage, discussion focuses on the educational and social function of the genre and analysis focuses on the text structure and language.

Joint negotiation of text refers to the stage when learners carry out exercises which manipulate relevant language forms. It fosters a negotiating process between the teacher and the students. It involves reading, research and disseminating information and the text of the genre is independent

on those activities. The independent construction of texts is the final phase; in which learners produce actual texts through activities such as choosing a topic, researching and writing.

Proponents such as Kay and Dudley-Evans (1998) have argued that the genre approach is more effective for learners to advance their writing skills in a second language than the process approach since the model helps free students from their severe worries over writing.

Flower and Swales (as cited in Hyon, 1966), primarily outlined the genre approach with spotlights on the formal distinctiveness of genres in order to help students gain understanding of the communicative purposes and linguistic features of texts that they are required to write in their professional discourses, while these experts paid less attention to the specific roles of content and their social environments. They regarded genres as devices for examining and teaching the written texts that students needed to master in specific settings like English for academic purposes and English for professional communication in the classrooms.

Some researchers defined a genre as “systemic functional linguistics that is concerned with the relationship between language and its functions in social settings” (Hyon, 1996). This means that the given text can be analyzed with a focus on the specific features of the language. There is a schematic model of the genre approach which emphasizes how the resources of the language system can be used to make appropriate meaning in diverse contexts. This syllabus seeks to develop students’ writing proficiency through demonstrating that their writing skills can be improved if instructional focus is placed on the ways content is structured and the language is chosen. Thus, a variety of genres are placed at the NCE curriculum: they are classified in the syllabus as either literary genre, which explore or interpret human experience or as factual genres, which suggest ideas in order to persuade. For each genre described in the syllabus, a

number of support documents are provided. The support guides clearly and sketches out the organization and content of special genres, ideas for applicable learning tasks and the common grammatical patterns suitable for each phase (Hyland, 2002).

Some researchers established the Literacy and Education Research Network project (LERN), which contributed in creating an instructional approach that would help students master various school genres such as reports, procedures, expositions and explanations.

However, there are several advantages and disadvantages of the genre-based approach. First, as for the advantages, students generally appreciate the models or examples showing specifically what they have to do linguistically. Studying a given genre also provides them with an understanding of why a communication style is the way through a reflection of its social context and its purpose. Swales (1990) pointed out how rhetorical instruction plays a pivotal role in writing improvement as prior knowledge. In this context, the genre approach is very beneficial because it brings together formal and functional properties of language in writing instruction and it acknowledges that there are strong associations between them.

As Bhatia (1993), as cited in Kim & Kim, (2005) recommended that, it is meaningful for writing instructors to tie the formal and functional properties of a language together in order to facilitate student's recognition of how and why linguistic conventions are employed for a particular rhetorical effects. If the rhetorical structure of content is analyzed by students in the genre approach, some common patterns can be identified in each genre. Naturally, these patterns will form a kind of background knowledge students can activate in the next learning situation.

Kay & Dudley-Evans (1998) mentioned that the prior knowledge will make it easier for students to produce acceptable structures in their writing tasks. Therefore, an assigned genre seems to

serve as an influential tool for both the learning and teaching of writing for both students and teachers. Furthermore, the genre approach encourages students to participate in the world around them, to comprehend writing as a tool that they can utilize and to realize how authors organize their writings. However, some proponents have indicated that the genre approach is more suitable for learners at the beginning or intermediate levels of proficiency in a second language rather than those at advanced levels, in that it releases students from deep anxieties about their writing tasks. When people learn something new, they commonly want to find some cases that they can refer to or consider as samples. There is no doubt that writing tasks can be more demanding than other language skills, so students at low level of proficiency absolutely need something that they can rely on since they have little exposure to English writing.

The disadvantages of genre-based approach thus: Much of the criticism has been centered on “the disjuncture between the claim that meaning is encapsulated in textual objects, genres as autonomous systems and the avowal of a social constructionist functional model of language” (Freedman & Richardson, 1997). From a theoretical perspective, the objection is the overemphasis on the formal features of genres and the consequent downplaying of the socially situated nature of writing, with its dynamic selection and deployment of a range of generic features to meet the demands of the particular rhetorical context. And from a pedagogical perspective, the objection is somewhat similar: Although in presenting the rationale for their approach, the advocates of genre-based pedagogy argue that text construction is embedded in and responsive to social context in classroom practice. The study and use of specific genres tends to be approached predominantly from a linguistic point of view; instead of genuine interest and communicative purpose being the basis for working with a particular genre, the genre is assigned

by the teacher and students are instructed in the relevant linguistic features and then required to use them in the construction of their own written texts.

Despite genres' beneficial roles in helping learners to produce written work with confidence, there are two concerns about the genre approach. One is that it underestimates the skills required to produce content and the other concern that it neglects learners' self-sufficiency (Byram, 2004). The genre approach not only places too much emphasis on conventions and genre features but also is less helpful for students in discovering the texts through messages due to the targeted aspects of the specified genre. Likewise, if teachers spend time explaining how language is used for a range of purposes and with a variety of readers, learners are likely to be largely passive. Thus, the genre approach is blamed for limiting learners' creative thoughts about content and is criticized that overlooks natural processes of learning and learners' creativity (Badge & White, 2000). Finally, Bawarshi (2000) pointed out that, at its best, it helps learners to identify and interpret literary texts, while at its worst; it interferes with the learners' creativity. This means that students may end up writing genres as meaningless reproductions.

2.4 WRITING APPROACHES

Raimes (1983:6) classifies the approaches to teaching writing as:

1. control to free
2. free writing
3. paragraph pattern
4. grammar-syntax-organization
5. Communicative
6. process approaches

He explains that, in control to free approach, students are first given sentences exercises, then paragraphs to copy or to manipulate the grammar. For instance, changing questions to statements, present tense to past or plural to singular. They might also change words or clauses and sometimes even combine sentences. Students are asked to write freely on any topic without worrying about the grammar and spelling for five or ten minutes, under the free approach. The teachers do not correct these short pieces of free writing. They simply read them and perhaps comment on the ideas the writer expressed. In the paragraph pattern approach, students copy paragraphs, analyze the form of model paragraphs and imitate model passages. They put scrambled sentences into paragraph order, identify general specific statements, choose or invent an appropriate topic sentence, and insert or delete sentences. In the communicative approach to writing, students are asked to assume the role of a writer who is writing for an audience to read. Whatever is written by a student is modified in some way by other students for better communicative effect. In the last approach which is the process approach to writing, students move away from a concentration on the written product to an emphasis on the process of writing. They ask not only questions about purpose and audience, but also the crucial questions: How do I write this? How do I get started? (Raimes 1983:10 cited in Thirumalai 2002) emphasizes that; the proper blend of these approaches to writing will give us best results. Scholars like Badger (2000), Seow (1995), Hyland (2003) and many others classified writing approaches as:-

2.4.1 THE FUNCTIONAL APPROACH

In preparing the second language learner (L2) students for academic writing at college or university “traditional rhetoric” or “functional approach” is more influential. It is the means for achieving the ends (or purpose) of writing since it relates structures to meaning in writing (Hyland 2003). Writing is considered a creative act of self-discovery that is learned and not

taught (Cunningham 2003). So, writing instruction is nondirective and personal, a way of sharing personal meanings and the writing courses emphasize the power of the individual to construct his/her own views on a topic. Writing refers to the act of discovering meaning, willingness to engage with students' assertions, crucial and response and central means to initiate and guide ideas (Strub, 2000 cited in Badger 2000). The teachers are to allow the students to express their own perceptions, teachers are only to dictate or guide them how to write. Here students are to allow expressing their own opinions about a topic. Teachers are only to dictate or guide them how to write.

2.4.2 THE PROCESS APPROACH

The process approach emphasizes the writer as an independent producer of texts. The teachers are only helpers in assisting the learners to perform writing tasks which include, selection of topic, prewriting activities, composing, response to draft, revising, responding to revision, proof-reading and editing, evaluation, publishing and follow up tasks (Badger 2000). Thus, writing is seen as a non-linear, exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning (Zamel 1983:165). The process approach to teaching writing comprises four basic stages, which involve planning, drafting, revising and editing (Seow 1995, cited in Richards and Renandya 2005:316). He further describes that three other stages could be inserted externally after the drafting stage, which include responding, evaluating and post-writing. For each stage, suggestions are provided as to the kinds of classroom activities that support the learning of specific writing skills. These indicate that writer is the independent producer of the texts. The teachers are only helpers in assisting the learners to perform writing task.

At the planning stage for instance, teachers can assist their students to generate ideas through some activities such as brainstorming, clustering and rapid free writing. For students to perform effectively in writing, teachers should systematically teach them problem-solving skills connected with the writing process, which enable them to realize specific goals at each stage of the composing process. Process writing provides students with a series of planned learning experiences to help them understand the nature of writing at every point. To have less intimidating task in teaching writing, the teacher should consider and translate certain principles into practice. The principles involve the course goals, theories, contents, focus, syllabus, materials, methodology, activities and course evaluation (Raimes 1995, quoted in Richards and Renandya 2005). By practicing these principles the teachers can produce optimal learning benefits. Teachers should constantly and systematically record, ponder and analyze what they have done in the classroom, and use their reflective experience as a basis for improving their instructional practice. Forris (1995, cited in Richards and Renandya 2005:331-335) describes that grammatical inaccuracies can have negative effects on the overall quality of students' writing. Because of this, teachers need to help students develop their editing as well as their composing skills. Editing here refers to the process of detecting and correcting grammatical, lexical and other mechanical errors before publishing a final written product. Based on this, Forris (1995) provides three-stage approach to teaching editing skills that can help students become independent editors of their own written work. And the focus of the editing activities should be on students' most frequent errors, especially those that affect the global meaning of their written text. The stages involve focusing on the form, recognizing major errors types and self-editing practice.

2.4.3 THE CONTENT ORIENTATION APPROACH

In the content orientation approach, the role of the teachers in teaching writing at lower levels is to reduce the students' difficulties in generating and organizing materials. At advanced levels students are often required to collaborate in collecting and sharing information as a basis for composing. Students may be asked to conduct research of some kind, either in the library, on the internet or through the use of interviews and questionnaires, so that teachers may find themselves providing assistance with data collection techniques. Group work is frequently a key element of these classes and cooperation among students in generating ideas, collecting information, focusing priorities, and structuring the way they will organize their texts provide practical purposes for genuine communication. This can be achieved until student writers delved themselves into extensive reading (Krashen 1993). Extensive reading can furnish a great deal of tacit knowledge of conventional features of written text including grammar, vocabulary, organizational patterns and interactional devices (Cunningham 2003). In this approach group work and cooperation among students provide practical purposes for genuine communication.

2.4.4 THE GENRE ORIENTATION APPROACH

Badger (2000:15) says "Teachers who take a genre orientation approach to writing instruction look beyond subject content, composing processes and textual forms to see writing as attempts to communicate with readers." Such teachers concern with teaching students how to use language patterns to accomplish coherent purposeful prose. Thus, students should write on purpose, that is they write so as to achieve something. The use of language for a particular purpose is called "language for specific purpose (LSP)". In the classroom, genre teachers focus on texts by considering how texts actually work as communication. Classroom perspective on genre goes

with the theory of systematic functional linguistics originally developed by Halliday (in Halliday 1994; Halliday and Hassan 1989) which addresses the relationship between language and its social functions. This approach emphasize on using language for particular purposes.

Martin (2001) considers genre as a goal-oriented, staged and social process. Genre is social process because members of a culture interact to achieve them; goal oriented because it involves achieving things; and staged because meaning makes in steps and usually takes writers more than one step to reach their goal. Through stages, teachers can provide students with an explicit grammar of linguistic choices, both within and beyond the sentence, to produce texts that seem well-formed and appropriate to readers. So, teachers are to provide students with opportunities to develop their writing through analyzing expert texts. Genre deals with what students actively do with language and how they come to understand the ways it works. It is obvious that students must learn how to employ conventional patterns and circumstances where they can change them as much as they need ways of drafting and editing their works. And it is very important for teachers to foster creativity while acknowledging the ways language is conventionally used to express meaning.

“A genre-based approach provides students with ample opportunities to become aware of the different purposes of written communication and the different ways information is organized in written text.” (Reppen 1995 cited in Richards and Renandya 2005:323). He taught fifth-grade students using a methodology that combined the principles which underline the genre-based and the process approaches to teaching writing. The students react positively to this instructional procedure, most of them become more aware of the different conventions used in different genre.

2.4.5 THE TEXT-BASED APPROACH

Williams (2004) explains that writing skills need varieties of activities. Teachers can use “A Text-Based Approach” to teach writing skills to their students: the text serves as a point of reference in a discussion on style preceding the writing assignments. The teacher pays attention to devices of syntax, semantics, logic and discourse, and then give a situational writing task by selection of appropriate models. The teacher may give practice in writing narrative texts and in the mechanics of dialogue presentation based on simple text. He/she draws attention to the use and place of punctuation marks appropriately in dialogue writing. The organization of the narrative into paragraphs and the coherence of details within paragraphs are also discussed. The students should be asked to write a narrative of three or four paragraphs based on their experiences. Text-based approach involves “Text-conversion exercise” in which a text is converted into another variety of writing. Students are given practice in writing the same idea or information in different ways (varietal sophisticated). The students have to be taught that the written message varies in accordance with:

1. The audience
2. The need to be formal/intimate
3. The function/purpose
4. The style etc

(Williams 2004:186)

Williams (2004) continues by stating that, before attempting to produce a particular written variety, students should examine other expert writers’ texts that exemplifies the variety they need to imitate. Not only the message, but also the devices used for conveying the message should be noted. A writer can vary to achieve different goals by studying other peoples’ writings (Hamp-

Lyons and Heasley 1989). Writing is a dynamic process in which both content and form grow out of each other and revision is the central activity. Students' writing should be viewed as consisting of stages during which the structure of what is written is reworked until the meaning is satisfactory communicated. Students should also learn how to edit their writing: Each student analyzes his/her writing and corrects whatever he/she finds to be at variance with his/her intended content and form. Student may discover that some words have been wrongly used or omitted, so as the meaning is not right, or that mistakes in spelling or punctuation have detracted from the style of presentation.

2.4.6 THE READER-ORIENTED APPROACH

Hamp-Lyons and Heasley (1989) adds that the reader-oriented approach to writing makes writing more interactive. It is important for the students to understand that the teachers will be the audience, because teachers are so often seen as critics and mark-givers. Writing for variety of audience develops flexibility and control in the writing. Marking writing interactive requires imagination on the part of the teacher, but is rewarded by the imagination and enjoyment most students display in response. This approach makes writing to be more interactive.

2.5 ORGANIZATION

Organization plays important role in composition writing. Littell (2001) says one's method of organization should be based on what their composition is trying to achieve. A composition has coherence that flows logically from one paragraph to another. Littell further adds that to achieve good organization of ideas, transitional words and phrases need to be used. Transition words and phrases help connect ideas within paragraphs. According to Mamman (2004) organization of material when writing a composition is deemed to be more difficult; hence a writer should be

conscious in putting materials together. When writing, a writer should clearly indicate how ideas are related. Mamman (2004) further says that one way of achieving good organization is by putting down the events in chronological order. Organization skill is the ability to arrange materials selected in a logical manner. For any composition to be good and coherent there must be a free flow of ideas, thought, and information. Organization is also deemed to be the ability to use good logical connectors to link paragraphs in such a way that ideas flow together. Unity and coherence of a write-up is usually brought about by a good organization (Alobi, 2006).

2.6 ORGANIZING ESSAYS

There are different reasons for writing compositions. These reasons according to Lawrence (2003) include among others informing, persuading, calling readers' attention to do something, expressing of feelings, entertaining, or giving pleasure. Essays generally consist of three main parts: Title and Introduction, Body and Conclusion. Each part is important in developing an effective essay (Connelly, 2007).

2.6.1 THE TITLE AND INTRODUCTION

The title: Titles play a vital role in creating effective essays. A strong title announces what the essay is about, attracts attention, expresses a subject of an essay and prepares to accept your ideas. Do not think you have to decide on a title right away. As you write, you may discover an interesting word or phrase that captures the essence of your essay and can serve as an effective title (Connelly, 2007). Lawrence (2003) adds that every composition needs a good introduction. Introduction in a composition is like a door opens and let people into a beautiful house. It needs to be interesting to the reader, so that he/she is able to be captivated to read a text to its end. In

supporting Lawrence's point Connelly (2007) says introduction should make a strong, clear statement that arouses the readers' attention and prepares them for the details that follow.

2.6.2 THE BODY

The body is the central part of an essay which makes a writer to express his opinions. It is also a place that discusses ideas/thoughts in details; these ideas are often put in paragraphs. Body paragraphs allow a writer to expand on ideas and provide audience with support for a chosen topic or argument. Under most circumstances, body paragraphs can be divided into three basic parts: a topic sentence, an illustration, and an explanation. The body, however, should present paragraphs in a logical way in order for readers to follow writer's train of thought. There are three common methods of organizing details thus: Organize by time, organize by parts and organize by importance.

2.6.2.1 ORGANIZATION BY TIME

Essays can be organized as a chain of events. Example: An essay about Secondary School might open with graduation then flash back to explain the challenges overcome and flash forward to the College.

2.6.2.2 ORGANIZATION BY PARTS

The supporting details of an essay can be organized by grouping them into parts or sub – divisions.

2.6.2.3 ORGANIZATION BY IMPORTANCE

If you think some ideas or details are more significant than others, you can arrange them by order of importance. Because reader's attention is greatest at the beginning and end of an essay, one should open or close with most important ideas (Connelly, 2007).

2.6.3 THE CONCLUSION

The conclusion of an essay should state a memorable fact, final thought, or observation, pose a question, or call for action. In a short essay, there is little need to repeat or summarize what readers have just read (Connelly, 2007). Lawrence (2003) adds that, conclusion is the final part of a composition. The introduction of a composition creates a good impression on a reader; and a writer needs to make impressive conclusion so as to captivate readers' attention (Lawrence 2003).

2.7 PARAGRAPHS AND ESSAYS

An essay contains a number of paragraphs, each one carrying out a particular function. Though essay structure is similar to paragraph structure (Laurie and Stephen, 2006).

However, the body of the essay contains several paragraphs that support thesis statement. Each paragraph begins with a topic sentence that states the main idea of the paragraph. The other sentences in the paragraph support the topic sentence with details, facts, and examples (Laurie and Stephen, 2006). This indicates that the body of an essay contains paragraphs, topic sentences, details, facts, and examples.

Meanwhile, the last paragraph of an essay can be conclusion and the conclusion ends the essay. The conclusion, which may restate the essay's thesis, offers the writer's final thoughts on the subject. This reaffirms that the thesis and support structure is central to nearly every essay one writes in colleges.

Similarly, Henry (2009) emphasize that two types of details are often needed to thoroughly explain a main idea: Primary and Secondary details. Primary details directly explain or support

the thesis statement. Secondary details indirectly support the thesis statement. In an essay, topic sentences of the body paragraphs are the primary supports for the thesis statement. The examples, reasons, and facts within the body of a paragraph support the topic sentence. They serve as secondary details that support the thesis statement.

Secondary supports can also be divided into two levels: Major details and minor details. A major detail supports a topic sentence. A minor detail supports a major detail. Thus, a topic sentence supports the thesis statement, and secondary supports explain a topic sentence (Henry, 2009).

2.8 ORGANIZATION OF SUPPORT IN ESSAY WRITING

The definition of a paragraph gives us a framework for defining an essay: A paragraph is a group of sentences, each with the function of supporting a single, main idea, which is contained in the topic sentence (Lee and Kelly, 2011). This indicates that, the main parts of a paragraph are the topic sentence (subject and focus), support (evidence and reasoning), and, often, the concluding sentence at the end. However, an essay is a group of paragraphs, each with the function of stating or supporting a controlling idea called the thesis. Lee and Kelly, 2011 reaffirm on the main parts of an essay thus:

Introduction: This carries the thesis, which states the controlling idea – much like the topic sentence for a paragraph but on a larger scale.

Development: This introduces the evidence, reasoning and support.

Conclusion: This provides an appropriate ending often a restatement of or reflection on the thesis.

Lee and Kelly, 2011 further argues that a paragraph is often an essay in miniature. That does not mean that all paragraphs can grow up to be essays or that all essays can shrink to become paragraphs. For College writing, however, a good understanding of the parallel between well-organized paragraphs and well-organized essays is useful. As one learn the properties of effective paragraphs – those with a strong topic sentence and strong support also learn how to organize an essay, if one just magnifies the procedure. The reverse can be said for the essay in relation to the paragraph. The essay form can be used across the curriculum and, with modifications, at the work place.

2.9 THEORETICAL FRAME WORK

The main theoretical underpinning that guides this research is Watson’s Genre Based Approach to Organization in writing. The approach was popular in 1980 and was created by Sawyer Watson. In the recent years the approach has received a lot of attention from researchers as well as practitioners (Richards and Renandya, 2005). It provides students with ample opportunities to become aware of the different purposes of essay writing and different ways in which information are organized in a text. Reppen (2005) emphasizes in Richards and Renandya (2005) that Genre-Based Approach offers students an opportunity to produce a desired material (composition or piece); and make them (students) become more aware of the different conventions used in different genres. This approach makes L2 writers become conversant with available conventions of any type of writing. By providing students with the conventions of the text, they (students) can make better understanding of how to make a piece of writing more effective and appropriate to the communicative purpose. This process however, helps students increase their writing skills and become more effective during peer editing and revision (Richards and Renandya, 2005). Genre Based Approach however, becomes more popular hence it emphasizes studying different

type of written texts. Derewianka (1992) says genre based approach is systematic and helps in achieving the purpose of organizing ideas in writing essay. It was actually developed on the basis of language studies undertaken within the systematic functional model that shows how students learn language and how in particular they (students) learn to develop a text (Halliday, 1975).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter focuses on the description of the research methodology which the researcher used. The chapter discusses the research design, population of the study, sample size and sampling techniques, data collection instrument, data collection procedure and data analysis procedure.

3.1 RESEARCH DESIGN

The researcher used experimental type of research as the experimental research allows subjects to be divided into two or more groups (Mayer, 2005). The population of the research is divided into two groups: control and experimental groups. These groups were given three essay topics for the individuals in the groups to write on, so as to examine how they organize their ideas or thoughts while writing essays.

3.2 POPULATION OF THE STUDY

The population of this research are students of the Department of English Language and Literary Studies, Zamfara State College of Education, Maru. The department is made up of NCE I, NCE II and NCE III. But the research focuses on NCE III only. The reason behind choosing this level is that they are exposed to essay writing than NCE I and II. The total number of NCE III students as at 2015/2016 academic session, was five hundred and thirty five (535). The researcher decides using this category of students because they study English language as a course; this gives them more chances to be introduced to different writing activities than the other students who do not study English language.

3.3 SAMPLE SIZE AND SAMPLING TECHNIQUES

Considering the teaming number of students, the researcher selected 217 students as the sample size of the study using Morgan and Krejcie (1971) formula. The formula says for population that runs in hundreds, 50% sample is recommended, but if it runs in thousands, a 5% to 20% sample may be drawn to be used as the representation of the entire population (Haruna, 2010). This figure according to Morgan and Krejcie (1971 cited in Haruna 2010:45) represents 54% of the population. Thus, simple random sampling is used to arrive at the above figure; considering the fact that each member of the population has equal chance of being selected to partake in the research. Mayer (2005) supports this claim by saying that to ensure groups are similar when testing variables, researchers use randomization.

3.4 DATA COLLECTION INSTRUMENT

In this research, the researcher uses a teacher-made test as an instrument for data collection. This instrument allows the researcher to test the study's research questions. Notar (2004) and Tomlinson (2008) underpinning the fact that teacher-made test predicts students' performance and allows them to see their progress. It allows a teacher to identify aspects that demand instruction.

3.5 DATA COLLECTION PROCEDURE

In collecting the data of this research, the researcher conducted a test in assessing students' performance on organization in essay writing. The test allows respondents from the two groups (control and experimental) of the population to be tested (Notar, 2004). The written essays were collected from the students. The students were given codes from number 1 to 109; each student wrote his/her code on the paper he/she wrote for easy identification during corpus analysis of the

essays. Experimental group test is administered directly at the completion of the course and also at a later date to measure application and impact of the learning (Anyadike, 2009).

3.6 DATA ANALYSIS PROCEDURE

This research uses T-test statistical technique in analyzing the data procured. The corpus analysis was adopted on the data collected (essays); tables were designed to show the performance of students on using organization in their writing.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, DISCUSSION AND FINDINGS

4.0 INTRODUCTION

This chapter contains quantitative and qualitative data analysis and interpretation of students' responses to conventions of organization on three topics based on the variables of: Flow of Ideas, Logical Arrangement, and Precision of the essay topics under study and the discussion of findings of the study. Talking about organization as aspect of writing, Kamal (2010:121) posits, the main concerns here is how the writer presents the essay so that the reader can read it through without too much trouble regarding the three variables itemized above. Tables with relevant headings are used to present the result of the study as follows:

4.1 DATA PRESENTATION

EXPERIMENTAL GROUP'S TEST RAW SCORES IN DIFFERENT AREAS

S/N	STUDENTS' CODES	AREAS	FI	LA	PS	TOTAL
		MAXIMUM MARKS	10	10	10	30
1	001		8	8	8	24
2	002		9	7	7	23
3	003		8	8	6	22
4	004		7	8	7	22
5	005		7	7	8	22
6	006		9	7	9	25
7	007		8	6	7	21
8	008		8	8	7	23
9	009		7	7	7	21
10	010		9	8	8	25
11	011		8	9	9	26
12	012		8	8	8	24
13	013		9	9	7	25
14	014		7	7	6	20

15	015		8	6	6	20
16	016		8	8	6	22
17	017		7	9	7	23
18	018		9	6	6	21
19	019		9	6	7	22
20	020		8	8	8	24
21	021		7	8	8	22
22	022		7	7	7	21
23	023		9	7	8	24
24	024		7	8	7	22
25	025		8	6	7	21
26	026		7	5	8	20
27	027		9	8	6	23
28	028		8	8	7	23
29	029		9	7	8	24
30	030		9	6	8	23
31	031		8	5	7	20
32	032		8	9	6	23
33	033		7	9	6	22
34	034		8	8	6	22
35	035		8	7	6	21
36	036		9	6	7	22
37	037		7	6	6	19
38	038		9	7	7	23
39	039		8	8	6	22
40	040		7	7	7	21
41	041		7	8	6	21
42	042		7	9	9	25
43	043		9	6	8	23
44	044		8	6	8	22
45	045		8	8	6	22
46	046		9	7	7	23
47	047		7	7	8	22
48	048		7	8	6	21
49	049		8	6	7	21
50	050		7	6	6	19
51	051		8	8	6	22
52	052		7	9	8	24
53	053		7	8	9	24
54	054		9	7	7	23
55	055		9	7	6	22
56	056		8	7	6	21
57	057		8	8	7	23
58	058		7	7	6	20
59	059		7	8	8	23

60	060		8	8	8	24
61	061		8	6	7	21
62	062		9	7	6	22
63	063		8	6	9	23
64	064		7	8	7	22
65	065		9	7	8	24
66	066		7	7	9	23
67	067		8	6	8	22
68	068		7	7	6	20
69	069		8	7	7	22
70	070		9	8	6	23
71	071		7	7	7	21
72	072		9	9	7	25
73	073		8	8	8	24
74	074		9	8	8	25
75	075		8	7	6	21
76	076		9	6	7	22
77	077		7	6	6	19
78	078		7	8	6	21
79	079		8	7	8	23
80	080		9	9	8	26
81	081		9	6	7	22
82	082		8	6	6	20
83	083		7	8	6	21
84	084		7	8	8	23
85	085		8	6	9	23
86	086		7	6	8	21
87	087		9	7	7	23
88	088		8	7	7	22
89	089		8	8	6	22
90	090		7	6	8	21
91	091		8	7	8	23
92	092		7	7	7	21
93	093		8	6	6	20
94	094		7	8	6	21
95	095		8	7	7	22
96	096		8	8	8	24
97	097		6	7	6	19
98	098		7	8	7	22
99	099		7	7	8	22
100	100		6	8	8	22
101	101		8	8	7	23
102	102		7	8	7	22
103	103		6	8	6	20
104	104		8	7	6	21

105	105		7	8	8	23
106	106		8	7	7	22
107	107		8	8	8	24
108	108		8	8	9	25
109	109		6	6	8	20

4.2 DATA ANALYSIS

FLOW OF IDEAS

This aspect of convention of organization of writing refers to how ideas to be explained in the essay are presented in the essay to make reading and reception by the reader accessible and easy.

TABLE 4.1: FLOW OF IDEAS

VARIABLE	NUMBER OF SCORES 1 – 10	FREQUENCY OF RESPONSES	PERCENTAGE
FLOW OF IDEAS	9 Marks	25	22.93%
	8 Marks	43	39.44%
	7 Marks	37	33.94%
	6 Marks	04	3.66%
TOTAL		109	100%

Table 4.1 above shows as regards Flow of Ideas of the students essays, the data shows 109 students wrote from the three topics with a frequency of responses on this aspect of 25 students scoring 9 marks, representing 22.93% percent of the total. 43 students scores 8 marks representing 39.44% percent of the total while, 37 students have 7marks score, representing 33.94% percent of the total. 04 students have a score of 6 marks, representing 3.66% percent of

the total responses of student who wrote the essay topics. For a mark of 9, the essay displays complete flow of ideas as for the mark of 8, the flow of ideas is easy to follow, as for the mark of 7, the flow of ideas is without effort to present the message in the essay. Award of 6 marks of the flow of ideas is easy to get by a reader well enough to follow the message in the essay.

LOGICAL ARRANGEMENT

Logical Arrangement of ideas as an element of organization suggests ideas in the essay are arranged logically. The student here begins with the main idea followed by supporting ideas in a logical sequence in meaningful paragraphs which involves interplay of thinking, writing and rewriting. This is interactive process of thinking and writing as opined by Zamel (1983:172).

TABLE 4.2: LOGICAL ARRANGEMENT OF IDEAS

VARIABLE	NUMBER OF SCORES 1 – 10	FREQUENCY RESPONSES	PERCENTAGE
LOGICAL ARRANGEMENT	9 Marks	08	7.33%
	8 Marks	40	36.69%
	7 Marks	34	31.19%
	6 Marks	25	22.98%
	5 Marks	02	1.83%
TOTAL		109	100%

Table 4.2 in the area of Logical Arrangement of ideas shows that out of 109 students that wrote from three essays in this study 8 students score 9 marks representing 7.33% percent of the sum total. 40 out of 109 students of this study has a score of 8 marks which is 36.69% percent of the

grand total, while 34 students has a score of 7 marks out of 10 representing 31.19% percent of the total. 25 students out of 109 scores 6 marks which is 22.98% percent of the total. Finally, 02 students score 5 marks out of 10 which is 1.83% percent of the total. As previously explained, an award of 9 marks out of 10 in the essay displays complete logical arrangement of ideas, while an award of 8 marks out of 10 shows good logical arrangement. The logical arrangement of ideas in the essay is easy to follow and logical. 7 marks score is awarded to an essay which has logical arrangement of ideas which could be followed without much effort. 6 marks are awarded to an essay whose logical arrangement is easy to get through by a reader. While 5 marks are meant for essay in which the logical arrangement is if the reader/marker could follow the message in the essay most of the time respectively.

PRECISION OF STUDENTS' ESSAY

Precision of students' Essays refers to how precise the organizational structure of an essay is in reference to the intention of the essay written by a particular student or writer. Here the writer is expected to adhere to maxim of relevance which is proportionately indicated in the student essay's introduction indicating a statement of intention in the essay.

TABLE 4.3: PRECISION OF STUDENTS' ESSAYS

VARIABLE	NUMBER OF SCORES 1 – 10	FREQUENCY RESPONSE	PERCENTAGE
PRECISION OF STUDENT ESSAYS	9 Marks	08	6.43%
	8 Marks	32	30.27%
	7 Marks	35	32.11%
	6 Marks	34	31.19%
TOTAL		109	100%

Table 5.3: Expresses the level of Precision in the students' Essays. From the total of 109 students 8 have a score of 9 marks which is 6.43% percent of the total. 32 students out of 109 students of the study have a score of 8 marks representing 30.2% percent of the grand total, while 7 marks were scored by 35 students which is 32.11% percent of the total. 34 students have a score of 6 marks which is 31.19% percent. As for the standard the award of marks established earlier a score of 9 marks by a student show high level of precision in the essay. An 8 mark score shows an essay that is accessible and precise to the awarder/reader while, an award of 7 mark score shows an essay is precise and could easily be followed. Finally, an award of 6 mark score to an essay shows it has a near high precision and can easily be read through and precise to set intention of the topic given.

TESTING THE STUDY RESEARCH QUESTIONS

This study was anchored on these earlier formulated research questions: Do students comply with convention of organization in essay writing? Do students arrange their ideas logically? Can students distinguish between Introduction, body and conclusion of an essay?

If the students' performance in their written essays as analyzed based on pattern of organization, the research questions could be said to have been answered. The students' have appreciable level of awareness of Logical Arrangement of ideas in their essays tested. Also, students writing tested has precision which tallies with ability to distinguish between Introduction, body and conclusion in their essays. Finally, the students as reflected in their essays have compiled with pattern organization in their essay writing.

The data collected and the percentages computed and presented focusing the three variables: Flow of Ideas, Logical Arrangement and Precision in students' Essays; on the corpus and of students' written essays adapted to the data analyzed and discussed.

RAW DATA FOR CONTROL AND EXPERIMENTAL GROUPS

CONTROL GROUP'S TEST RAW SCORES IN DIFFERENT AREAS

S/N	STUDENTS' CODES	AREAS	FI	LA	PS	TOTAL
		MAXIMUM MARKS	10	10	10	30
1	001		4	5	3	12
2	002		4	3	3	10
3	003		5	4	2	11
4	004		6	3	4	13
5	005		3	5	3	11
6	006		5	3	3	11
7	007		4	3	4	11
8	008		3	4	3	10
9	009		4	3	5	12
10	010		3	4	3	10
11	011		5	4	3	12
12	012		3	3	4	10
13	013		4	3	3	10
14	014		3	5	5	13
15	015		3	3	3	09
16	016		6	4	6	16
17	017		3	4	3	10
18	018		4	3	4	11
19	019		4	3	3	10
20	020		4	5	4	13
21	021		4	3	3	10
22	022		3	5	4	12
23	023		3	3	3	09
24	024		5	6	5	16
25	025		4	3	3	10
26	026		4	3	4	11
27	027		3	4	3	10
28	028		4	5	4	13
29	029		3	3	3	09

30	030		4	4	4	12
31	031		5	3	4	12
32	032		3	4	3	10
33	033		3	3	4	10
34	034		4	4	5	13
35	035		4	3	3	10
36	036		5	4	4	13
37	037		4	3	3	10
38	038		3	4	3	10
39	039		4	3	6	13
40	040		3	3	4	10
41	041		4	3	4	11
42	042		3	3	4	10
43	043		3	3	4	10
44	044		4	4	3	11
45	045		3	5	4	12
46	046		4	3	3	10
47	047		3	4	4	11
48	048		3	3	3	09
49	049		4	4	5	13
50	050		4	3	6	13
51	051		3	4	3	10
52	052		6	3	4	13
53	053		3	3	3	09
54	054		4	5	4	13
55	055		5	3	3	11
56	056		3	3	3	09
57	057		4	4	4	12
58	058		3	6	3	12
59	059		4	3	6	13
60	060		4	3	3	10
61	061		5	4	4	13
62	062		6	3	3	12
63	063		3	3	4	10
64	064		4	3	3	10
65	065		5	6	4	15
66	066		3	3	3	09
67	067		4	4	3	11
68	068		3	3	6	12
69	069		3	3	3	09
70	070		4	4	4	12
71	071		3	4	3	10
72	072		4	3	4	11
73	073		3	5	5	13
74	074		4	6	3	13

75	075		3	3	4	10
76	076		4	4	4	12
77	077		3	3	3	09
78	078		4	4	4	12
79	079		3	6	3	12
80	080		4	3	4	11
81	081		3	4	5	12
82	082		4	3	3	10
83	083		3	3	6	12
84	084		3	5	3	11
85	085		4	3	4	11
86	086		3	3	4	10
87	087		3	4	3	10
88	088		4	3	5	12
89	089		3	5	3	11
90	090		4	3	4	11
91	091		4	3	3	10
92	092		3	4	4	11
93	093		4	4	4	12
94	094		3	4	4	11
95	095		4	4	3	11
96	096		3	3	3	09
97	097		4	3	5	12
98	098		3	4	4	11
99	099		4	4	3	11
100	100		4	5	4	13
101	101		3	4	5	12
102	102		3	5	4	12
103	103		4	5	4	13
104	104		3	3	3	12
105	105		3	4	3	10
106	106		3	4	4	11
107	107		4	3	3	10
108	108		3	4	5	12
109	109		3	4	5	12

**EXPERIMENTAL GROUP'S TEST RAW SCORES
IN DIFFERENT AREAS**

S/N	STUDENTS' CODES	AREAS	FI	LA	PS	TOTAL
		MAXIMUM MARKS	10	10	10	30
1	001		8	8	8	24
2	002		9	7	7	23
3	003		8	8	6	22
4	004		7	8	7	22
5	005		7	7	8	22
6	006		9	7	9	25
7	007		8	6	7	21
8	008		8	8	7	23
9	009		7	7	7	21
10	010		9	8	8	25
11	011		8	9	9	26
12	012		8	8	8	24
13	013		9	9	7	25
14	014		7	7	6	20
15	015		8	6	6	20
16	016		8	8	6	22
17	017		7	9	7	23
18	018		9	6	6	21
19	019		9	6	7	22
20	020		8	8	8	24
21	021		7	8	8	22
22	022		7	7	7	21
23	023		9	7	8	24
24	024		7	8	7	22
25	025		8	6	7	21
26	026		7	5	8	20
27	027		9	8	6	23
28	028		8	8	7	23
29	029		9	7	8	24
30	030		9	6	8	23
31	031		8	5	7	20
32	032		8	9	6	23
33	033		7	9	6	22
34	034		8	8	6	22
35	035		8	7	6	21
36	036		9	6	7	22
37	037		7	6	6	19
38	038		9	7	7	23
39	039		8	8	6	22

40	040		7	7	7	21
41	041		7	8	6	21
42	042		7	9	9	25
43	043		9	6	8	23
44	044		8	6	8	22
45	045		8	8	6	22
46	046		9	7	7	23
47	047		7	7	8	22
48	048		7	8	6	21
49	049		8	6	7	21
50	050		7	6	6	19
51	051		8	8	6	22
52	052		7	9	8	24
53	053		7	8	9	24
54	054		9	7	7	23
55	055		9	7	6	22
56	056		8	7	6	21
57	057		8	8	7	23
58	058		7	7	6	20
59	059		7	8	8	23
60	060		8	8	8	24
61	061		8	6	7	21
62	062		9	7	6	22
63	063		8	6	9	23
64	064		7	8	7	22
65	065		9	7	8	24
66	066		7	7	9	23
67	067		8	6	8	22
68	068		7	7	6	20
69	069		8	7	7	22
70	070		9	8	6	23
71	071		7	7	7	21
72	072		9	9	7	25
73	073		8	8	8	24
74	074		9	8	8	25
75	075		8	7	6	21
76	076		9	6	7	22
77	077		7	6	6	19
78	078		7	8	6	21
79	079		8	7	8	23
80	080		9	9	8	26
81	081		9	6	7	22
82	082		8	6	6	20
83	083		7	8	6	21
84	084		7	8	8	23

85	085		8	6	9	23
86	086		7	6	8	21
87	087		9	7	7	23
88	088		8	7	7	22
89	089		8	8	6	22
90	090		7	6	8	21
91	091		8	7	8	23
92	092		7	7	7	21
93	093		8	6	6	20
94	094		7	8	6	21
95	095		8	7	7	22
96	096		8	8	8	24
97	097		6	7	6	19
98	098		7	8	7	22
99	099		7	7	8	22
100	100		6	8	8	22
101	101		8	8	7	23
102	102		7	8	7	22
103	103		6	8	6	20
104	104		8	7	6	21
105	105		7	8	8	23
106	106		8	7	7	22
107	107		8	8	8	24
108	108		8	8	9	25
109	109		6	6	8	20

Table 4.4 T-test results of the control and experimental groups' flow of ideas

Category	Number of respondents	Mean	Standard Deviation	Standard of Error Mean
Control	109	3.6972	.77585	.07431
Experimental	109	7.8165	.82960	.07946

In the area of flow of ideas of students' essays, the data in the table above shows a mean of 3.6972 for the control group and a mean score of 7.8165 for the experimental group; the mean scores of experimental group is higher than the control group's mean scores. This proves that there is a significant difference between the mean performance of control and experimental groups in the flow of ideas in the students' essays. However, even the standard deviation of the two groups suggests that there is significant difference between the groups. This is because, the table above shows a standard deviation of .77585 for the control group and a standard deviation score of .82960 for the experimental group; the standard deviation scores of experimental group is higher than the controls group's standard deviation scores. This proves that there is a significant difference between the standard deviation performance of the control and experimental groups in the area of flow of ideas in the students' essays. This situation answers the research question 1 which says: Do students comply with the convention of organization in essay writing?

Table 4.5 T-test results of the control and experimental groups' logical arrangement

Category	Number of respondents	Mean	Standard Deviation	Standard of Error Mean
Control	109	3.7248	.85928	.08230
Experimental	109	7.2752	.96101	.09205

In the area of logical arrangement of students' essays, the data in the table above shows a mean of 3.7248 for the control group and a mean score of 7.2752 for the experimental group; the statistical figure of the mean vindicates the fact that the scores of experimental group is higher

than the control group's mean scores. The score proves that there is a significant difference between the mean performance of the control and experimental groups in the flow of ideas in the students' essays. However, even the standard deviation of the two groups suggests that there is significant difference between the groups. This is because, the table above shows a standard deviation of .85928 for the control group and a standard deviation score of .96101 for the experimental group; the standard deviation scores of experimental group is higher than the controls group's standard deviation scores. The score proves that there is a significant difference between the standard deviation performance of the control and experimental groups in the logical arrangement of students' essays. This situation answers the research question 2 which says: Do the students arrange their thoughts logically?

Table 4.6 T-test results of the control and experimental groups' precision

Category	Number of respondents	Mean	Standard Deviation	Standard of Error Mean
Control	109	3.7523	.87301	.08362
Experimental	109	7.1284	.94380	.09040

In the area of precision in students' essays, the data in the table above shows a mean of 3.7523 for the control group and a mean score of 7.1284 for the experimental group; the mean scores of experimental group is higher than the control group's mean scores. This proves that there is a significant difference between the mean performance of the control and experimental groups in the precision of students' essays. However, even the standard deviation of the two groups suggested that there is significant difference between the groups. This is because, the table above

shows a standard deviation of .87301 for the control group and a standard deviation score of .94380 for the experimental group; the standard deviation scores of experimental group is higher than the control group's standard deviation scores. This proves that there is a significant difference between the standard deviation performance of the control and experimental groups in the precision of the students' essays. This situation answers the research question 3 which says: Can students distinguish between introduction, body and conclusion of an essay?

4.3 FINDINGS

This study was concerned with the investigation into the Organization of Essay Writing among Students of Nigeria Certificate in Education (NCE): A Study of NCE III students of Zamfara State College of Education, Maru. After the administration of essay topics test and analyzing it the researcher was able to come up with the following research findings:

1. Considering the performance of students in the essay writing test, it was clear they have appreciable skills of conventions of organization in essay writing.
2. The researcher found that some students wrote impressive essays by complying with the convention of organization in essay writing.
3. The researcher observed, however, that most of the students lack enough knowledge of the variable of Logical Arrangement while writing essays as the percentages and marks displayed.
4. Most of the students tested in the essay writing lack adequate knowledge of writing precise essays.
5. Finally, the result of the data analysis of the research shows that the variables of 'Logical Arrangement' and 'Precision in Students' Essays' are areas that need attention and

remediation because the mark scores and percentages obtained under these variables were lower than those obtained in the 'Flow of Ideas' as convention of organization in essay writing.

CHAPTER FIVE

SUMMARY AND CONCLUSION

5.0 INTRODUCTION

In the process of conducting this research, efforts were made to investigate how NCE III English combinations of Zamfara State College of Education, Maru use organization in essay writing and how it affects their performance. Thus, this chapter contains summary and conclusion.

5.1 SUMMARY

Considering the performance of the students in writing essay, the experimental group performed better in the area of flow of ideas, logical arrangement and precision. The result of the data analysis of the research shows that there is significant difference between control and experimental group. This is because, the marks obtained by the experimental group is higher than that of control group. The two key dimensions of the genre writing pedagogy developed in the 1980s were an analysis of the kinds of texts that students are expected to write in schools, and a consistent method for supporting all students to write successfully. The pedagogy was developed in an ongoing partnership between teachers and discourse linguists, in the context of a school system that had largely abandoned the explicit teaching of writing in favour of progressivist ideology of personnel development. However, the pedagogy is still evolving, and its future development will emerge from diversifying contexts in which it is currently being applied across the globe.

5.2 CONCLUSION

When we talk about effective writing, we often think first about elements like word choice, grammar and mechanics, content or evidence, but a really important part of effective thinking is clear logical organization. Organization in Essay Writing among students of Nigeria Certificate in Education (NCE) is apparently poor, in terms of spelling, punctuation, concord, word choice and many other grammatical mistakes. This study investigates Organization in Essay Writing among students of Nigeria Certificate in Education (NCE): A Study of NCE III students of Zamfara State College of Education, Maru. From the findings, this research shows that, the experimental group performs better in the area of flow of ideas, logical arrangement and precision. The research also indicates that, some students were really good. They wrote impressive essays by complying with the convention of organization in essay writing. However, the research shows that, most of the students lack enough knowledge of organizing their ideas logically while writing essays. It is also observed that, most of the students lack the knowledge of writing precise essays. These problems can easily be rectified if the lecturers specifically teach creative writing and encourage students to form ideas and topics purposely to write on them. Grammar courses should also be given greater priority for them to learn the rules of grammar in relation to writing. These will definitely improve the performance of students in writing tasks and enable them to grasp the idea of writing well organized essays. It is, therefore, hoped that this research will encourage other researchers to conduct a similar research in this particular area in order to arrive at more reliable results.

BIBLIOGRAPHY

- Aliyu, J. S. (2006). *Upgrading English Achievement*. Zaria: Tamaza publishing company LTD
- Alobi, O.J.(2006). *Introduction to Language and Communication Skills*. Kano, Afomat De
- Anyadike, R.N.C (2009). *Statistical Methods for the Social and Environmental Sciences*. Ibadan
- Badger, R. G. And White, G.(2000). *A Process Genre Approach to Teaching Writing*. ELT Journal. 54/2:153-160.
- Bawarshi, A. (2000). *The Genre Function*. College English, 62 (3) 335-360.
- Bhatia, V. K. (1993). *Analyzing Genre: Language Use in Professional Settings*. New York: Longman.
- Brooks, C. and Warren, R. (1949). *Fundamentals of Good Writing: A Handbook of modern Rhetoric*. New York: H B J.
- Bryram, M. (2004). *Genre and Genre-Based Teaching*. The Routledge
- Chenoweth, N. A. (1987). *The Need to Teach Rewriting*. ELT Journal 41/1:25-29
- Chomsky, N. (1967). *Goofing: An indicator of Children's Second Language Learning* Christopher Gerdon Press..
- Connelly, M. (2007). *Get Writing Paragraphs and Essays*. Annotated Instructor's Edition.
- Cunningham, S. Moor, P. and Carr, J. C. (2003). *Cutting Edge*. Advanced.
- Derewianka, R. (1992). *Using Genre-Based Approach on Teaching Writing*. London University
- Eko, E. (2005). *Effective Writing*. Heinemann Educational BooksNigeria plc.
- Empirical Methods for Evaluating Educational Interventions (67-81)*. San Diego: Elsevier
- Famwang, W. V. et al (1996). *Effective Lesson Planning and Delivery*. Volume 1,LECAPS Publishers, Jos, Nigeria.
- Gabrielatos, C. (1993). *Learning How to Fish: Fostering fluency and Independence*. TESOL Greece Newsletter 38. (Also available online: [www.gabrielatos.com/Learning How To Fish.htm](http://www.gabrielatos.com/Learning_How_To_Fish.htm))
- Halliday, M. (1975). *Comparative Composition writing*. Ibadan University perss.
- Halliday, M. A. K. and Hasan, R. (1976). *Cohesion in English*. London: Longman.
- Hamp-Lyons, L. and Heasley, B. (1989). *Study Writing: A course in written English for Academic and professional purposes*. 3rd ed.Cambridge: University press.
- Head Bloom, A.G. (1975). *Error Analysis and theoretical Consideration in Second Language*
- Hedge, T. (1988). *Writing*. London: Longman.
- Henry, D. J. (2009). *Writing Matters Process and Practice*. Daytona State College
- Hunt, K. W. (1977). *Early Blooming and Late Blooming syntactic structures*: In coooper and Odell (eds) op. cit. (pp.91-103).
- Hyland, K. (2003). *Second Language Writing*. Cambridge: Cambridge University Press.

- Hyland, K. (2002). Genre in Primary Classrooms: *The New South Wales (NSW) K-6 Syllabus*. In C.N Candlin & D. R. Hall (Eds.) *Teaching and Researching* (pp. 96-103). Harlow, Essex.
- Insuring accountability in teacher made tests. Journal of Instructional Psychology*, 31:115-129
- Kamal, A. (2001). *BUK English 2,: A Primer for Advance Reading and Writing Skills*. Kano: Myrrh.
- Kamal, A. (2004a). *The Talented Undergraduate*. Bayero University Kano.
- Kamal, A. (2004b). *Writing Academic English in an ESL Situation: A Case Study of Students of Bayero University, Kano*. PhD Thesis Department of English and French.
- Kamal, A.(2001). *Language for Academic Purposes: A Learning Centred Approach*. Kano: Myrrh.
- Kamal, A.(2010). *Language for Academic Purposes: A Learning Centred Approach Kano: ABU Press Ltd, Zaria, Kaduna, Nigeria*.
- Kamal,A.(2000).“*The ELT Classroom in the next millennium: Using the Computer to Teach Writing Skills. KAKAKI English Journal* (4:4-16).
- Kameen, P. T. (1983). *Syntactic Skills and ESL writing quality*. In Freedman et al. (eds.) Op. cit. (PP. 162- 170).
- Kantor, K. J. (1984). *Classroom Contexts and the Development of Writing Intuitions: An Ethnographic Case Study*. In Beach and Bridwell (eds) op. cit. (pp. 72-94). Freedman et al. (eds.) Op. cit. (pp. 162-170).
- Kay, H., & Dudley-Evans, T. (1998). *Genre: What Teachers Think (Electronic version)*. ELT Journal, 52 (4), 308-314.
- Kim, Y., & Kim, J. (2005). Teaching Korean University Writing Class: Balancing the Process and the Genre Approach (Electronic version). *Asian EFL Journal*, 7 (2), 1-15.
- Krashen, S. D. (1984). *Writing: Research Theory and Applications*. Oxford: Pargamon Institute of English.
- Laurie, G. K. and Stephen, R. M. (2006). *First with Readings Practice in Context*. Third Edition.
- Lawrence, E. (2003). *Concept in Composition: Theory and Practice in the Teaching Learning, Grammars*. Cambridge: Massa MIT Press. *International Journal V3(1975)*
- Lee, B. and Kelly, B. (2011). *College Preparatory Writing I&II*. Hawkeye Community College.
- Littell, M. (2001). *Language Network*. A Houghton Mifflin Company.
- Mamman, F.N (2004) . *Use of English for Undergraduate Students*. Sokoto, But-Bass Ent. Manufactured in the United States of America. Bedford/ St. Martins
- Martin, J. R. (2001). *Language, Register and Genre*. In Burns, A.
- Mayer, R. E. (2005). *The Failure of Educational Research to Impact Educational Practice: Six National Policy on Education* (2004)
- Notar, C. E., Zuelke, D. C., Wilson, J. D., and Yunker, B. D. (2004). *The table of specifications:*

- NTI, (2000). *Advanced Writing Skills*. General Studies Education Cycle 1. NTI. Kaduna, Nigeria.
- NTI, (2000). *Writing A Research Paper*. English language cycle 4. NTI. Kaduna: Nigeria.
- Obanya, P. et al (2005). *Language Arts Methods: Associateship certificate In Education series*. Ibadan: Institute of Education University. Heinemann Educational books Nig.
- Obstacles to Educational Reform*. In G.D. Phye, D. H. Robinson, & J. Levin (Eds.)
- Olaofe, I. A. (1991). *English and Communication Skills: For Academic Purposes*. Zaria: Tamaza Publishing. Oriel printers, Kaduna.
- Olaofe, I. A. (2010). *Research Writing for Academic Growth*. Ahmadu Bello University Press Limited, Zaria, Kaduna State, Nigeria.
- Raimes, A. (2004). *Universal Keys for Writers*. Houghton Mifflin Company.
- Reppens ,R.(2005).*A Genre-Based Approach to Content Writing Instruction*. *TESOL Journal*,V
- Richards, J. and Renandya, W.A. (2005).*Methodology in Language. Teaching: An Anthology of Current Practice*. 6th ed. Cambridge: University Press.
- Rothery ,M. (1985). *Approaches to Writing in English*. London University press.
- Schmitt, N. (2010). *An Introduction to Applied Linguistics: Second Edition*, Hodder Education, UK, London.
- Schmitt, N. (2002). *An Introduction to Applied Linguistics*. Hodder Education, part of Hachette UK, London.
- Seow, A. (2005). *The Writing Process and Process Writing*. In Richards and Renandya (eds.) 2005 (315-320).
- Spectrum Books Limited.
- Strategies. In Crystal, D. (1974). *What is Linguistic?* London: Edward Donald Publishers Limited.
- Thirumalai, M. S. (2002). *An Introduction to TESOL: Teaching English to Speakers of other languages*. Volume 2: April, 2002. Language in India. E-mail: malton:thirumalai@languageinindia.com. 21/3/2011: 11:49 am
- Tomlinson, P.D. (2008). *Psychological Theory and Pedagogical Effectiveness: The learning*
- Trimbur, H. (2008). *Portfolio Assessment in the Reading-Writing Classroom*. Norwood , MA. Wadsworth, *Cengage Learning*. Special Eleventh Edition. All rights reserved.
- White, R. V. (1988). *Academic Writing: Process and Product*. In Robinson (eds) 1988 (pp. 4-16).
- Williams, D. (2004). *English Language Teaching : An Integrated Approach*. Ibadan: Spectrum Books ltd. Research in Written Composition. In Freedman et al. (eds.) 2004 (pp. 171-177)
- writing*. Javanovich University press.
- Zamel, V. (1985). *Responding to Student Writing*. TESOL. Quarterly. 19:79-101.
- Zamel, V. (1987). *Recent Research on Witing Pedagogy*. TESOL. Quarterly. 21 (4) 497-516.

Zamel, V. (1993). *Questioning Academic Discourse*. College ESL 3: 28-39.

-----, (2008). *TeachingEnglish* – TKT Essentials: module 1.

4(6). Boston, New York.
Academic Press.

APPENDIX I
CONTROL GROUP'S TEST RAW SCORES
IN DIFFERENT AREAS

S/N	STUDENTS' CODES	AREAS	FI	LA	PS	TOTAL
		MAXIMUM MARKS	10	10	10	30
1	001		4	5	3	12
2	002		4	3	3	10
3	003		5	4	2	11
4	004		6	3	4	13
5	005		3	5	3	11
6	006		5	3	3	11
7	007		4	3	4	11
8	008		3	4	3	10
9	009		4	3	5	12
10	010		3	4	3	10
11	011		5	4	3	12
12	012		3	3	4	10
13	013		4	3	3	10
14	014		3	5	5	13
15	015		3	3	3	09
16	016		6	4	6	16
17	017		3	4	3	10
18	018		4	3	4	11
19	019		4	3	3	10
20	020		4	5	4	13
21	021		4	3	3	10
22	022		3	5	4	12
23	023		3	3	3	09
24	024		5	6	5	16
25	025		4	3	3	10
26	026		4	3	4	11
27	027		3	4	3	10
28	028		4	5	4	13
29	029		3	3	3	09
30	030		4	4	4	12
31	031		5	3	4	12
32	032		3	4	3	10
33	033		3	3	4	10
34	034		4	4	5	13
35	035		4	3	3	10
36	036		5	4	4	13

37	037		4	3	3	10
38	038		3	4	3	10
39	039		4	3	6	13
40	040		3	3	4	10
41	041		4	3	4	11
42	042		3	3	4	10
43	043		3	3	4	10
44	044		4	4	3	11
45	045		3	5	4	12
46	046		4	3	3	10
47	047		3	4	4	11
48	048		3	3	3	09
49	049		4	4	5	13
50	050		4	3	6	13
51	051		3	4	3	10
52	052		6	3	4	13
53	053		3	3	3	09
54	054		4	5	4	13
55	055		5	3	3	11
56	056		3	3	3	09
57	057		4	4	4	12
58	058		3	6	3	12
59	059		4	3	6	13
60	060		4	3	3	10
61	061		5	4	4	13
62	062		6	3	3	12
63	063		3	3	4	10
64	064		4	3	3	10
65	065		5	6	4	15
66	066		3	3	3	09
67	067		4	4	3	11
68	068		3	3	6	12
69	069		3	3	3	09
70	070		4	4	4	12
71	071		3	4	3	10
72	072		4	3	4	11
73	073		3	5	5	13
74	074		4	6	3	13
75	075		3	3	4	10
76	076		4	4	4	12
77	077		3	3	3	09
78	078		4	4	4	12
79	079		3	6	3	12
80	080		4	3	4	11
81	081		3	4	5	12

82	082		4	3	3	10
83	083		3	3	6	12
84	084		3	5	3	11
85	085		4	3	4	11
86	086		3	3	4	10
87	087		3	4	3	10
88	088		4	3	5	12
89	089		3	5	3	11
90	090		4	3	4	11
91	091		4	3	3	10
92	092		3	4	4	11
93	093		4	4	4	16
94	094		3	4	4	11
95	095		4	4	3	11
96	096		3	3	3	09
97	097		4	3	5	12
98	098		3	4	4	11
99	099		4	4	3	11
100	100		4	5	4	13
101	101		3	4	5	12
102	102		3	5	4	12
103	103		4	5	4	13
104	104		3	3	3	12
105	105		3	4	3	10
106	106		3	4	4	11
107	107		4	3	3	10
108	108		3	4	5	12
109	109		3	4	5	12

APPENDIX II
EXPERIMENTAL GROUP'S TEST RAW SCORES
IN DIFFERENT AREAS

S/N	STUDENTS' CODES	AREAS	FI	LA	PS	TOTAL
		MAXIMUM MARKS	10	10	10	30
1	001		8	8	8	24
2	002		9	7	7	23
3	003		8	8	6	22
4	004		7	8	7	22
5	005		7	7	8	22
6	006		9	7	9	25
7	007		8	6	7	21
8	008		8	8	7	23
9	009		7	7	7	21
10	010		9	8	8	25
11	011		8	9	9	26
12	012		8	8	8	24
13	013		9	9	7	25
14	014		7	7	6	20
15	015		8	6	6	20
16	016		8	8	6	22
17	017		7	9	7	23
18	018		9	6	6	21
19	019		9	6	7	22
20	020		8	8	8	24
21	021		7	8	8	22
22	022		7	7	7	21
23	023		9	7	8	24
24	024		7	8	7	22
25	025		8	6	7	21
26	026		7	5	8	20
27	027		9	8	6	23
28	028		8	8	7	23
29	029		9	7	8	24
30	030		9	6	8	23
31	031		8	5	7	20
32	032		8	9	6	23
33	033		7	9	6	22
34	034		8	8	6	22
35	035		8	7	6	21
36	036		9	6	7	22
37	037		7	6	6	19
38	038		9	7	7	23

39	039		8	8	6	22
40	040		7	7	7	21
41	041		7	8	6	21
42	042		7	9	9	25
43	043		9	6	8	23
44	044		8	6	8	22
45	045		8	8	6	22
46	046		9	7	7	23
47	047		7	7	8	22
48	048		7	8	6	21
49	049		8	6	7	21
50	050		7	6	6	19
51	051		8	8	6	22
52	052		7	9	8	24
53	053		7	8	9	24
54	054		9	7	7	23
55	055		9	7	6	22
56	056		8	7	6	21
57	057		8	8	7	23
58	058		7	7	6	20
59	059		7	8	8	23
60	060		8	8	8	24
61	061		8	6	7	21
62	062		9	7	6	22
63	063		8	6	9	23
64	064		7	8	7	22
65	065		9	7	8	24
66	066		7	7	9	23
67	067		8	6	8	22
68	068		7	7	6	20
69	069		8	7	7	22
70	070		9	8	6	23
71	071		7	7	7	21
72	072		9	9	7	25
73	073		8	8	8	24
74	074		9	8	8	25
75	075		8	7	6	21
76	076		9	6	7	22
77	077		7	6	6	19
78	078		7	8	6	21
79	079		8	7	8	23
80	080		9	9	8	26
81	081		9	6	7	22
82	082		8	6	6	20
83	083		7	8	6	21

84	084		7	8	8	23
85	085		8	6	9	23
86	086		7	6	8	21
87	087		9	7	7	23
88	088		8	7	7	22
89	089		8	8	6	22
90	090		7	6	8	21
91	091		8	7	8	23
92	092		7	7	7	21
93	093		8	6	6	20
94	094		7	8	6	21
95	095		8	7	7	22
96	096		8	8	8	24
97	097		6	7	6	19
98	098		7	8	7	22
99	099		7	7	8	22
100	100		6	8	8	22
101	101		8	8	7	23
102	102		7	8	7	22
103	103		6	8	6	20
104	104		8	7	6	21
105	105		7	8	8	23
106	106		8	7	7	22
107	107		8	8	8	24
108	108		8	8	9	25
109	109		6	6	8	20

APPENDIX III
SAMPLE OF STUDENTS' ESSAYS
CONTROL GROUP

APPENDIX IV
EXPERIMENTAL GROUP

APPENDIX V

SAMPLE OF ESSAY QUESTIONS

INSTRUCTION: Choose one (1) Topic

Write an essay of not more than 450 words in one of the following topics:

1. It pays to be honest
2. If I am the Governor of my State
3. The Memorable Day in Life