The Effect of the Genre-Based Approach to Teaching Writing on the EFL Al-Azhr Secondary Students' Writing Skills and their attitudes towards writing

By

Ismail Ibrahim Elshirbini Abd-ElFatah Elashri

PhD Researcher

Mansoura University

Faculty of Education

Department of Methods and curriculum

2013

Abstract

This study aimed at developing some writing skills for second year secondary stage students and their attitudes towards writing through using the genre based approach. Hence, the problem of the study was stated in the following statement: "The students at Al Azhar secondary schools are not good at writing. As a result their writing skills are weak. Consequently, they develop a negative attitude towards writing". They need to be trained in the skill of writing and there is a dire need to use a genre-based approach to writing content.

The study adopted the experimental design, i.e., using an experimental group and a control group. The experimental group received genre-based instruction while the control group received traditional writing instruction. The genre-based instruction was provided to the experimental group at Satamooni Al-Azhar Secondary Institute for Girls at Satamooni whereas the traditional writing instruction was provided to the control group at Roda Al-Azhar Secondary Institute for Girls at Roda; both institutes are located in Dakahlia Governorate. The instruction lasted for nine weeks for each group. The instruction took place in the second term of the academic year 2010/2011.

The following instruments were designed by the researcher: A Writing Performance Test, A Holistic Scoring Rubric, An Analytic Scoring Rubric and A Writing Attitude Scale. The present study provided evidence for the effectiveness of using genre-based Approach in developing students' writing performance and attitudes towards writing. Further, the study highlighted the advantages of using genre-based approach in developing writing skills and attitudes towards writing.

INTRODUCTION AND BACKGROUND

There are four major skills in English language teaching and learning. These skills are: listening, reading, speaking and writing. They are divided into receptive skills (listening and reading) and productive skills (writing and speaking).Writing is one of the most important skills in English as EFL (English as a Foreign Language). It allows writers to explore thoughts and ideas, and make them visible and concrete, encourages thinking and learning, motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

The importance of writing

Clay (1983) claimed that writing as a skill is very paramount for many reasons. The first reason is that writing involves much more than the transcription of speech. The second reason for focusing on writing is that it is in attempting to communicate in the new mode that students most effectively discover and master the relationship between speech and written text. The third reason is that writing is a surer way than reading into mastering the written code. Another importance for writing is that writing is more than speech written down in another sense. Although saying it first and then writing it down may be the way in which students first learn to write, they very quickly discover that the two modes of communication are organized on different principles. Writing is thus potentially a powerful means of developing one's own understanding of the topic about which one is writing.

Wells (1999)'s point of view is that writing encourages the students to interrogate one's interpretations of others' utterances as well as of one's own personal experiences and beliefs in order to add to the ongoing dialogue in some way that enriches the community's understanding of the relevant area of experience.

Different Approaches for Teaching and Learning Writing

Writing for EFL students is not an easy matter, especially when the students' English competence is not very well developed. There are four approaches for teaching and learning writing: the "product-focused approach," and the "process -focused approach" the genre-based approach to teaching writing, process and genre based approach to

teaching writing. The product approach is a traditional approach to teaching writing in which students typically are provided by the teacher with a model and encouraged to mimic it in order to produce a similar product. The process approach focuses more on using techniques such as brainstorming, exploring ideas, peer editing, and rewriting. a genre based approach depends on the type of the texts that the students write. The most modern approach is to combine and the genre approach.

Burden & Larson and Toonen (2005) discussed that Prior to the 1970s, most teachers approached writing instruction with the emphasis on only the final product. In this "product-focused approach," instruction primarily emphasized sentence structure and grammar and little on the thinking.

Holmes (2004) explains that the use of a process-oriented approach to facilitate the planning and production stages of writing for adult students of English as a Foreign or Second Language and identifies some features of this approach and provides some suggestions to develop activities in order to humanize and make a more positive and effective experience from writing. Stanley (2007) explains that the learner is the center of the process. So he emphasized that learner's previous knowledge, needs, interests should be taken into consideration in writing. Tompkins (1990) assured that this current emphasis in writing instruction focuses on the process of creating writing rather than the end product.

Britton et al (1975) explained it has become a cause of considerable concern that writing is still not playing as full a role as it might in students' literacy and intellectual development. The alert was sounded a quarter of a century ago by James Britton and his colleagues .when, based on their survey of the writing carried out by students in English secondary schools, they discovered that the majority of the written texts that students produced were of a 'transactional' kind, reproducing the information they had been taught, and written for a teacher reading in the role of examiner. Similar findings were reported a decade later in the United States by Applebee, Langer and Mullis (1987). As a result of these findings, considerable efforts were made to give much greater attention to 'writing across the curriculum' (Martin, 1984) but, as Langer and Applebee (1987) point out, they had little impact on teaching beyond the English classroom.

In the meantime, writing had become a major focus in literacy research, with models of the writing process proposed and further elaborated by

such scholars as Flower & Hayes (1981), de Beaugrande (1984), and Bereiter and Scardamalia (1987).

Writing has also been seen in classroom-based research, particularly in elementary classrooms. Dyson (1989,1993), for example, has documented the strong social influences at work around the texts that primary students write and, more recently, others have explored some of the less positive aspects, for example when writing is used to jockey for social position (Lensmire, 1994). Writing workshop activities have also been explored by a number of teacher researchers and, in their work too, the importance of the social purposes for writing are strongly emphasized, as are some of the tensions that can arise around issues of gender and ethnicity (Gallas, 1998; Gianotti, 1994).

There are many changes, in the last twenty years, in the way of the learning and teaching of writing. In traditional product analysis, researchers began to explore what goes on in individual writers' heads while composing. (e.g., Flower & Hayes, 1981, 1984; Bereiter & Scardamalia, 1987), and this, in turn, led to a shift in perspective from a view of writing as a linear process to a recognition of its recursive nature, involving pre-planning and revising as ongoing component activities. Reflecting this view of writing as process, writing instruction over the past two decades, gradually changed from the traditional teacher-directed, product-oriented practice to a more process-oriented approach. This theoretical emphasis on process-oriented writing instruction has, in general, brought about positive changes in teaching practice. In the 90's, the writing process approach has become widely accepted in many schools and the interpretation and implementation of the process approach varies considerably from teacher to teacher and from school to school.

In secondary schools, it is 'process writing', the version of process-oriented writing pedagogy proposed by Graves and his colleagues (Calkins, 1983, 1986; Graves, 1983) that has become most influential. The principles of process writing include the notion of writing as a process of discovery, the importance of students engaging in planning, pre-writing, and revision to improve their texts, producing and working on multiple drafts, and the use of writing conferences.

Despite the fact that the emphasis on process writing has brought about significant, and mainly beneficial, changes in teachers' orientations to writing, some interests have been expressed about the ways in which this approach is actually practised in secondary schools.

The writing process is criticized as follows, firstly despite the theoretical recognition of writing as a recursive process; it is still the case that, in many classrooms, writing continues to be presented as a linear sequence of planning, pre-writing, writing, revising and publishing.

Secondly, criticism has emerged from the focus on the social purposes of writing. In part in reaction to the strongly cognitive emphasis in research on writing processes, there has been a growing emphasis on the different genres of writing, conceived as socially constructed, typical ways of responding to recurrent rhetorical situations (Miller, 1984).

Writing as a single generic process has led to a recognition that the different genres of writing required for different social-rhetorical purposes require different strategies to accomplish their goals. In this context, a criticism made of many 'process writing' classrooms is that students mostly engage in expressive writing, based on personal experience, and fail to develop strategies appropriate for other written genres, particularly those that are required for success in secondary schools.

In the process approach, the steps or stages are illustrated and practiced from the generation of ideas and compilation of information through a series of activities for planning, gathering information, drafting, revising, and editing (Campbell, 1998, p. 11). This sequence of activities typically occurs in four stages: "prewriting, composing/ drafting, revising, and editing" (Badger & White, 2000, p. 154). Prewriting is the phase of idea gathering. Drafting is the process of writing a rough outline of what will be addressed.

Once students produce a rough draft, they read it again and share it with peers or a teacher to receive comments. Then they make modifications to their writings based on the feedback from their peers or a teacher; revising, or elaborating on the first draft, takes place at this point. Editing, correcting mechanical errors like spelling or punctuation, is the last stage. Proponents of the process approach argue that the procedures of process writing help learners to develop more effective ways of conveying meaning and to better comprehend the content that they want to express. They strongly believe that students can discover what they want to say and write more successfully through the process model than the genre approach, as the process approach is viewed as writer centered (Walsh, 2004, p. 15).

However, none of the process writing procedures of the past sufficiently dealt with linguistic knowledge, such as grammar and the organization of content [maybe just 'grammar and organization'], as much as necessary. Even though the final stage of editing addressed some mechanical features of language, they were mainly concerned with the skills of processing ideas like planning and drafting. Furthermore, the process approach has a very restricted view of writing, in that the approach presumes that writing proficiency takes place only with the support of the repeated exercise of the same writing procedures. Although it is obvious that the amounts of pre-writing necessary for writing a personal letter and for creating an academic research paper are different, in the process model, the practice of writing is identical regardless of what the topic is and who the writer or the reader is (Badger & White, 2000, pp. 154-155). In the genre approach, on the other hand, the knowledge of language is intimately attached to a social purpose, and more focus is on the viewpoint of the reader than on that of the writer. Writing is mostly viewed as the students' reproduction of text based on the genre offered by the teacher. It is also believed that learning takes place through imitation and exploration of different kinds of models. Accordingly, learners should be exposed to many examples of the same genre to develop their ability to write a particular genre. Through exposure to similar texts, students can detect the specialized configurations of that genre, and they also can activate their memories of prior reading or writing experiences whenever they encounter the task of creating a new piece in a familiar genre (Badger & White, 2000, pp. 155-156).

For what is mentioned above, (Applebee, 1986; Langer & Applebee, 1984) emphasized a great concern is now being given to exploring ways in which the process-oriented approach can be more effectively integrated with instruction that takes account of the functions and forms of the genres that are important in school and society .

Walshe (1981) stated that although Process writing had a strong impact on the teaching of early writing, a more negative reaction occurred. Alarmed by the evidence of research on student writing that showed a lack of appropriate development focus on a very few genres. (Martin, 1985; Wignell, Martin & Eggins, 1989) examined the range of genres that students need to master to succeed in school. Based on their research, they subsequently proposed an influential genre-based theory of writing and writing pedagogy with a view to displacing the dominant process-writing approach.

Martin(1993) explained that Genre-based approach is the belief that, in order to master the written genres, students need direct instruction; genre forms should therefore be explicitly taught through the analytic study of models, the learning of genre elements and their sequencing, and the collaborative then solo production of exemplars. And added that explicit, teacher-directed pedagogy is particularly important for minority students for, they claim, it is through the explicit teaching of the socially powerful genres that the powerless and the disadvantaged in society will gain their rightful access to power.

The Theoretical Rationale of the Genre-Based Approach

The genre approach is concerned with providing students with explicit knowledge about language. The methodology applied within the genre approach is based on the work of the Russian psychologist Vygotsky (1934/1978) and the American educational psychologist Bruner (1986). … Vygotsky proposed that each learner has two levels of development: a level of independent performance, and a level of potential performance. The gap between these two levels Vygotsky called "the zone of proximal development" (ZPD) (Feeze and Joyce 2002: 25-26).

As this brief review shows, both process 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 student writers 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 larger social and intellectual goals that are of genuine interest to the writers.

To conclude, new pedagogical approaches to writing are enacted cannot be separated from the teacher's overall "vision" of education and from the roles that discourse of all kinds plays in the life of the classroom community. To attempt to "implement" a new form of writing pedagogy, however sound it is 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 for, as with reading and talking,

what students learn about writing will depend upon what they use writing to do.

The Phrases of Teaching and Learning Cycle and the Genre Based Approach

When it comes to explaining writing development in the genre approach, Hammond (1992, as 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" (p. 202). Modeling, Hammond noted, is the time when the target genre that students should construct is 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 dependent 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 (p. 202).

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 (p. 310).

The Different Theories of Genre Approach

Flowerdew, and Swales (as cited in Hyon, 1996), 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 (p. 695). 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 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, p. 696). It means that the given text can be analyzed with a focus on the specific features of the language. A particular genre reveals a certain type of text; for example, recipes are known to have the feature of command. Gustafsson (1975, as cited in Bhatia, 1993) analyzed some syntactic aspects seen in the legislative genre and provided the following statistical figures with respect to the use of various clauses: that clauses accounted for 10% of all clauses, adverbial clauses 31%, comparative clauses 11%, and relative clauses 47% (p. 25). These results revealed that legislative documents tend to have more subordinating devices, e.g., relative or adverbial clauses, than any other genre. Further, Hyon (1996), citing Halliday (1978), pointed out that the linguistic features of a certain genre were key features reflecting the broader social situations (p. 697).

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 choices 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 heart of the secondary school curriculum; they are classified in the syllabus as either literary genres, 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 guide clearly 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, pp. 96-103).

Some researchers established the Literacy and Education Research Network project (LERN), which contributed to creating an instructional approach that would help students master various school genres such as reports, procedures, expositions, and explanation. They amended the teaching-learning cycle previously described as having three phases—modeling, joint negotiation of text, and independent construction of text—by adding one more stage called "building knowledge of the field" (Hyon, 1996, p. 705). This stage aims at building up the students' knowledge of key features of the social circumstances and connecting it with the content of the genre. The New Rhetoric (Byram, 2004, p. 234)

style of genre research put extraordinary attention on the social contexts in which genres are produced, as well as on ethnographic description, whereas ESP and Australian genre studies largely stressed linguistic methods for analyzing genres (Hyon, 1996, p. 696). Medway (1994, as cited in Byram, 2004) explained that genre should be viewed within "the complex social, cultural, institutional disciplinary factors at play in the production of specific pieces of writing" (p. 235) This means that the genre approach should focus not only on the form of communication but also on the social action it is used to accomplish (Miller, 1984, p. 153).

Likewise, the New Rhetoric approach emphasizes a consideration of what kinds of social contexts produce a particular genre in order to increase the efficacy of the genre approach.

The advantages and the disadvantages of the Genre Approach to Teaching Writing

There 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 it is through a reflection of its social context and its purpose. Swales (1990) pointed out how rhetorical instruction plays as pivotal a role in writing improvement as prior knowledge (p. 83). In this context, the genre approach is very beneficial because it brings together formal and functional properties of a language in writing instruction, and it acknowledges that there are strong associations between them.

As Bhatia (1993, as cited in Kim & Kim, 2005) recommended, it is meaningful for writing instructors to tie the formal and functional properties of a language together in order to facilitate students' recognition of how and why linguistic conventions are employed for particular rhetorical effects (p. 6). 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 writers manage content to promote logical organization. It also allows students to become more flexible in their thinking and eventually to realize how authors organize their writings. However, some proponents have indicated that the genre approach is more suitable for learners at 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.

However, according to Bakhtin (1986), genres always evolve through incorporating a rich variety of voices, styles, discourse features, and points of view. The genre approach allows students to be exposed to the plurality of a genre, which implies that students still have chances to develop their creativity in the genre approach. Thus, if the genre approach is to remain true to the fundamental nature of genres, then teaching in the genre approach should include a final step in which students are encouraged to break the style of the existing genre and let it evolve (H. Nguyen, personal communication, October 17, 2006).

Hayland (2004) sees the advantages of a genre based writing instruction that can be summarized as follows:

Explicit. Makes clear what is to be learned to facilitate the acquisition of writing skills

Systematic. Provides a coherent framework for focusing on both language and contexts

Needs-based. Ensures that course objectives and content are derived from students needs

Supportive. Gives teacher a central role in scaffolding student learning and creativity

Empowering. Provides access to the patterns and possibilities of variation in valued texts

Critical. Provides the resources for students to understand and challenge valued discourses

Consciousness raising. Increases teacher awareness of texts and confidently advise students on their writing (Hayland 2004: 10-11)

Disadvantages of the Genre-Based Approach

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 to 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 is that it neglects learners' self-sufficiency (Byram, 2004, p. 236). 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' true messages due to the targeted aspects of the specified genre. Likewise, if teachers spend class 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 in that it overlooks natural processes of learning and learners' creativity (Badge & White, 2000, p. 157). 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 (p. 343). This concern means that students may end up writing genres as meaningless reproductions.

The Related Studies of the Genre-Based Approach

Ding Eng Na (2009) investigated the effectiveness of using genre-based approach to teaching writing through the use of model texts. He In particular aimed to identify the moves of the adjustment letter, the allowable moves order and the strategies used to realize the moves. From a language teaching perspective, it is essential to view genre as consisting of a series of moves (Swales, 1990).He believed that a move is considered as a part of a text which achieves a particular purpose within a text. Apart from the analysis of moves, this study also viewed the learners' writing in terms of content, structure and language. This study considered the application of genre-based approach to teaching of writing in the English for Specific Purposes (ESP) context, especially for learners aiming to use English in the professional setting. The genre-based approach to language teaching attempts to teach learners the 'moves' of a genre and to raise awareness of the linguistic features associated with the moves as a way to overcome learners' difficulties in writing appropriately and effectively. This study addressed the concern to help learners to make their choices in deciding what kind of information should be put in their writing to create meaningful and purposeful texts. A number of genre analysis strategies are presented to demonstrate how learners can be taught to modify and blend their choices of words according to the contexts in which they write. 65 Business majors participated in this study. The control group (N=30) were taught through the usual lecturing style while the experimental group (N=35) were taught using the genre-based approach. Following the multiple trait scoring of the learners' texts, the texts were analyzed for content, structure and language while the moves were analyzed using the moves score. The results of the study indicated that learners do write better when they are made aware of the rhetoric structure and providing models seem to increase the salience of the communicative moves considered by the learners for inclusion in their texts.

Tangpermpoon (2008) studied integrating approaches to improve students writing skills for English major students .He explained that Writing is considered as the most difficult skill for language learners because they need to have a certain amount of L2 background knowledge about the rhetorical organizations, appropriate language use or specific lexicon with which they want to communicate to their readers. To assist language instructors to improve learners' writing competence and produce good writing, He aimed to present the combination of genre, product, and process approaches in a writing class. To better understand the topic, this paper will be divided into two main parts. The first section of this study

provided a brief literature review of each traditional writing approach including the strengths and drawbacks as well as an adapted use of each. The second part includes the importance of using the integrated approaches for English major learners in the tertiary level. the results showed that integrating the two approaches showed greater effect than using only one approach.

Kongpetch (2006) studied using a genre-based approach to teach writing to Thai students as a case study. He stated that Thai university students are required to write expositions for different purposes, for example, for their class assignments and independent study research projects. Yet, many are not able to write them successfully as they encounter problems such as organisation of ideas and appropriate rhetorical style. This study discussed issues that arose in using the genre-based approach to teach writing to students at the Department of Foreign Languages, Khon Kaen University, in the northeast of Thailand. It also provided insight into the impact of the genre-based approach on students' writing and the implications for applying it to other Thai educational contexts.

Burns (2001) described one series of tasks and classroom procedures, which were highly genre- oriented, aimed at the formation of a job application letter, a task very relevant to the learners (pp. 203-207). She demonstrated how learners were able to successfully produce a job application letter. These results supported the effectiveness of the genre approach: the focus on a genre and the linguistic structure provides learners with a clear idea of what language features should be expressed and how the content should be organized.

Badger and White (2000) experimented using the genre and process approaches together as an alternative in a model called the process genre approach. Through this research, they affirmed that this dual approach works well if the writing cycle begins with models, description of the key linguistic features, discussion of the social situation in which it happens, and analysis of the recommended rhetorical patterns of each genre. Student writing is then subjected to the sequence of drafts in the process approach (p. 157).

For instance, when a university student creates an advertisement describing his or her used laptop in order to sell it, the following should be considered: this writing is intended to sell the laptop; it should be attractive to some people who are interested in buying it; it must consist of certain information; and it should follow traditions in which laptop descriptions are offered. Then, the person should follow several

procedures such as drafting, revising and editing as well as using rhetorical language skills best suited to this genre (Badger & White, 2000, p. 158).This demonstration shows how the process-genre approach embraces teaching the appropriate language along with using a set of revision processes by which a final draft can be produced. As illustrated in the laptop example above, this combined approach ensures that the writing task is reviewed from both the viewpoint of the writer and of readers at the same time.

Henry and Roseberry (1998) did an experimental study in academic classes using short tourist information texts in English. Participants in this research were divided into two groups: a group which used the genre-based instructions and a group which did not employ the genre approach in the same writing task. After three weeks, participants took a test. The genre group did better than the non-genre group, and the data showed that knowledge of the typical structure of the content made it easier for learners to arrange their ideas in terms of both achieving their communicative goals and producing more well-organized writing. It proved that the learners' understanding of both the rhetorical structure and the linguistic features was increased by the genre-based instructions (Henry & Roseberry, 1998, pp. 154-155).

THE PILOT STUDY

The Pilot Study

The researcher conducted a pilot study to determine the most common mistakes that students of secondary stage make during writing. The researcher offered five paragraphs to the students to write about .these paragraphs are:

1-Pullotion

2-Reading

3-The computer

4-Tourism

After writing the paragraphs, the researcher corrected the paragraphs and counted the sentences, and then the researcher determined the most common mistakes as follows:

Table (1) shows the most common mistakes in writing

MISTAKES	GRAMMAR MISTAKES	SPELLING MISTAKES	AGREEMENT MISTAKES	PUNCTATION MISTAKES
702	210	134	151	207
PERCENTAGE	% 29.91	% 19.08	% 21.509	% 29.48
THE MEAN	2.1	1.34	1.51	2.07

Another pilot study was conducted to determine students' performance in writing composition. The pilot study included 23 students' first term marks of second year secondary stage students control in Elsatmooni institute for girls) table (1) below show the results**.**

Results indicated that the sample's mean scores on the writing were below the average score .This shows that the students had a relatively low achievement level in the section of writing. Comparing the mean score in English test components, it was evident that their performance level in writing was weak.

Table (2) shows the students' achievement in writing

ents	Dialogue	Situation	Vocabulary	Structure	Comprehension	Reader	Writing	Translation
ks	3	1.5	3	2	4	2	2	2.5
	2.21	.5	2.478	.2826	2.652	.3043	.521	1.847

ge	66.52%	33.3%	74.34	14.13	66.30%	15.21%	26.08%	73.91%

Results in the table above indicate that students' achievement in writing was one of the lowest skills among test items. Hence, investigation is needed.

The results of the above table indicate that the students' achievement in writing is low (26%).This shows that the students lack the necessary skills to handle writing. Hence, it is rather essential to study this problem and find a proper remedy.

THE STATEMENT OF THE PROBLEM

The students at Al Azhar secondary schools are not good at writing. As a result their writing skills are weak. They need to be trained in the skill of writing and there is a dire need to use a genre-based approach to writing content.

RESEARCH QUESTIONS

The research included the following questions:
   1. What are the writing subskills that second year Al-Azhar secondary stage students have to acquire?
   2. What are the proposed Genre-based approach activities for teaching these subskills?
   3. What is the effectiveness of using the proposed Genre-based approach activities in developing writing performance of second year Al-Azhar secondary stage students?
   4. What is the effectiveness of using the proposed Genre-based approach activities activities in developing the second year Al-Azhar secondary stage students' attitudes towards writing?

PURPOSE OF THE STUDY
The present study aimed at:
- Presenting a genre-based approach to develop the writing performance of EFL secondary students at AlAzhr schools.

SIGNIFICACE OF THE STUDYY

The present study will contribute to:

1- Show English language instructors how to use integrate writing with grammar in teaching and learning the grammar of the foreign language.

2- Presenting new techniques for teachers of EFL in teaching grammatical structures in writing.

3- Pave the way for other studies in Egypt to use these strategies to enhance/improve students' performance in other specializations and fields of study.

LIMITATION OF THE STUDY

This study is limited to:

1. A sample of second year Al-Azhar secondary stage students

2. The sample of students was limited to two groups - experimental and control - of second year secondary stage students

3. The writing skills of second year Al-Azhar secondary students during the second term

4. Some Genre-based approach activities that suit the objectives of the writing skills according to the course of the second term

HYPOTHESES OF THE STUDY

The study verified the following hypotheses:

1. There are statistically significant differences between the mean scores of the experimental group students and that of the control group students on the writing performance post- test favoring the experimental group.

2. There are statistically significant differences between the mean scores of the experimental group students and that of the control group students on the attitude post-scale favoring the experimental group.

3. There are statistically significant differences between the mean scores of the experimental group students on the writing performance pre-and post-test favoring the post-test scores.

4. There are statistically significant differences between the mean scores of the experimental group students on the attitude pre- post- scale favoring the post-attitude scores.

5. There are no statistically significant differences between the mean scores of the control group students on the writing performance pre-and post-test.

6. There are no statistically significant differences between the mean scores of the control group students on the attitude pre- post- scale.

METHODS

Sample:

This study contained two classes from two different institutes (Satamooni institute for girls and Roda institute for girls) .The first one worked as experimental group studying through a genre-based approach, and the other group worked as a control group studying through the traditional method.

Tools of the study:

The following instruments were used:

1. A Writing Performance Test for second term (prepared by the researcher).

2. A Holistic Scoring Rubric (HSR) (prepared by the researcher).

3. An Analytic Scoring Rubric (ASR) (prepared by the researcher).

4. A Writing Attitude Scale (prepared by the researcher).

Design:

The will adopt the quasi-experimental design as follows:
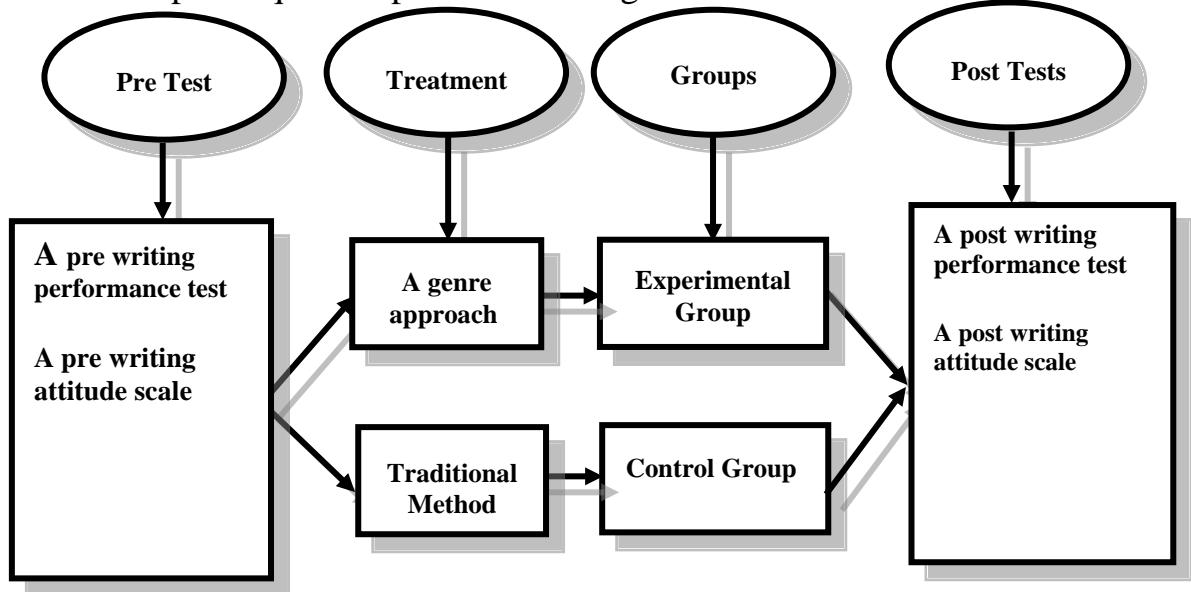
Figure (1): The Experimental Design

Procedures

1. Preparing a list of the writing skills for the secondary stage through.

    a. Studying the literature related to the writing skills for the secondary stage.
    b. The objectives of teaching English as a foreign language (TEFL) for the secondary stage.

2. Studying the literature related to Genre-based approach activities to design genre-based approach activities that suit the writing skills of first year secondary.

3. Preparing a Teacher's Guide that contains Genre-based approach activities and how they can be taught.

4. Selecting the sample and dividing it into two groups: experimental and control. The experimental group was trained on using Genre-based approach activities and the control group was taught in the traditional way.

5. Preparing a pre-post test (for second term) to measure the performance of the sample in the writing skills in English as a foreign language (EFL).

6. Submitting both the pre-post writing performance test to a group of jurors for validity.

7. Measuring the reliability of the test.

8. Preparing an HSR and an ASR based on the writing skills of first year secondary stage students.

9. Submitting both rubrics to a group of jurors for validity.

10. Constructing an attitude scale to measure students' attitudes towards writing in EFL.

11. Submitting the attitude scale to a group of jurors for validity.

12. Measuring the reliability of the attitude scale.

13. Administering the attitude scale to the two groups: experimental and control.

14. Administering the pre-writing performance test to the two groups: experimental and control.

15. The researcher trained the experimental group on using Genre-based approach activities.

16. Administering the writing performance post-test and the attitude scale to measure the effectiveness of the experiment.

17. Analyzing the data statistically.

18. Reporting results, conclusions and suggesting recommendations.

Definition of Terms:

The Definition of the genre:

The Routledge Encyclopedia of Language Teaching and Learning has defined the genre approach as:
 "A framework for language instruction"

Commentary on That Definition

It is clear from that definition that the genre framework supports students' writing with generalized, systematic guiding principles about how to produce meaningful passages.

Swales Definition to Genres:

Swales (1990) defined a genre as:

 "A class of communicative events, the members of which share some set of communicative purposes" (p. 58).

Commentary on Swale's Definition

This definition offers the basic idea that there are certain conventions or rules which are generally associated with a writer's purpose. For example, personal letters tell us about their writers' private stories, film reviews analyze movies for potential viewers, and police reports describe what happened. Most genres use conventions related to communicative purposes; a personal letter starts with a cordial question in a friendly mood because its purpose is to maintain good relationships with friends, and an argument essay emphasizes its thesis since it aims at making an argument.

Byram's Definition to Spoken Genres

 Byram (2004) defined a genre as:

"A staged, goal-oriented, purposeful activity in which speakers engage as members of their culture "(p. 235).

Commentary on Swale's Definition

 These are the circumstances as examples of genres: buying fruits, telling a story, writing a diary, applying for a job interview, writing an invitation letter, and so on (p. 309). Each spoken genre has a specific goal that people should achieve through several steps. Thus, the specific social

goals become main focuses when genre is discussed. It also implies that before writing, the context of a situation should be considered and analyzed in order to anticipate what linguistic features are required.

Swales (1990) and Martin (1984), as cited in Kay and Dudley-Evans (1998), shared an essential viewpoint that all genres control a set of communicative purposes within certain social situations and that each genre has its own structural quality according to those communicative purposes (p.309). Therefore, the communicative purposes and the structural features should be identified when genres are used in writing classes. The structural features that genres are made up of include both standards of organization structure and linguistic features.

The operational definition to the genre:

It is a set of communicative events, the members of which share some set of communicative purposes These events are turned into a staged, goal-oriented, purposeful activities in which the student writer engage as members of their culture. These activities are used as a framework for the language instruction

Writing subskills:

  Writing subskills are specific abilities that help writers put their thoughts into words in a meaningful form and to mentally interact with the message. (Gudschinsky, 1999, p. 50)

- **Holistic scores of the writing pre-test for the control group and the experimental group:**

To control variables before implementing the genre-based approach , the results of the writing pre-test were subjected to statistical treatment to find whether there were statistically significant differences between the two groups (control and experimental) in terms of the overall writing performance. Consequently, t-test for independent homogenous groups was used to compare the mean scores of the two groups, as shown in Table (1).

Table (1)

T-test results of the writing pre-test comparing both control and experimental groups in overall writing performance according to holistic scoring

Group	N	Mean	Std. Deviation	Std. Error Mean	t-test for Equality of Means		
					t value	df	Sig.(2-tailed)
Control	39	4.7949	2.3190	.3713	1.827	72	.072
Experimental	35	3.7714	2.4981	.4223			

Table (1) shows that there were no statistically significant differences between the mean scores of the control and experimental groups on the writing pre-test in overall writing performance according to holistic scoring, t value (1.827) is not statistically significant at ($\alpha \leq .05$) level. It should be noted that the original number of the experimental group is 37, but in the writing pre-test two papers were considered non-scorable. As a result, the two groups are homogenous at the beginning of the experiment according to holistic scores.

- **Analytic scores of the writing pre-test for the control group and the experimental group:**

In order to control variables before implementing the genre-based approach , the results of the writing pre-test were subjected to statistical treatment to find whether there were statistically significant differences between the two groups (control and experimental) in terms of the components of writing performance (Content, Organization, Sentence Fluency and Writing Conventions and Layout). Consequently, t-test for independent homogenous groups was used to compare the mean scores of the two groups, as shown in Table (2).

Table (2)
T-test results of the writing pre-test comparing both control and experimental groups in the components of writing performance according to analytic scoring

Components of Writing	Group	N	Mean	Std. Deviation	Std. Error Mean	t-test for Equality of means		
						t	df	Sig. (2-tailed)
Content	Control	39	5.0513	2.4703	.3956	2.062	72	.043
	Experimental	35	3.8286	2.6289	.4444			
Organization	Control	39	4.6410	2.2418	.3590	1.613	72	.111
	Experimental	35	3.7429	2.5477	.4306			
Sentence Fluency	Control	39	4.3333	2.1068	.3374	1.764	72	.082
	Experimental	35	3.4286	2.3045	.3895			
Writing Conventions & Layout	Control	39	4.6410	2.3338	.3737	2.153	72	.035
	Experimental	35	3.4571	2.3929	.4045			

Table (2) shows that there were no statistically significant differences between the mean scores of the control and experimental groups on the writing pre-test in the components of writing performance (Content, Organization, Sentence Fluency and Writing Conventions and Layout) according to analytic scoring, t value is (2.062) for "Content", (1.613) for "Organization", (1.764) for "Sentence Fluency" and (2.153) for "Writing Conventions & Layout" not statistically significant at ($\alpha \leq$ .05) level. It should be noted that the original number of the experimental group is 37, but in the writing pre-test two papers were considered non-scorable.

Hence, Table 2 reaffirms the fact that the two groups are homogenous at the beginning of the experiment with reference to analytic scores.

- **Attitude scores of the attitude pre-scale for the control group and the experimental group:**

Controlling variables before implementing the genre-based approach, the results of the attitude pre-scale were subjected to statistical treatment to find whether there were statistically significant differences between the two groups (control and experimental) in terms of their attitudes towards writing. Consequently, t-test for independent homogenous groups was used to compare the two groups, as shown in Table (3).

Table (3)
T-test results of the attitude pre-scale comparing both control and experimental groups on the student writing attitude scale

Group	N	Mean	Std. Deviation	Std. Error Mean	t-test for Equality of Means		
					t value	df	Sig.(2-tailed)
Control	39	130.3590	13.6198	2.1809	.738	74	2.2626
Experimental	37	132.6216	13.0881	2.1517			

Table (3) shows that there were no statistically significant differences between the mean scores of the control and experimental groups on the student writing attitude scale, t value (.738) is not statistically significant at ($\alpha \leq$ .05). Therefore, the two groups are homogenous at the beginning of the experiment regarding attitude scores.

From Tables 1, 2 and 3, it can be concluded that there were no statistically significant differences between the mean scores of the control

and the experimental groups on the writing pre-test in writing performance (concerning holistic and analytic scoring) and attitudes towards writing. This means that the two groups were nearly at the same level of writing performance and attitudes towards writing and they belonged to the same society they were taken from at the beginning of the experiment. In spite of the slight differences between the two groups, Tables 1,2 and 3 confirm that they are predominantly homogenous.

Results & Discussion

The results of the study are presented in terms of the study hypotheses using an SPSS programme, version 13. The analysis of data is organized in such a way that: hypotheses are presented followed by findings, analysis and discussion of results.

1. Hypothesis one*: **There are statistically significant differences between the mean score of the experimental group students and that of the control group students on the writing performance post- test favoring the experimental group.**

- **As for holistic scoring:**

The t-test for independent homogenous groups was used to compare the mean scores of the two groups on the writing post-test according to holistic scoring. Results of the t-test confirmed hypothesis one as shown in table (8):

Table (8)

The t-test results of the writing post-test for overall writing performance regarding holistic scoring

Group	N	Mean	Std. Deviation	Std. Error Mean	t-test for Equality of Means		
					t value	df	Sig. (2-tailed)
Control	39	5.0513	2.2355	.3580	6.954	74	.000
Experimental	37	8.5946	2.2043	.3624			

As shown in Table (8), the estimated t value (6.954) for holistic scores was statistically significant at ($\alpha \leq .05$) level. This indicates that there are statistically significant differences between the experimental group and the control group on the writing post-test in overall writing performance

in favour of the experimental group. This result can be ascribed to subjecting the experimental group to genre based approach.

- **As for analytic scoring:**

The t-test for independent homogenous groups was used to compare the mean scores of the two groups on the writing post-test in relation to analytic scoring. The results of t-test proved to be consistent with hypothesis one as shown in table (9):

Table (9)
The t-test results of the writing post-test in components of writing performance with regard to analytic scoring

Components of Writing	Group	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Content	Control	39	5.4872	2.3494	.3762	4.403	74	.000
	Experimental	37	7.9189	2.4651	.4053			
Organization	Control	39	5.1026	2.2918	.3670	5.879	74	.000
	Experimental	37	8.1892	2.2832	.3754			
Sentence Fluency	Control	39	5.1795	1.9584	.3136	6.655	74	.000
	Experimental	37	8.2703	2.0903	.3436			
Writing Conventions & Layout	Control	39	5.6667	2.4423	.3911	4.738	74	.000
	Experimental	37	8.1622	2.1280	.3498			

As shown in Table (9), the estimated t value (4.403) for "Content", (5.879) for "Organization", (6.655) for "Sentence Fluency" and (4.738)

for "Conventions of Writing and Layout" for analytic scores were statistically significant at ($\alpha \leq$ .05) level. This indicates that there are statistically significant differences between the experimental group and the control group on the writing post-test in the components of writing performance (Content, Organization, Sentence Fluency, Writing Conventions and Layout) in favour of the experimental group. Further, the results of the means of the experimental group' scores on the components of writing performance indicate that they achieved best results in "Sentence Fluency". This result can be ascribed to subjecting the experimental group to the genre-based approach.

2. Hypothesis two: *There are statistically significant differences between the mean score of the experimental group students and that of the control group students on the attitude post-scale favoring the experimental group.*

The t-test for independent homogenous groups was used to compare the mean scores of the two groups on the attitude post-scale. Results of t-test affirmed hypothesis two as shown in table (10).

Table (10)
The t-test results of the attitude post-scale comparing both control and experimental groups on the student writing attitude scale

Group	N	Mean	Std. Deviation	Std. Error Mean	t-test for Equality of Means		
					t value	df	Sig.(2-tailed)
Control	39	21.3333	8.6369	1.3830	5.657	74	.000
Experimental	37	32.5405	8.6269	1.4182			

Table (10) shows that there were statistically significant differences between the mean scores of the control and experimental groups on the student writing attitude post-scale, t value (5.657) is statistically significant at ($\alpha \leq$ .05).

These findings support positively hypothesis two and favor the experimental post results to the control post ones, on the student writing attitude post-scale. These significant differences between the

experimental post results and the control post ones can be attributed to the outcome of training the experimental group on the genre-based approach.

3. Hypothesis three: *There are statistically significant differences between the mean score of the experimental group students on the writing performance pre-and post-test favoring the post-test score.*

To specify the relative extent of change resulted from using the genre-based approach from the writing pre-test to the writing post-test for the experimental group, t-test for paired samples was used.

- **As for holistic scoring:**

The t-test for paired samples aims at comparing the mean scores of the experimental group on the writing pre-post-test in overall writing performance with respect to holistic scoring. Results of t-test verified hypothesis three as shown in table (11).

Table (11)

T-test results of the writing pre-post-test in overall writing performance given that holistic scoring for the experimental group

Test	N	Mean	Std. Deviation	Std. Error Mean	Paired Differences			t value	df	Sig. (2-tailed)
					Mean	Std. Deviation	Std. Error Mean			
Pre-test	35	3.7714	2.4981	.4223	5.00000	2.1963	.3712	13.469	34	.000
Post-test	35	8.7714	2.1016	.3552						

Table (11) shows that there were statistically significant differences between the mean scores of the experimental group on the pre-post-writing test in overall writing performance with reference to holistic scoring in favour of the post-test, t value (13.469) is statistically significant at ($\alpha \leq .05$) level.

- **As for analytic scoring:**

The t-test for paired samples aims at comparing the mean scores of the experimental group on the writing pre-post-test in the components of writing performance (Content, Organization, Sentence Fluency, Writing Conventions and Layout) in reference to analytic scoring. Results of t-test proved hypothesis three as shown in Table (12).

Table (12)

T-test results of the writing pre-post-test in the components of writing performance according to analytic scoring for the experimental group

Components of Writing	Test	N	Mean	Std. Deviation	Std. Error Mean	Paired Differences			t value	df	Sig. (2-tail d)
						Mean	Std. Deviation	Std. Error Mean			
Content	Pre	35	3.8286	2.6289	.4444	4.3143	2.1389	.3615	11.933	34	.000
	Post	35	8.1429	2.3281	.3935						
Organization	Pre	35	3.7429	2.5477	.4306	4.6857	1.9966	.3375	13.884	34	.000
	Post	35	8.4286	2.0904	.3533						
Sentence Fluency	Pre	35	3.4286	2.3045	.3895	5.0286	1.9325	.3266	15.394	34	.000
	Post	35	8.4571	1.9755	.3339						
Writing Conventions & Layout	Pre	35	3.4571	2.3929	.4045	4.8571	2.0167	.3409	14.248	34	.000
	Post	35	8.3143	2.0547	.3473						

Table (12) shows that there were statistically significant differences between the mean scores of the experimental group on the writing pre-post-test in the components of writing performance (Content, Organization, Sentence Fluency, Writing Conventions and Layout) regarding analytic scoring for the experimental group in favour of the post-test, t value (11.933) for "Content", (13.884) for "Organization",

(15.394) for "Sentence Fluency" and (14.248) for "Writing Conventions and Layout" is statistically significant at (⩽ .05) level. Further, the results of the means of the experimental group' scores on the writing performance post-test indicate that they achieved best results in "Sentence Fluency".

4. Hypothesis four: *There are statistically significant differences between the mean score of the experimental group students on the attitude pre-post- scale favoring the attitude post-score.*

In order to find out the relative extent of attitude change resulted from using the genre-based approach from the attitude pre-scale to the attitude post-scale for the experimental group, t-test for paired samples was used.

The t-test for paired samples aims at comparing the mean scores of the experimental group on the attitude pre-post-scale. Results of t-test proved to be consistent with hypothesis four as shown in Table (13).

Table (13)
T-test results of the attitude pre-post-scale for the experimental group

| Scale | N | Mean | Std. Deviation | Std. Error Mean | Paired Differences | | | t value | df | Sig. (2-tailed) |
					Mean	Std. Deviation	Std. Error Mean			
Pre-scale	37	132.6216	13.0881	2.1517	8.2973	10.1485	1.6684	4.973	36	.000
Post-scale	37	140.9189	12.4619	2.0487						

Table (13) shows that there were statistically significant differences between the mean scores of the experimental group on the attitude pre-post-scale in favour of the post-attitudes, t value (4.973) is statistically significant at (α ≤ .05) level.

5. Hypothesis five: *There are no statistically significant differences between the mean scores of the control group students on the writing performance pre-and post-test.*

In order to specify that there is no relative extent of change resulted from using the traditional method from the writing pre-test to the writing post-test for the control group, t-test for paired samples was used.

- **As for holistic scoring:**

The t-test for paired samples aims at comparing the mean scores of the control group on the writing pre-post-test in overall writing performance according to holistic scoring. The results of t-test proved to be consistent with hypothesis five as shown in Table (14).

Table (14)
T-test results of the writing pre-post-test in overall writing performance in relation to holistic scoring for the control group

Test	N	Mean	Std. Deviation	Std. Error Mean	Paired Differences			t value	df	Sig. (2-tailed)
					Mean	Std. Deviation	Std. Error Mean			
Pre-test	39	4.7949	2.3193	.3713	.2564	1.9018	.3045	.842	38	.405
Post-test	39	5.0513	2.2355	.3580						

Table (14) shows that there no were statistically significant differences between the mean scores of the control group on the writing pre-post-test in overall writing performance respecting holistic scoring, t value (5.657) is not statistically significant at ($\alpha \le .05$) level.

These findings show that the traditional way of learning writing led to some improvement but not significant in the control group students' overall writing performance on the post-test when compared to the pre-test. These findings are confirmed by the studies of Monteith (1991) and Hassan (1994).

- **As for analytic scoring:**

34

The t-test for paired samples aims at comparing the mean scores of the control group on the writing pre-post-test in the components of writing performance (Content, Organization, Sentence Fluency, Writing Conventions and Layout) with regard to analytic scoring. The results of t-test proved to be consistent with hypothesis five in terms of "Content" and "Organization", but not consistent in terms of "Sentence Fluency" and "Writing Conventions and Layout" as shown in Table (15).

Table (15)

T-test results of the writing pre-post-test in the components of writing performance respecting analytic scoring for the control group

Components of Writing	Test	N	Mean	Std. Deviation	Std. Error Mean	Paired Differences			t value	df	Sig. (2-tailed)
						Mean	Std. Deviation	Std. Error Mean			
Content	Pre	39	5.0513	2.4703	.3956	.4359	2.1126	.3383	1.289	38	.205
	Post		5.4872	2.3494	.3762						
Organization	Pre	39	4.6410	2.2418	.3590	.4615	1.6990	.2721	1.696	38	.098
	Post		5.1026	2.2918	.3670						
Sentence Fluency	Pre	39	4.3333	2.0168	.3374	.8462	1.6786	.2688	3.148	38	.003
	Post		5.1795	1.9584	.3136						
Writing Conventions & Layout	Pre	39	4.6410	2.3338	.3737	1.0256	2.2063	.3533	2.903	38	.006
	Post		5.6667	2.4423	.3911						

Table (15) indicates that there were no statistically significant differences between the mean scores of the control group on the writing pre-post-test in the components of writing performance (Content and Organization) with respect to analytic scoring, t value (1.289) for "Content" and (1.696) for "Organization" is not statistically significant at ($\alpha \leq .05$) level.

The previous findings show that the traditional way of learning writing resulted in some improvement but not significant in the control group students' writing in "Content" or "Organization" on the post-test in comparison with the pre-test.

However, results show that there were statistically significant differences between the mean scores of the control group on the writing pre-post-test in the components of writing performance (Sentence Fluency and Writing Conventions and Layout) given that analytic scoring in favour of the post-test, t value, (3.148) for "Sentence Fluency" and (2.903) for "Writing Conventions and Layout" is statistically significant at ($\alpha \leq .05$) level.

These results partially support hypothesis five since there is no statistically significant differences between the mean scores of the control group students on the writing performance pre-and post-test in terms of analytic scoring (Content and Organization only). However, the results of concerning (Sentence Fluency and Writing Conventions and Layout) do not support hypothesis five.

Therefore, these insignificant differences between the control pre-post results could be ascribed to teaching the control group the traditional method in terms of holistic scoring and analytic scoring (Content and Organization only). However, these significant differences between the control post results and the control pre ones can be attributed to teaching the control group the traditional method in terms of analytic scoring ("Sentence Fluency "and "Writing Conventions and Layout" only) as the traditional method concentrates mostly on structure, grammar, punctuation and spelling; emphasis was on mechanics (Tompkins, 1990; Power & Hubbard, 1991). As a result, the control group post results were better than the pre ones concerning "Sentence Fluency "and "Writing Conventions and Layout".

The traditional way seems to give great emphasis on the mechanics of writing, namely grammar, spelling and punctuation. Further, the main part of "Sentence Fluency" is sentence structure. What's more, for the

traditional method, mastering writing subskills means mastering writing mechanics. Traditionally, writing was viewed mainly as a tool for the practice and reinforcement of specific grammatical and lexical patterns, a fairly one-dimensional activity, in which accuracy was all-important but "Content" and "Organization" constitute non-priorities. Writing is often seen by some teachers as something that should not detract valuable classroom time. For these reasons, it was expected for the control group students to achieve progress with regard to "Sentence Fluency" and "Writing Conventions and Layout".

6. Hypothesis six: *There are no statistically significant differences between the mean scores of the control group students on the attitude pre- post- scale.*

To determine that there is no relative extent of attitude change resulted from using the traditional method from the attitude pre-scale to the attitude post-scale for the control group, t-test for paired samples was used.

The t-test for paired samples aims at comparing the mean scores of the control group on the attitude pre-post-scale. The results of t-test proved to be consistent with hypothesis six as shown in Table (16).

Table (16)
T-test results of the attitude pre-post-scale for the control group

Scale	N	Mean	Std. Deviation	Std. Error Mean	Paired Differences			t value	df	Sig. (2-tailed)
					Mean	Std. Deviation	Std. Error Mean			
Pre-scale	39	130.3590	13.6198	2.1809	4.7179	14.9683	2.3968	1.968	38	.056
Post-scale	39	135.0769	12.4093	2.1472						

Table (16) shows that there were no statistically significant differences between the mean scores of the control group on the attitude pre-post-scale, t value (1.968) is not statistically significant at ($\alpha \le .05$) level.

The results of support hypothesis six that there are no statistically significant differences between the mean scores of the control group students on the attitude pre-post-scale. Therefore, these insignificant

differences between the control post results and the control pre ones can be ascribed to subjecting the control group to the traditional method.

Summary, Results, Conclusions, Recommendations and Suggestions

Results:

The following results were reached:

1. There are statistically significant differences between the mean scores of the experimental group students and that of the control group students on the writing performance post- test favoring the experimental group.

2. There are statistically significant differences between the mean scores of the experimental group students and that of the control group students on the attitude post-scale favoring the experimental group.

3. There are statistically significant differences between the mean scores of the experimental group students on the writing performance pre-and post-test favoring the post-test scores.

4. There are statistically significant differences between the mean scores of the experimental group students on the attitude pre-post-scale favoring the post-attitude scores.

5. There are no statistically significant differences between the mean scores of the control group students on the writing performance pre-and post-test in terms of "Content" and "Organization" skills, but there are statistically significant differences between the mean scores of the control group students on the writing performance pre-and post-test in terms of "Sentence Fluency" and "Writing Conventions and Layout".

6. There are no statistically significant differences between the mean scores of the control group students on the attitude pre-post-scale.

Conclusions:

Upon reviewing the data and analyzing the results, the following points were concluded:

1. Instruction in Genre-based approach improves students' performance. This conclusion adds to the validity of other studies such as that of Moerler (1991), Wells (1992), Cox, Holden & Pickett (1997), Kapka & Oberman (2001), Buhrke et al (2002) and Ahmed (2003).

2. Using the Genre-based approach has helped develop a positive relationship between students' attitudes and their writing performance. Students who displayed low attitude scores towards writing displayed low writing performance and vice versa. This conclusion is consistent with the conclusions of other studies such as that of LaRoche, (1993), Adams et al (1996), Robertson, Cumberworth & Hunt (1998), Suzie (2001), Ensio & Boxeth (2000) and Gau et al (2003). This conclusion can be elaborated as follows:

   A. Since a positive attitude change occurred due to the introduction and implementation of Genre-based approach in this study, it is important to realize that teaching writing as a process encouraged students to become writers. Students learned by being active participants rather than by passively absorbing information. Genre-based approach forced students to become participants in their learning. They were required to take charge of their writing by selecting their own topics to write about, by deciding how their topics would be developed and what the finished product would be. A focus on PW provided the natural development of written language. It focused attention on the process of learning and not the finished product. It is concluded that all students can write and that they have something worth writing. It allowed for the growth of writing subskills because Genre-based approach activities took place in a non-threatening climate where students were not afraid to take risks. It was within this environment that students developed their own style and choices.

   B. Through making writing purposeful, students became better writers because they had a sense of audience. The sense of audience developed through various aspects: constructive peer

revising / editing, presenting writing to an audience (Author's Chair) and posting writing on pocket bulletin boards; these things were powerful incentives. Additionally, the purpose is motivated by writing on topics that affect them (friendly letter, describing one's hometown, describing the job one likes and for and against TV), it was then that their writing became purposeful. Hence, proposing writing that is real and meaningful was essential in creating a writing-rich environment. The researcher hoped to make writing an everyday reality for students. Other studies reached the same conclusion such as that of   Adipattaranun (1992), Goldstein & Carr (1996), Loudermilk (1997) and Ensio & Boxeth (2000).

3. The change in the writing teacher's role from the traditional role which has been evaluating the learner's first draft as if it were the final product, and assuming the role of a consultant, facilitating the learner's step-by-step creation of the piece of writing, is crucial in helping students write better.

4. Providing safe, encouraging, non-threatening environment, i.e. creating settings that motivate students' writing, helps them improve their writing performance. Student-writers need to feel support and acceptance from the teacher and peers to take the kind of risk involved in the process of producing good writing. When they feel safe from criticism, they become eager to write and to share their writing. Therefore, the class becomes a community of writers and students respond positively to a supportive writing atmosphere. This is consistent with the results of other studies such as Mouritzen (1993), Edwards et al (1995), Tai Po Old Market Public School (2000) and Hill (2000).

Recommendations

The following recommendations are based on the results and conclusions drawn in this study:

1. Teachers need more training in writing, especially on Genre-based approach. For those unfamiliar with writing as a process, it would be advisable to read books by experts in the field. Teachers should talk to other teachers who use the process approach to become familiar with what is happening in the field of writing. They will have a stronger base for discussions concerning what writers do and how they feel when writing. These types of discussions are

important to the development of the students' writing subskills.

2. Teachers should also provide students with frequent and lengthy opportunities to write. Collaboration is highly valued and encouraged at every step of the process, especially during the revising and editing phases.

3. In successful writing classes students need to be reminded of the purpose for their writing: publishing and communicating. Teachers are expected to help students make connections between writing in the classroom and in the world at large.

4. Teachers need to encourage their students, guide and support their hesitant steps, reassure them it is acceptable to make mistakes on first drafts and remind them the purpose of the initial writing is to communicate ideas.

5. Students, whatever their age or level of ability, need to feel that writing is fun.

6. As mastering the writing subskills can be achieved gradually, students need periodical experiences to practice it. Frequency of writing increases fluency. Therefore, sufficient time to writing instruction is needed.

7. As an interested audience is helpful and effective, it is recommended to adopt a sense of audience other than the teacher such as classmates, schoolmates and family members.

8. Student-writers should choose their own topics of writing that are of interest to them and their lives.

9. Teachers should view students as authors and real writers and give them the opportunities to engage in writing as "professionals" do.

10. The use of student-teacher conference is recommended as the teachers ask key questions (such as what kind of help might you need now?) and students raised their problems about using PW stages (prewriting, drafting, revising, editing and publishing) and the teacher responded to these problems and at the same time invited the whole class for a discussion. The conferencing was effective in tackling students' writing problems.

11. The students' audiences should be real and interested in reading what the writers have to say (peers, friends from other classes, family members and so on).

12. When all teachers are encouraged to use the same scoring rubric, this will greatly enhance the consistency of assessment.

References

1. Agustien, H.I.R. (1997). *Communication Strategies in Sustained Casual Conversations.* Thesis Ph.D. Macquarie University, Sydney.

2. Bachman and Palmer. (1996). *Language Testing in Practice.* Hong Kong: Oxford University Press.

3. Badger, R., & White, G. (2000). Product, process and genre: Approaches to writing in EAP [Electronic version]. *ELT Journal*, 54(2), 153-160.

4. Bakhtin, M. (1986). Speech genres and other late essays. In V. W. MacGee (Trans.), M. Holquist, & C. Emerson (Eds.). Austin, TX: University of Texas Press.

5. Ballard, B. and Clanchy, J. (1991). Assessment by misconception: Cultural influences and intellectual traditions. In L.

6. Bawarshi, A. (2000). The genre function. College English, 62(3), 335-360.

7. Bazerman, C. (1997). The life of genre, the life in the classroom. In W. Bishop & H. Ostrom (Eds.), *Genre and writing: Issues, arguments, alternatives*. Portsmouth: NH: Boynton/Cook, pp 19-29.

8. Bhatia, V. K. (1993). Analyzing genre: Language use in professional settings. New York: Longman.

9. Bialystok, E. (1990). *Communication Strategies. A Psychological Analysis of Second-Language Use.* Oxford : Basil Blackwell

10. Board of Studies. (1994). *K – 6 English Syllabus and Support Documents.* New South Wales: Board of Studies.

11. Brenda,P.(1997) .Teaching Writing: Ask Better Questions--Get Better Writers!.*Instructor (Primary).* v107 n4 p60-61.

12. Burden & Larson and Toonen (2005) Gaining Independence through Collaboration: Using Partner or Small Group Conferences to Discuss Students' Drafts.

13. Burns, A. (2001). Genre-based approaches to writing and beginning adult ESL learners. In C.

14. Byram, M. (2004). Genre and genre-based teaching. The Routledge

15. Encyclopedia of Language Teaching and Learning (pp. 234- 237). London: Routledge.

16. Cameron, L. (2001). *Teaching Languages to Young Learners.* UK: Cambridge University Press.

17. Campbell, C. (1998). Teaching second-language writing: Interacting with text. Newbury:

18. Canale, M and M. Swain (1980). Theoretical bases of communicative approaches in second language teaching and testing, *Applied Linguistics* 1: 1 - 47.

19. Canale, M. (1983). From Communicative competence to communicative language pedagogy. In Richards and Schmidt (eds.): *Language and Communication.* London: Longman. pp.2-27.

20. Carrell, P. L.(1984). Evidence of formal schema in second language comprehension. In *Language Learning*, 34, pp. 87-112.

21. Celce-Murcia, M., Olshtain, E. (2001). *Discourse and Context in Language Teaching: a Guide for Language Teachers.* UK: Cambridge University Press.

22. Celce-Murcia, M., Z. Dornyei, S. Thurrell(1995). Communicative Competence: A Pedagogically Motivated Model with Content Specifications. In *Issues in Applied Linguistics,* 6/2, pp 5-35.

23. Chomsky, N. (1965). *Aspects of the Theory of Syntax.* Cambridge, Mass: MIT Press.

24. Corden, R. (2000). *Literacy and Learning through Talk: Strategies for the Primary Classroom.* Buckingham: Oxford University Press.

25. Curriculum Planning and Research Division. (2001). *English Language Syllabus 2001. For Primary and Secondary School.* Singapore: Ministry of Education.

26. Darsie,B.(1995) .Inter-Activism: Strengthening the Writing Conference. *Writing Center Journal.* v15 n2 p163-80.

27. Debbie, R& Shirl, H.(2003). Primarily Writing: A Practical Guide for Teachers of Young Children.

28. Depdiknas.(2005). *Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan.* Jakarta: Depdiknas Republik Indonesia.

29. Derewianka, B. (1990). *How Texts Work.* Sydney: Primary English Teaching Association.

30. Doughty, C. and J. Williams. (1998). *Focus on Form in Classroom SLA.* Cambridge: Cambridge University Press.

31. Durako, J, et al. (1997). From Product to Process: Evolution of a Legal Writing Program, 58 U. Pitt. L. Rev. 719.

32. Eggins S. and D. Slade. (1997). *Analysing Casual Conversation.* London: Cassell.

33. Eggins, S (1990). *Keeping the Conversation Going: a systemic functional analysis of conversational structure in casual sustained talk.* PhD. thesis, Linguistic Department, University of Sydney

34. Eggins, S. (1994). *An Introduction to Systemic Functional Linguistics.* London : Pinter Publishers

35. Ellis, R. (1985). *Understanding Second Language Acquisition.* Oxford: Oxford University Press.

36.Ellis, R. (1994). *The Study of Second Language Acquisition.* Oxford: Oxford University Press.

37.Feez, S. dan H. Joyce. (2002). *Text-Based Syllabus Design.* Sydney: NCELTR, Macquarie University.

38.Flower L. & Hayes J. R. (1984). "Images, plans, and prose: The representation of meaning in writing". *Written Communications*, *1*: 120-160.

39.Gardner, A., & Johnson, D. (1997). *Teaching personal experience narrative in the elementary and beyond.* Flagstaff, AZ: Northern Arizona Writing Project Press.

40.Gee, J. (1992). Socio-cultural approaches to literacy (literacies). In W. Grabe (Ed.), *Annual Review of Applied Linguistics.* New York: Cambridge University Press.

41.Gerot, L. dan P. Wignell. (1995). *Making Sense of Functional Grammar.* Sydney: Antepodean Educational Enterprises.

42.Goh, C. M. and R. E. Silver. (2004). *Language Acquisition and Development: A Teacher's Guide.* Singapore: Longman.

43.Grainger, T. (Ed.) (2004). *The Routledge Falmer Reader in Language and Literacy.* London: RoutledgeFalmer.

44.Gudschinsky, S. (1999). *A Manual of Literacy for Preliterate Peoples.* Ukarumpa, Papua New Guinea: Summer Institute of Linguistics.

45.Halliday, M. A.K. (1985b) *Spoken and Written Language.* Geelong: Deakin University Press.

46.Halliday, M.A.K. (1978). *Language as Social Semiotic.* London: Edward Arnold.

47.Halliday, M.A.K. (1984). Language as Code and Language as behaviour: A systemic-functional interpretation of nthe nature and ontogenesis of dialogue. In R. Fawcett, M.A.K. Halliday, S.M. Lamb & A. Makkai (eds.) *The Semiotics of Language and Culture Vol. 1: Language as Social Semiotic.* London: Pinter, pp.3-35.

48.Halliday, M.A.K. (1994). *An Introduction to Functional Grammar.* London: Edward Arnold.

49. Halliday, M.A.K. (2001). Literacy and Linguistics: Relationships between Spoken and Written Language. In *Analysing English in a Global Context,* Burns and Coffin (eds.). London: Routledge.

50. Halliday, M.A.K. and C. Matthiessen, (2000). *Construing Experience through Meaning: A language based approach to cognition.* London: Continuum.

51. Halliday, M.A.K. and Plum, G. (1983). On Casual Conversation. In R. Hasan (ed.) *Discourse on Discourse.*Occasional Papers No 7, 1983 Macquarie University.

52. Halliday, M.A.K. dan R. Hasan. (1976). *Cohesion in English.* London: Longman.

53. Halliday, M.A.K., dan R. Hasan (1985ª). *Language Context and Text*: *Aspects of language in a social –semiotic perspective.* Victoria: Deakin University Press.

54. Hammond, J, A. Burns, H. Joyce, D. Brosnan, L. Gerot. (1992). *English for Special Purposes: A handbook for teachers of adult literacy.* Sydney: NCELTR, Macquarie University.

55. Hasan, R. and G. Perrett (1994). Learning to function with the other tongue: A systemic functional perspective on second language teaching. In T. Odlin (ed.) *Perspectives on Pedagogical Grammar.* Cambridge: Cambridge University Press, pp.179-226.

56. Hayland, K. (2004). *Genre and Second Language Writing.* Ann Arbor: The university of Michigan Press.

57. Heinle & Heinle. Henry, A., & Roseberry, R. L. (1998). An evaluation of a genre-based approach to the teaching of EAP/ESP writing. TESOL Quarterly, 32(1), 147-156.

58. Holme, R. (2004). *Literacy: An Introduction.* Edinburgh: Edinburgh University Press.

59. 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.

60. Hymes, D. (1971). Competence and performance in linguistic theory. In R. Huxley and E.Ingram (eds.), *Language Acquisition: Models and Methods*. New York: Academic Press.

61. Hymes, D. (1972). On communicative competence. In J. B. Pride and J. Holmes (eds.): *Sociolinguistics.* Harmondsworth: Penguin.

62. Hymes, D. (1979). On communicative competence, In Brumfit and Johnson (eds.) *The Communicative Approach to Language Teaching,* Oxford University Press. pp 5-26.

63. Hymes, D. (1992). The concept of communicative competence revisited. in Martin Putz (ed.)*Thirty Years of Linguistic Evolution.* Philadelphia: John Benjamins Publishing Company.

64. Johnson, M. (2004). *A Philosophy of Second Language Acquisition.* London: Yale University Press.

65. Karin,L& Patricia, L.(1999). Phonics instruction and student achievement in whole language first grade classrooms. *Reading-Research-Quarterly*. Vol 34(3), 312-341.

66. Kay, H., & Dudley-Evans, T. (1998). Genre: What teachers think [Electronic version]. ELT Journal, 52(4), 308-314.

67. Keller, E. (1979). Gambits: conversational strategy signals. *Journal of Pragmatics* 3.

68. Keller, E. and S.T. Warner. 1988. *Conversation Gambits.* England: Language Teaching Publications.

69. Kern, R. (2000). *Literacy and Language Teaching*. Cambridge: Cambridge University Press.

70. 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.

71. Kongpetch, S (2006) Using A Genre-Based Approach to Teach Writing to Thai Students: A Case Study, Prospect Vol. 21, No. 2.

72. Martin, J. (1992). *English Text: System and Structure.* Philadelphia: John Benjamins Publishing Company.

73. Martin, J. and D. Rose. (2003). *Working with Discourse: Meaning beyond the clause.* London: Continuum.

74. Matthiessen, C. (1995). *Lexicogrammatical Cartography: English Systems.* Tokyo: International Language Sciences Publishers.

75. McCarthy, M. (1994). What should we teach about the spoken language? *Australian Review of Applied Linguistics* 17, 2 pp. 104-120.

76. McCarthy, M. Carter, R. (1994). *Language as Discourse: Perspectives for Language Teaching.* London: Longman.

77. McKay, S. L. (1996). Literacy and Literacies. In S.L. McKay and N. H. Hornberger (eds.), *Sociolinguistics and Language Teaching.* New York: Cambridge University Press.

78. Miller, C. R. (1984). Genre as social action [Electronic version]. *Quarterly Journal of Speech*, 70, 151-167.

79. Munby, J. (1978). *Communicative Syllabus Design.* Cambridge University Press.

80. Murray D. M. (1982). "Teaching the other self: The writer's first reader". *College Composition and Communication*, *33*, 2: 140-147.

81. Nattinger, J. R. and J. S. DeCarrico (1992) *Lexical Phrases and Language Teaching.* Hong Kong: Oxford University Press.

82. O'Malley, J.M and A.U. Chamot. (1990). *Learning Strategies in Second Language Acquisition.* New York: Cambridge University Press.

83. Paltridge, B. (1996). Genre, text type, and the language learning classroom. ELT Journal, 50(3), 237-243.

84. Peter, E. (1998) *Writing without Teachers* 2nd ed. Oxford University Press, USA.

85. Pusat Kurikulum. (2004). *Kurikulum Bahasa Inggris 2004*. Jakarta: Depdiknas.

86. Ralph,F& JoAnn,P.(2009).When Students Write. [Videotapes and Viewing Guide]. *http://www.stenhouse.org/pdfs/0334guid.pdf*.

87. Richard, G. (2005). Instructional Techniques for Emerging Writers and Special Needs Students at Kindergarten and Grade 1 Levels *Reading and Writing Quarterly*. v21 n2 p113-134

88. Richards, J.C. (2001). *Curriculum Development in Language Teaching.* Cambridge: Cambridge Language Education.

89. Robert, J. & Glenn, C (1995).The St. Martin's Guide to teaching writing 101.Dartmouth writing Program, Teaching the Writing Process,*www.dartmouth.edu/~writing/materials/faculty/pedagogies/process.shtml*

90. Rowling, J. K. (2005). *Harry Potter and the Half-Blood Prince.* London: Bloomsbury.

91. Rukmini, D. (2004). *Genre Analysis of the Reading Texts in BP Textbook for SMA.* Unpublished research report. Semarang: Lemlit-UNNES.

92. Ruth, R. (1995). *The Second language writing of Chinese ESL students: transfer and writing development*: PhD: UNIVERSITY OF ILLINOIS-AT-URBANA-CHAMPAIGN.

93. Sacks, H. (1984). Notes on Methodology. In Atkinson and Heritage (eds.) *Structures of Social Action.* Cambridge: Cambridge University Press, pp.21-27.

94. Sacks, H., Schegloff, A., & Jefferson, G.(1974). A simplest systematics for the organization of turn taking for conversation. *Language* 50, 4.

95. Sacks, H., Schegloff, A., & Jefferson, G. (1978). A simplest systematics for the organization of turn taking for conversation. In J. Schenkein (ed.) *Studies in the organization of conversational interaction.* New York : Academic Press.

96. Savignon, S. J. (1983). *Communicative Competence; Theory and Classroom Practice.* Reading, Mass: Addison-Wesley.

97. Schiffrin, D. (1987). *Discourse Markers.* Cambridge: Cambridge University Press.

98. Schiffrin, D. (1994). *Approaches to Discourse.* Oxford: Blackwell.

99. Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics* 10: 209-31.

100. Selinker, L. (1992). *Rediscovering Interlanguage.* London: Longman.

101. Sitko B & Penrose A. (1993). *Hearing Ourselves Think: Cognitive Research in the College Writing Classroom*, Oxford University Press. New York. Page Number: 188.

102. Slade, D. and L. Norris (1986a). *Teaching Casual Conversation*. Topics, Strategies and Interactional Skills. NSW: National Curriculum Resource Centre.

103. Slade, D. and R. J. Gardner (1985). Interactional Skills in Casual Conversation: Discourse Analysis and the Teaching of Conversational Skills to Adult E.S.L. Learners. In *Australian Review of Applied Linguistics,* Vol 8, No 1 June 1985, pp. 105-119.

104. Stanley, G. (2007).Approaches to Process Writing, *www.teaching-english.net/think/write/process_write.shtml*

105. Stone, S. (1995). *The primary multiage classroom: Changing schools for children*. Unpublished manuscript.

106. Stubbs, M. (1986). *Educational Linguistics.* Oxford: Blackwell.

107. Swales, J. (1990). *Genre Analysis.* UK: Cambridge University Press.

108. Swales, J. M. (1990). Genre analysis: English in academic and research settings. Cambridge, UK: Cambridge University Press.

109. Tangpermpoon,T(2008)Integrating Approaches To Improve Students Writing Skills for English Major Students. *ABAC* Journal Vol. 28, No. 2 (May-August 2008, Pp.1-9)

110. Taylor, D. S. (1988). The Meaning and Use of the Term 'Competence' in Linguistics and Applied Linguistics. In *Applied Linguistics*, Vol 9. no 2: Oxford University Press. pp.148-168.

111. Tommy,t .(1998).Writer to Writer: How To Conference Young Authors.

112. Tompkins, G. (1997). *Teaching and writing: Balancing process and product*. Columbus, OH: Merrill Publishing Co.

113. Vygotsky. L. (1978). *Mind in Society*.Cambridge MA: Harvard University Press.

114. Weinmann, J. M. and P. Backlund, P. (1980). Current Theory and Research in Communicative Competence. In *Review of Educational Research*, 50/1, pp.185-199.

115. Wells, B. (1987). Apprenticeship in Literacy. In *Interchange* 18,1 / 2, pp.109-123.

116. William,H.(1996). Strategies for Working One-on-One with ESL Adult Literacy Writers. Adult Literacy Independent Learning Packet. *http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno =ED411707*

Appendixes

Appendix (A) Students' achievement test in the first term

l	Dialogue	Situation	Vocabulary	Structure	Comprehension	Reader	Writing	Translation	T
	2.5	.5	3	1.5	4	1	1	1.5	
	2.5	zero	3	zero	zero	M	1	1.5	8
	2.5	.5	3	zero	1.5	zero	1	1.5	
	2.5	.5	3	.5	3.5	zero	1	2	
	3	1.5	3	2	4	2	1	2.5	
	2	.5	.5	zero	zero	zero	zero	2	
	2.5	.5	2.5	zero	3	1	1	2	
	2.5	.5	3	zero	4	zero	1	2	
	2	.5	2.5	zero	2	1	zero	2	
	2.5	.5	3	.5	1.5	zero	1	2	
	3	.5	2.5	zero	3.5	zero	1	2	
	2.5	1	3	zero	3.5	zero	1	2	
	2.5	.5	3	zero	3.5	zero	1	2	
	2.5	.5	3	zero	3.5	zero	zero	2	
	zero	zero	.5	zero	2.5	1	zero	1.5	
	2	.5	1	2	3.5	zero	1	2	
	2.5	.5	3	zero	2	zero	zero	2	
	2.5	.5	3	zero	3.5	zero	zero	2	
	2.5	.5	3	zero	3.5	zero	zero	2	
	2.5	.5	2.5	zero	3.5	zero	M	2.5	
	zero	M	1	zero	1	zero	M	zero	2
	2	.5	2	zero	1	zero	M	1	
	2	.5	3	zero	3	1	zero	2.5	

Appendix (B) <u>**A list of writing skills expected from secondary stage students:**</u>

	Writing skills
	A. Skills related to Content:
1	**Presenting accurate, enough and well-chosen details to support the main ideas (clarity)**
2	**Giving the reader relevant, coherent and important information in line with the topic (focus)**
	B. Skills related to Organization:
1	**Writing a strong topic sentence that gives clues about what is coming. (topic sentence)**
2	**Using logical and effective structure, order, and sequence (Organizational patterns)**
3	**Using smooth transitions to help the ideas flow together**
4	**Writing a suitable conclusion.**
	C. Skills related to Sentence fluency:
1	**Using complete sentences without fragments**
2	**Using different sentence lengths**
3	**Using different types of sentence beginnings**
4	**Using different sentence structures**
	D. Skills related to Writing Conventions and Layout:
1	**Using correct grammar that contributes to clarity and style**
2	**Guiding the reader through the composition by using correct punctuation**
3	**Using correct spelling**
4	**Using the correct layout of the form of writing**
5	**Producing eligible handwriting, clearly formed letters, uniform spacing between words and easy to read text (legibility)**
6	**Producing a good overall appearance (neatness)**

Appendix (C) Student writing attitude scale in

In this scale, you find statements about writing. The scale aims at finding out your attitudes towards writing. There are no right or wrong answers. How you answer the statements will in no way affect your grade. Please answer as candidly as possible.

Name: Age:
Date:

N	Statements	Response				
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1	I like writing.					
2	When I have free time, I prefer writing to any other hobbies.					
3	When I participate in group work, I accept tasks that involve writing.					
4	I hate writing.					
5	I look forward to writing down my own ideas.					
6	Writing is fun.					
7	When I have something to express, I'd rather write it than say it.					
8	Writing is boring.					
9	Writing is a very important way for me to express my feelings.					
10	My mind usually seems to go blank when I start to work on a composition.					
11	I write better than I speak.					
12	Using process writing wastes a lot of time.					
1	A student who writes well gets better					

3	grades in many subjects.					
1 4	I wish I had more time to write at school.					
1 5	When the teacher says it is writing time I feel nervous.					
1 6	Writing is important to my future career.					
1 7	Writing helps me think more clearly.					
1 8	I don't like my compositions to be evaluated.					
1 9	Readers like what I write.					
2 0	I think writing is easy.					
2 1	I reread and revise what I have written willingly.					
2 2	I prefer topics I choose myself to ones given by the teacher.					
2 3	I find prewriting activities (such as brainstorming, freewriting, questioning) useful in helping me write.					
2 4	Graphic organizers help me organize my ideas.					
2 5	I share what I write at school with family and friends.					
2 6	Discussing my writing with others is an enjoyable experience.					
2 7	I feel happy when I present my writing before my classmates.					
2 8	I have no fear of my writing being evaluated.					
2 9	I like talking about writing with friends.					
3 0	I like what I write.					
3 1	Working with writing activities (such as paragraph, letter and postcard) make me feel important.					
3 2	I think writing is difficult.					

3 3	Expressing my ideas through writing seems to be a waste of time.					
3 4	I feel I'm not good at writing.					
3 5	I think I'm a good writer.					
3 6	I write better than I read.					
3 7	Learning process writing is complex.					
3 8	People who write well are more influential in convincing others.					

Appendix (D) The pre-post writing performance test

Time allowed: 60 minutes
School:……………………………………
Class:……………………………………
Name:…………………………………….
Date:……………………………………

1. Write a letter to your pen-friend John living in the USA asking him about:

  a) The possibility of visiting the USA during the coming summer holiday
  b) Finding a job during that time
  c) What is the weather like?
  d) What things to take
      Your name is Ahmed and you live at 80 Faisal Street, Giza.

(Approx. time: 20 minutes)

2. Write a paragraph of not less than 7 sentences on:

"My home town: Mansoura".
You can use the following guiding questions:

- Where do people work?
- How do they get to work?
- What do they do in their spare time?
- Which sports or leisure facilities are there?

(Approx. time: 20 minutes)

3. Write a paragraph of not less than 7 sentences on:

"Arguments for and against living in a large city"
You can use the following guiding points:
- For: getting all one needs / variety of goods / means of entertainment / all stages of education
Against: slow traffic and jams / noise everywhere / pollution at a high level

(Approx. time: 20 minutes)