

Using a genre-based writing method in the distance education classroom

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ABSTRACT The aim of this study was to investigate the effect of the genre-based writing method in distance education courses. In this study, where action research was chosen as a research method, the researcher examined the use of the genre-based writing method in writing lessons of 8 foreign students at the B2 level who took a Turkish course over a 7-week period. For the data collection tools; the lessons' video-recordings (observation), semi-structured interviews (interview) and the writings of the participants (document analysis) were examined. Thematic analysis was used in this study with both deductive and inductive processes. As a result, it was observed that genre-based writing method increased students' writing skills considerably in distance Turkish writing lessons. Another major finding was that the participants' characteristics affected their success. However, in some sub-headings of this study, because of distance education's nature, the implementation of the genre-based writing method did not show the expected successes. Finally, large-scale experimental studies containing genre-based writing method implementation and studies on self-regulation strategies in online writing lessons were suggested.

Keywords: Distance education, Genre-based writing, Online learning, Writing education

Tür temelli yazma yönteminin uzaktan eğitim sınıfında kullanılması

ÖZ Bu çalışmanın amacı, uzaktan eğitim derslerinde tür temelli yazma yönteminin etkisini ele almaktır. Araştırma deseni olarak eylem araştırmasının seçildiği bu çalışmada, uzaktan eğitim ile Türkçe dersi alan B2 düzeyindeki 8 yabancı öğrencinin yazma derslerinde tür temelli yazma yönteminin kullanımı 7 haftalık uygulamada incelenmiştir. Veri toplama araçları olarak; derslerin video kayıtları (gözlem), yarı yapılandırılmış görüşmeler (mülakat) ve katılımcıların yazıları (doküman incelemesi) incelenmiştir. Bu çalışmada hem tümdengelsel hem de tümevarımsal analiz süreçleri ile tematik analiz kullanılmıştır. Sonuç olarak, tür temelli yazma yönteminin uzaktan Türkçe yazma derslerinde öğrencilerin yazma becerilerini önemli ölçüde artırdığı gözlemlenmiştir. Ancak bazı alt başlıklarda katılımcı özelliklerinin başarıyı etkilediği görülmüştür. Bazı alt başlıklarda ise tür temelli yazma yönteminin uygulanması, uzaktan eğitimin doğası gereği beklenen başarıyı gösterememiştir. Son olarak, tür temelli yazma yöntemi uygulamasında büyük ölçekli deneysel çalışmalar ve çevrimiçi yazma derslerinde öz düzenleme stratejilerine yönelik çalışma önerilerinde bulunulmuştur.

Anahtar Sözcükler: Çevrimiçi öğrenme, Tür temelli yazma, Uzaktan eğitim, Yazma eğitimi

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INTRODUCTION

Foreign language teaching instruction is challenging due to students' low writing skills, translating thoughts into a foreign language, and rhetorical issues of sentence structure and organization. Genre-based features of these elements impact the writing process and express the author's textual and communicative choices. These "genre-based" factors include mode, field, and tenor (Derewianka & Jones, 2016; Halliday, 1994). Field refers to the ongoing communicative activity situated in a social context; tenor refers to authors and the relationship between writers and readers, and mode or the way in which you connect with the text itself. Therefore, the content of written communication, the relationships among the reader, writer, and mode determine the content and form of a manuscript. This study explores the genre-based writing method which aims to teach writing within the framework of these choices made in the communicative and social field.

The genre-based writing method is one of the most effective methods in foreign language writing courses. This method, which emerged in the 1980s, aims to teach writing in line with text types. Genre refers to how writers create texts in similar social situations and how they use language in these texts. Furthermore, texts are structured using different linguistic styles based on social context's needs (Hyon, 1996; Derewianka & Jones, 2016; Lee, 2013). Texts such as recipes, essays, poems, stories, biographies, letters, songs, novels, instructions manuals, recipes, research articles, symposium presentations ...etc. are some examples of genres. In the teaching process, it is essential to define and teach the target texts that students need to write in different contexts (Badger & White, 2000; Hyland, 2004). In regard to this method's success, many studies show how this method significantly improves foreign language writing skills (Carstens, 2009; Chen & Su, 2012; Correa & Echeverri, 2017; Hyland, 2003; Hyland, 2004; Hyland, 2009; Hyon, 1996; Kuiper et al., 2017; Martin & Rose, 2007; Martin & Rose, 2008; Ramos, 2015; Rose, 2008; Rose, 2012; Troyan, 2016). Also, it has showed the same success in Turkish as a foreign language writing lessons, which is the main field of study of this research (Argit & Özer-Griffin, 2015; Yiğitoğlu & Reichelt 2014).

This study inquires how the genre-based writing method, which has been proven in face-to-face as successful, is effective in foreign language writing teaching in distance education environment. The distance education is valid for situations where the learner and teacher do not share the same physical environment. Therefore, the distance education environment offers opportunities by the nature of itself for- flexibility and adaptability (Tümen-Akyıldız, 2020). However, the framework for the opportunities offered to distance education has changed in parallel with the development of technologies. For example, while the content of electronic distance education, which started with the radio in the 1920s, only had verbal expression elements, it evolved into video/audio content in the 1990s and an interactive structure with online technologies in the 21st century (Clark, 2020). These changing educational environments have brought some advantages to technological innovations. Despite all these advantages, effectiveness of distance education is an important issue discussed in the literature. For example, many studies refer to the high dropout rate in distance education (Bersin, 2004; Cambruzzi et al., 2015; Oliveira et al., 2018; Sweet, 1986; Tan & Shao, 2015).

Genre-based writing was a successful method in teaching Turkish as a foreign language. Before this study, the researcher used this method at the B2 level three times in his previous face-to-face writing lessons and saw it as an advantageous approach. In this study, it was investigated how this method would affect the difficulties experienced in writing skills due to the absence of a classroom environment and synchronized teacher reflection in distance education. Therefore, genre-based writing lesson plans were designed as an intervention study and this study investigates the effectiveness of this intervention in terms of different data types. The research question of the study prepared with this point of view was determined as: "What is the effect of genre-based writing lessons on students' writing skills and writing lessons in the distance education process?" The sub-questions have been determined as follows;
"How is the development of students' writing skills during the genre-based distance writing course?"
"How is the genre-based distance writing course progressing?"
"What are the students' perceptions of genre-based distance writing courses?"

METHODOLOGY

Design of Study

The research design of this study was action research. Action research in the field of social sciences aims not only to understand the social context, but also to produce knowledge during research (Huang, 2010). In this regard, some systematic interventions are used to solve the problems identified by the researcher. In this study, the genre-based writing model was used for the solution of writing problems in the distance education process. Therefore, in this study, a six-stage action research model for educational research (Tomal, 2010) was applied. These stages are:

1. Problem Statement: In his previous courses in distance education, the researcher/practitioner experienced that students encountered some problems in their writing skills due to distance education. Also, the participants of this study expressed that the way the Turkish writing lessons were given in distance education was the reason for their limitations in writing. Hence, “insufficient development of writing skills in distance Turkish lessons.” was determined as a problem statement.

2. Data Collection: In this stage, participants were asked about their distance writing lesson experiences in previous levels in order to decide what kind of action would be taken. It was determined that the participants did not believe they improved enough and they could not transfer writing skills to their daily lives. In addition, the problem situation was defined as not only with participants’ statements, but also with the distance writing studies in the literature, which were also effective at this stage. By this way, the researcher/practitioner decided to implement genre-based writing method into his distance Turkish writing lessons with participants’ emphasizing a “lack of effectiveness” and “problems in transferring writing skills to daily lives”.

3. Analysis and Feedback: Genre-based writing practices were successfully applied in previous face-to-face classes, where they were analyzed. This method was decided to be used as an intervention within the scope of action research.

4. Action Planning: A seven-week action plan was designed for Turkish B2-level writing skills. Activities, sample texts for analyzing stage, joint construction activities, and the independent writing tasks were examined and approved by two experts. Then, Istanbul Sabahattin Zaim University Scientific Research and Ethic Commission examined and approved the action plan too.

5. Application: Pre-test, intervention, and post-test stages were implemented exactly in the same manner as the action plan.

6. Evaluation and Follow-up: Besides the evaluation of the texts written by the participants every week, the video recordings of the lectures and audio recordings of interviews were observed. By this way, the implementation process was evaluated based on several factors.

Participants

This study was conducted in a B2-level Turkish writing course with 8 participants voluntarily agreeing to take part in the study. In the study, criterion sampling, one of the purposeful sampling types, was used. Participants who had taken at least one distance course without having any problems with the Microsoft Teams system were chosen. Also, they were chosen from the B2 level since they had acquired the basic textual skills from the B1-level. In order to provide anonymity, participants were given pseudonyms and were introduced and described as follows:

Rasheed was a 19-year-old Somalian male participant. He graduated from a Turkish high school and lived in Türkiye. His educational background and the location he lived provided advantages to his

writing skills. He was learning Turkish to study at a university in Türkiye.

Asim was a 20-year-old male participant from Saudi Arabia. Although the participant was not in Türkiye, he actively attended all activities to improve his Turkish. He was the only one who had completed all of the independent writing activities in the class. Hence, he was one of the highly motivated participants. Moreover, he was learning Turkish to study at a university in Türkiye.

Camilla was a 23-year-old Syrian female participant. She was living in Istanbul so the location she lived was advantageous in terms of her language skills. Also, she was highly motivated and very active in distance writing lessons since she was learning Turkish to study at a university in Türkiye.

Jasmin was a 22-year-old Syrian female participant living in Türkiye. Her participation in classes and homework was low so she could not develop her Turkish language skills to the level she desired.

Mariam was a 29-year-old Uzbek female participant. Her mother tongue provided advantages in terms of Turkish writing skills because the Uzbek language is one of the Turkic languages. For this reason, she could transfer her language skills to Turkish successfully. In addition, she was learning Turkish to study at a university in Türkiye.

Majid was a 28-year-old Palestinian male participant. He showed a low-level of participation in classes and homework, but he stated he joined online lessons without participation and watched their recordings again. Thus, he thought that the online course provided improvement, but not at the desired level.

Uzair was a 22-year-old Syrian male participant. Although he attended classes, he did not participate in the exercises. Moreover, he did not complete his homework assignments. He explained that within his situation, his lower motivation was due to the online environment.

Nargis was a 29-year-old Moroccan female participant. She attended classes in her business environment so her participation was low. She stated that the B2-level was difficult so the online course did not improve her writing to her desired level.

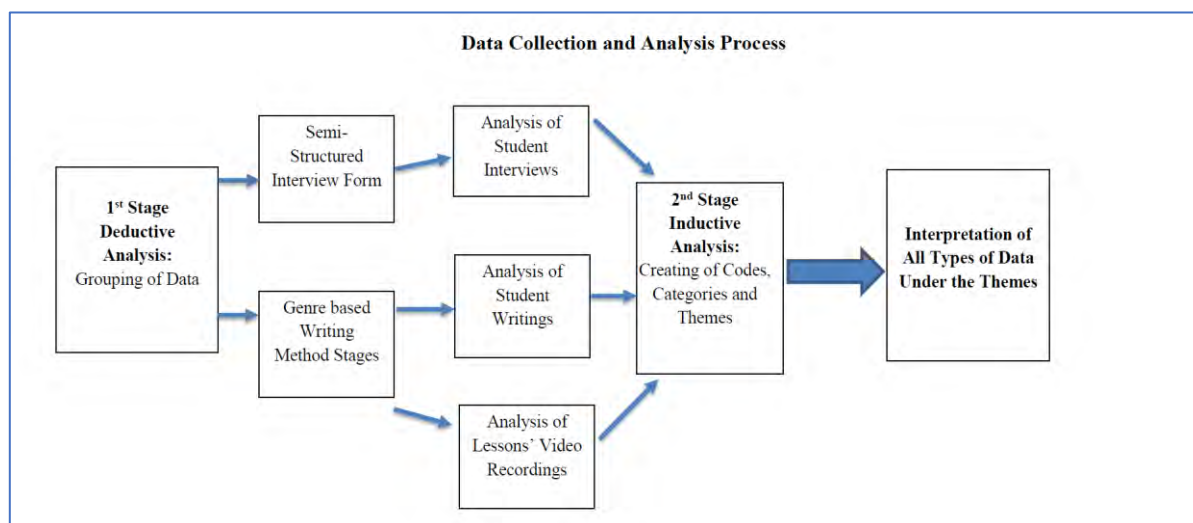
Data Collection

In this study, different data types were collected and analyzed in depth in order to determine the effectiveness of the interventions. Observations, interviews, and documents were used as data types in the study. In this direction, firstly, the two-hour-long lessons' video recordings were examined in Microsoft Teams system. Afterwards, the texts written by the participants each week were analyzed. In terms of the intervention plan, participants were assigned to write texts in specific genres. These writing examples were assigned and received using the internet and were written in a Microsoft Word program. Finally, the students were interviewed online. For this data type, a semi-structured interview form was prepared as five questions, but in the interview process, there were also additional questions that were asked in order to get in-depth knowledge.

Data Analysis

Thematic analysis was used in the data analysis of this study. The thematic analysis provides a fully qualitative, detailed, and nuanced description of the data (Braun & Clarke, 2006, Vaismoradi & Snelgrove, 2019). Deductive and inductive approaches were used together for the thematic analysis made within the framework of this study. In this direction, first, the codes were determined from a deductive point of view within the framework of the stages of the genre-based writing method and the questions in the prepared interview form. Then an inductive way was followed in associating them with category and theme titles.

Figure 1.
Data Collection and Analysis Process



Trustworthiness

According to Stahl and King (2020), qualitative studies' trustworthiness can be provided in four different criteria as credibility, transferability, dependability and confirmability. This study was thought to meet three of these four criteria. For the credibility of this study, the data triangulation method was used. In this way, data of this study was generated from three different sources: students' writing examples, interview recordings, and video recordings of lessons. For the transferability, this study setting used in face-to-face classroom environments before and in this study, it was transferred to different educational environment. Also, because of this study focusing on method implementation, all practices could be transferred to other studies focusing on different learning levels and writing tasks. In order to provide the third criterion, dependability, an action plan was analyzed and approved by two experts in Turkish writing education. Prior to the beginning of the study, the experts' suggestions were implemented and their approval was received. Moreover, in the analysis process, all codes, categories, and themes were examined and approved by the two experts.

Ethics

Participants of this study were selected on a voluntary basis. In addition, they were informed both verbally and in written form that their data would only be used for scientific purposes. Anonymity was ensured by giving pseudonyms to the participants. In addition, the ethics committee approval was obtained before starting the study, and as a result of the audit, approval was obtained for the study with the report from Istanbul Sabahattin Zaim University Scientific Research and Ethic Commission dated 05.08.2021 and numbered E-20292139-050.01.04-11548.

Researcher Bias

The researcher gave genre-based writing lessons at the B2 level three times in a face-to-face classroom environment and came to the conclusion that the results were successful before this study. Therefore, the researcher/practitioner thought that the method and the course content that he had prepared would contribute positively to the students' writing skills.

Procedure

In this study, the stages of genre-based writing, building the field, modeling, and joint construction stages were performed during the online lesson. Afterwards, the participants were given homework for

the independent writing stage. The corrections and feedback of these assignments in the reflection stage were given to the students in writing by the researcher. Regarding the text genres, Knapp and Watkins (2005)'s classification was used. All implementation process and lesson plans can be seen in Appendix.

RESULTS

Time in Distance Genre-Based Writing Class

When all data types were analyzed together, the first theme was “time in distance writing class”. This theme was identified under the five codes and handled under two categories. Findings related to this theme are as follows (Table 1):

Table 1.
Codes, Categories, and Theme

Codes	N	Categories	Themes
Distance writing classes saving time	2	The effect of adaptation to/conduct of lessons on time	Time in distance writing class
Adapting to distance classes taking time	2		
The process of distance writing classes taking time	1	The effect of activities and assignments in lessons on time	
Distance writing tasks take time	3		

“Time” was one of the prominent themes in the writing samples examined and in student interviews. Due to the nature of the distance education, some details stood out under the theme of time related to distance genre-based writing, as well as making arrangements for time. First of all, two participants stated that distance writing lessons saved them extra time, while two others stated an opposite viewpoint. For example, Rasheed stated, "The distance writing class saved me extra time, so I spent less time thinking and writing", while Camilla said "It was difficult for me to get used to distance genre-based writing, so it took me a long time." Although they took distance Turkish lessons in the previous courses, this course content had been a method that took time to get used to for some participants. On the other hand, the same point of view also applied to assignments. For example, Uzair commented “It is a very good lesson, but it takes a lot of time.” Mariam also stated “It takes a long time for me to do homework in distance education because it requires me to think in Turkish in order to write in the genre you mentioned. This takes a lot of my time.”

In video recordings, the activities were longer than the planned lesson time. They included both the activities of text analysis with a deductive approach for building the field and modeling phases, as well as writing new texts with an inductive approach for the joint construction phase. In recorded lessons, while some students did not participate at all in the beginning, the number of people who participated increased over time. This can also be explained with the fact that it took time to adapt to the course format.

While examining the students’ writings, it was observed that some students either did not complete some of the assignments or submitted them post-deadline due to poor time management. Although the deadline was specified in the assignments, many assignments were delayed. One participant commented on this subject, stating that they could not plan their time in distance education.

Expectations in Distance Genre-Based Writing Courses

Expectations were another theme encountered in the analysis process. The “expectations in distance writing class” theme was identified under the five codes and handled under two categories. Findings related to this theme are as follows (Table 2):

Table 2.
Codes, Categories, and Themes

Codes	N	Categories	Themes
The class providing the expected development	4	Lessons' meeting the expectations	Expectations in distance writing class
Assignments and activities providing development	2		
Not adapting to the online classes	1	Lessons' meeting the expectations	
The class not providing the expected development	3		
Not being able to implement the development provided by the class	1		

When students were asked about the success of the lessons, participants generally addressed the question within the framework of whether they met their expectations. While some students focused on the skill development, the others focused on activities and assignments. For example, Jasmin stated “I learned the theory well in the online writing class. Text analysis was good, but my writing was not developed enough.” However, Majid commented under a more specific topic as “Yes, it did because I confuse some grammar rules. I revised the core topics and reviewed the assignments you checked, it was helpful.” In general, when we look at the comments, participants actually created an expectation at the beginning of the course based on their needs and experiences from previous courses and evaluated the success of the course at the point of whether they were adequately met. For example, Uzair and Nargis stated that the course did not meet their expectations by comparing with their previous face-to-face courses they had taken. Whereas Asim and Camilla expressed that they met their expectations by expressing their problems (genre knowledge, text structure and editing) solved by this course. Another issue about expectations was about the participants themselves. While Jasmin stated that she could not get used to the online writing lesson and could not adapt herself to the lesson, Majid stated that he was successful in the lesson, but had problems in transferring it to daily life.

In video recordings, participants were asked about their expectations about the genre at the beginning of lessons. For example, in descriptive text week, Jasmin asked “I don't know how to write the title, I can't divide the texts into introduction, development and conclusion. Can you show this?” In this way, she clearly expressed her expectations before the lesson began. Moreover, at the end of the lessons, participants usually asked questions about assessing their learning and expressed their expectations about the texts they would write independently. For example, at the end of the lesson in which the explanation text was taught, Mariam assessed her learning by asking “Sir, when we say the explanation text, are we going to describe it, such as when and how our country was founded?”

Theoretical Dimension of Distance Genre-Based Writing Courses

The theoretical dimension was another theme of this study. The “theoretical dimension of distance genre-based writing courses” theme was identified under the six codes and handled under two categories. Findings related to this theme are as follows (Table 3):

Table 3.
Codes, Categories, and Theme

Codes	N	Categories	Themes
Theoretical teaching and analysis contributing to knowledge of social context	2	The dimensions that in-class theoretical teaching and analysis contribute	Theoretical aspect of distance writing class
Theoretical teaching and analyses contributing to textual content	2		
Theoretical teaching and analyses contributing to writing process	2		
Theoretical teaching and analyses providing variety of genres and styles	3	The dimensions that in-class theoretical teaching and analysis contribute	
Theoretical teaching and analyses not contributing sufficiently	1		
No transfer of theoretical teaching and analysis of extracurricular contexts	1		

The theoretical dimension of distance genre-based writing lessons included the activities at the building the field and modeling stages and the theoretical content given at other stages. Considering the participants' views on this dimension, they said it significantly contributed to their writing skills. According to comments in interviews, these contributions were related to knowledge in social context, texts content, writing process, generic diversity and stylistic diversity. For example, on social context knowledge, Camilla stated "When I write, I remember what to write by looking at these (meant what she learned about social context)." On text content knowledge, Mariam stated "Before B2 level, we used to try introduction, body, and conclusion but that would be a problem. I would write a story, but I couldn't make an introduction, body, conclusion, and title. Theoretical lessons helped me with that." Asim on the writing process stated that "I used to write more complicated at first, but with this lesson, I can write better texts by preparing the general idea and key sentences then I use these key sentences." Majid stated he benefitted from theoretical courses in diversity of genres and styles, but he highlighted his problems in transferring this content to his daily life context.

When the course videos were analyzed, the participants questioned the grammatical explanations given for the genres and they validated their previous knowledge about their use on the text. For example, in the argumentative text week, Rasheed asked for strategies on how to combine simple sentences. In another example, during the narrative text week, Mariam questioned the genre characteristics related to the fiction / nonfiction difference. In regard to student participation in the theoretical dimension, the instructor tried to increase it in building the field and modeling stages by having each participant read a paragraph of analyzed texts and by using the Socratic Method. By this way, the participants included in the class in this way also participated in future activities. Therefore, this method had proven to be successful in increasing students' participation.

Practical Aspect of Distance Genre-Based Writing Lessons

The practical aspect of distance genre-based writing lessons contained the greatest variety of codes in the analysis process. This theme was identified under the ten codes and handled under three categories. Findings related to this theme are as follows (Table 4):

Table 4.
Codes, Categories, and Theme

Codes	N	Categories	Themes
The joint construction stage during the in-class application benefiting the writing skill	4	The effect of in-class applications on development of writing skills	Practical aspect of distance writing class
The in-class applications providing thinking in foreign language	1		
Contributing to creativity thanks to expression of different ideas during classes	1		
In-class activities providing variety in topic and style	3	The effect of in-class activities on texts written	
In-class activities contributing to regular writing in writing process	2		
Disagreements in writing process of joint construction being distracting	2	Negative experiences during in-class applications	
Brainstorming in joint construction improving creativity	1		
The duration of joint construction process making the lesson boring	1		
The applications being ineffective due to the nature of the online classes	1		
The class management remaining insufficient during the online class applications	1		

The data on the practical dimension theme were related to the joint construction phase. Although the participants mostly expressed positive opinions on in-class practices, there were also comments stating that the online medium caused some limitations. Since writing is a practical area, in-class practices not only improved writing in general, but also contributed specifically to thinking skills in a foreign language. Moreover, participants expressed that they developed their creativity by hearing different ideas in class. In addition, the interpretations made in the context of the text, apart from skill development, were related to the writing product and process. More specifically, they were expressed in the form of providing the opportunity to observe the diversity of the subject, style, and the editing process of the text content.

When the negative experiences in the classroom were addressed, participants expressed their disagreements during the joint construction phase, which caused some issues. Not being able to participate in the lesson or their inability to think and contribute as quickly as their other friends caused the participants to lose focus during the lesson. In disagreements, the nature of collaborative writing has an effect, as well as the disadvantages of being in an online environment. For example, Mariam stated “Joint construction was helpful but boring for me. Because when you asked what to write, some classmates were thinking fast and telling it. I could not think fast. They were speaking and you were writing. I couldn't keep up...” In addition, Rasheed stated that it was difficult to control learning in online activities, and Nargis stated in-class activities were insufficient due to the nature of the online course.

Another point that emerged in the video analysis was that the ideas presented by some students who participated in the joint construction stage could not be heard by the instructor due to the online environment. In the face-to-face lessons, while the participants were able to utilize some strategies such as raising their hands to make themselves heard, offering their opinions after someone (either instructor or fellow classmate) stops speaking. However, in the online lesson, there could be multiple students speaking and offering their opinion to the instructor on a given topic at the same time, but only one voice recording is being heard by the instructor. This in turn, could cause the instructor to miss the ideas and contributions of the other participants because he was only focusing on one microphone at that moment. Here, it was seen that the criticism from the participants regarding the joint construction phase during the interview was mostly justified.

It was determined during the video analysis that active participation within an online lesson was extremely important for both course progress and student success. In this context, when video

observations and student writings were examined together, it was seen that students who actively participated showed more improvement in writing skills. For example, while Uzair submitted only one assignment, but he attended all theory and practice classes, while Nargis submitted one text too, but she did not attend the classes at all. Eventually, Uzair got the valid score from the level test thanks to his participation, while Nargis did not. In regard to active participation in online lessons, sometimes students were not physically present even though they were seen online. In order to prevent this, the tutor utilized two types of strategies. The first was to assign each student a task, especially in the stages of modelling and joint construction phases. In this way, students showed a tendency to wait their turn and prepare in advance. The second one was to ask questions randomly. In this way, the instructor could identify the students who were not actually at the computer and warned them orally or via private message.

Opinions and Experiences on Extracurricular Individual Writing

Another theme of this study was “opinions and experiences on extracurricular individual writing.” This theme was identified under the nine codes and handled under three categories. Findings related to this theme are as follows (Table 5):

Table 5.
Codes, Categories, and Theme

Codes	N	Categories	Themes
Level of the assignments and content being good-quality	4	Opinions on the levels of assignments / independent writing duties	Opinions and experiences on extracurricular writing
The assignments having positive effect in providing variety	4		
The level of assignments being difficult and heavy	1		
Students' forgetting the assignments as the classes are online	1	The difficulties experienced with assignments/independent writing	
Failing time management in online writing assignment	1		
The motivation to do the online assignment decreasing as face-to-face feedback is not possible in reflection stage	1		
The online assignment being difficult as they are genre-based	1	The effect of reflection stage	
The feedback to online assignments contributing to development in writing in reflection stage	6		
In the reflection stage, the online feedback not benefiting enough	2		

This theme analysis included the participants' independent writing phases and the instructor's feedback. Participants expressed positive opinions about the assignments in terms of their content and generic varieties. Only Jasmin made a negative comment, stating, “Homework was hard. Because the subjects were difficult, and they required extra works.” Considering the negative experiences with assignments, time management was expressed as a problem. Asim said “The disadvantage of the online course is being unable to complete the assignment on time. It is problem because the students cannot establish a system, and because it is online, comfort reduces motivation.” Another drawback regarding homework was the effect of online feedback. Majid said, “In online lessons, there is no face-to-face homework control. When you do it face-to-face, the motivation increases with positive comments. Also students work hard in order not feeling of embarrassed in face-to-face classrooms.” Two other negative experiences with homework were given by Uzair when he stated “I forgot the homework because it was online.” and Jasmin in terms of topic content stated “My participation in assignments decreased because the topics became more and more difficult. There was no improvement in my writing skill in terms of subject order.” For this theme, some participants stated that independent writing practices improved them, but they remained weak and demotivated because of the online environment.

In regard to video analysis about this theme, examining the content that is explained every week on existing texts and analyzing each sentence separately offered deductive learning options from texts to sentences, while in the joint construction phase, an inductive learning option was offered from sentences to text. Therefore, it was thought that the participants writing successes depended more on motivation factors rather than the structure of the subject content or the difficulty of the assignments. An important

element that drew attention within the video analysis was the in-class practices creating a negative perception of inadequacy in the students. Although Mariam produced successful texts for her level, in argumentative text week, she said "I cannot write like these texts and I cannot combine sentences like that." Here, the participant was told that these texts were examples of well-written texts related to the subjects so she should not compare her own writing with them. Moreover, Jasmin highlighted assignment subject difficulties and stated "Preparation for the assignment for writing lessons takes a lot of time. Before I start writing, I spend an hour and a half with preparation and research" in informative texts week. Looking at the assignments, the negative situation in terms of motivation manifests itself. The status of submitting assignments is shown in Table 6.

Table 6.
Students' Assignment Submission Status

Participant	1	2	3	4	5
Rasheed	+	+	-	-	+
Asim	+	+	+	+	+
Camilla	+	+	-	+	+
Jasmin	+	+	-	-	-
Mariam	+	+	-	-	-
Majid	+	+	+	-	-
Uzair	-	+	-	-	-
Nargis	+	-	-	-	-

According to the Table 6, except Asim, no one submitted his/her assignments regularly. When this situation was brought to the participants' attention, they stated that although they did not submit their assignments on time, they wrote these texts individually, especially before the course completion exam, accompanied by lesson videos and sample writings. Considering that all students except Nargis participated in online classes and contributed more or less to the activities, it can be said that only theoretical lessons and joint construction practices affect their success in writing. The content analysis and grammatical structure of the manuscripts were discussed in the next section.

Technological Preferences and Assignment Success in the Individual Writing Process

The last theme of this study data was "technological preferences and assignment success in the individual writing process." This theme was identified under the nine codes and handled under three categories. Findings related to this theme are as follows (Table 7):

Table 7.
Codes, Categories, and Theme

Codes	f	Categories	Themes
Use of online dictionary in individual writing	7	Technological	Technological
Utilizing recorded class videos in individual writing	3	preferences during the	preferences
Sentence/text translation on online translation programs	1	independent writing	and
		process	assignment
Avoiding sentence/text translation in individual writing	5	Technological	achievement
Preferring hard copy dictionaries over online ones	1	preferences during the	in personal
Writing on paper in individual writing and use of online means only for submitting the assignment	1	independent writing	writing
		process	process
Reflection of genre structure knowledge level	6	Monitoring of	
Improvement in writing and punctuation knowledge	6	development in written	
Development in sentence formation and sentence structure knowledge	6	products	
Regularity/irregularity in submitting written product	8		

When the participants were asked about their technological preferences during the independent writing phase, only Rasheed preferred a hard copy dictionary, but the others used online dictionaries. When a question was asked regarding the use of the lesson video recordings, three students stated that they wrote

by revising these videos while they were writing. Another issue regarding technology preference was whether online dictionaries were used for word or sentence/paragraph translation. All of the students stated they only used online dictionaries for word translation and they did not translate sentences or paragraphs. Here Rasheed stated “I prefer a printed dictionary, but I use online translation programs to check the grammar rules I use.” Another student preferred translating sentences over the internet as needed. Here, Camilla stated that “In the first weeks, I translated sentences with Google Translate, but as my writing skills improved over time, I no longer needed it.” On this matter, Majid said, “I only use Google Translate for word translation, I don't translate sentences because sentences (machine translation of Arabic to Turkish) are meaningless.” When students' writings were handled, contrary to what's been stated, the use of machine translation was higher, and in some cases, sentence or even paragraph translation was made. For example, while Nargis had difficulties in sentence structure, she used some complex passive sentences in her homework. However, in her interview, she stated the opposite stance. Another issue regarding technological preferences was whether the course videos were re-watched. Regarding this, Rasheed said, “When I submitted the homework late or when deadline of the assignment drew near, I usually forgot what was explained in the lesson. Therefore, I would open the videos and watch this point again. And then I would write.” The others who did not re-watch lesson videos stated that the assignment instructions or the notes they took during the online course were sufficient.

When participants' texts assignments were examined, it was determined that there were improvements in how to construct text parts, structure of the text, main idea, and auxiliary ideas. In addition, while sentence forming skills improved, writing errors had decreased, as well as a writing product that met text criteria and genre features. Here is the comparison of Camilla's writings in first and sixth weeks on this subject (Figure 2):

Figure 2.

Extract Each from Camilla's First (Left) and Last (Right) Assignments

<p>Yeni gün başlamış, güneş yeniden doğmuş. Güneşin ışınlarını köyün köyün üzerine düşerek her şeye canı verdi canlandırdı. Bulutlar gökyüzünde buluştular, birbirine yaklaşıp selamlaşıyorlar gibi, bulutlar beraber ileri hareket ede ede sanki bir yarış gösterisi sunuyordu. Bazı bulutlar bulutlar dağların arkasında gizleyerek yarıştan çekilmiş gibi görünüyordu. Dağlar gökyüzüne ile dokunuyor, dağların yüksekliği farklı olarak deniz dalgalarına benziyordu. Karla kaplı dağlar soğuk bir hissi veriyordu. bu dağların içinde hayat çok zor ve cansız görünüyor. Sol tarafa dağların altında bakarsak, ağaç grubu görüyoruz. Ağaçlar birbirine çok yakın olduğu için, birbirleriyle ısınma hissi paylaşıyorlar gibi. Aşağıya bakarak, tepedeki evler düzensiz inşa edilmiş, birbirinden uzak duruyor, kavga ediyorlarmış gibi. Tepenin altındaki evler daha yakın, birbirleriyle yukarıdakinden daha uyumlu. Gölün sol tarafında, küçük bir cami göl manzaralı bir yerde duruyor oturuyor. Caminin rengi diğer evlerden farklı olduğu için ona özel bir avantaj sağladı. ve bu camiyi geline benzettilim. Sağ yanına bakarak, masmavi gül göl ile karşılaşıyoruz. Göl köye büyüleyici görünüm veriyor, gölün suyu çok saf, köyedeki yaşayan insanların kalplerinin saflığını yansıtıyor. Gölün içinde birkaç tekneler var, herhalde kenarındaki evlere ait. Güle göre bakarak bakmak beni rahat ve huzurlu hissettiriyor. Gölün kenarında ki evlerin sahibi, tepedeki evlerden daha zengin gösteriliyor.</p>	<p>BENİ ÇOK MUTLU EDEN BİR HATIRA</p> <p>İstanbul'da 7 yıldır yaşıyorum ve buraya evlenmek için geldim. İstanbul'un hayatı oldukça zor; ne var ki gittikçe alıştım. Ailemi İstanbul'a geldim geleli görmedim; ne yazık ki onlar Mısır'da yaşadıkları için oraya benim gitmem çok zor.</p> <p>Sabahları çocuklarımı okula gönderdikten sonra hızlıca giyinip üniversiteye giderdim. Günlerden bir gün her zaman olduğu gibi çocuklarımı uyandırıp okula gönderdim. Normal günlerde kocamı uyandırmak benim için çok zamanı alırdı ama o sabah kendi kendini uyandı. Şaşırdım, biraz ama belki erken işe gitmesi gerektiğini düşündüm. Evden çıkmadan önce kocam bana, bugün öğle yemeğine misafirler davet ettiğini söyledi. Benden geç kalmamamı rica etti. Ben ona, gelen misafirlerimizin kim olduğunu merak ederek sordum. O bana, beni çok mutlu eden bir sürpriz olacağını söyledi. Kocam, üniversiteden erken ayrılmamı istediği için izin aldım çıktım. Markete geçtim sonra eve döndüm.</p> <p>Anahtarımı çantamdan çıkardım, kapıyı açtığı sırada benim için büyük sürpriz bekliyordu. Annem babam kardeşlerim hepsi evimdeydiler. O gün de doğum günüm olduğu için kocam, ailemin gelmelerini rica etmişti. Çok şaşırdım sevinçten konuşmadım. Annem babamla kucaklaştık çok ağladım. Sabah kocamla gelecek misafirleri konuşurken muhtemelen doğum günümü olduğu için arkadaşlarımızı davet ettiğini bana sürpriz yaptıklarını düşündüm; nitekim arkadaşlarımız değililer sevdiğim ailemdi.</p>
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Camilla's writing during first week had problems in presenting a product in text format, creating Turkish phrases, forming sentences, conjugation of predicates, and spelling rules. On the other hand, looking at Figure 2 on the left-hand side, her text in the sixth week could be divided into sections in semantic terms and surface structure of the text, and was an almost perfect text in terms of predicate conjugation, phrase-forming, spelling, and punctuation. Another contribution of the distance genre-based writing education was related to sentence forming. Distance genre-based writing education is expected to form more complex compound sentences by using the gerunds and conjunctions learned at the B1 level in Turkish writing lessons at the B2 level. In this regard, the sample writing development image of the participant can be seen below (Figure 3).

Figure 3.

An Extract Each from Asim's First (Left) and Last (Right) Assignments

<p>Güneş batmak üzere bize veda yaparak ederken bugünün güneşin-son ışınlarını Nehri'nin-nehirin yüzeyinde huzur ve sakinlik verici bir manzarayla yansıtır. Göküğü boş bir kağıt gibi hiç-bir bulutu görünmez. Gece yaklaştıkça kuşlar, insanlar ve tüm yaratıklar uzun bir günü bitirdikten sonra evlerine dönerler. Nehir sessizce hareket ediyor bu nehir bölgeyi ikiye böler-bölüyor. İki paralel dünya gibi birbirlerinden tamamen farklılar ama uyum ve barış ile-içinde yaşaya-biliyorlar. Nehri'nin-Nehrin kenarında sağ bölgede kalabalık-ve uzun ve bitişik binalar-var. Büyük bir beton ve demir ormanı gibi hem gökdelen hem de normal ve uzun binalar bu bölgenin sakinleri gibi hiç-biri diğerine benzemiyor. Bu şehirde hayatı hızlıca gidiyor, insanlar bu şehirde günü bitirdiği zaman evlerine dönmeye başlıyorlar. Karanlık saldırdıkça insanlar ışıkları açmaya başlıyorlar ve aniden yollar tenha oluyor. Bu bölgenin sakinleri şehrinin binaları gibi birbirine çok yakın olmasına rağmen her biri farklı bir hayatı yaşıyor. Nehri'nin-Nehrin sol tarafında yemyeşil ormanda bir doğa topluluğu var. Orada hayat yavaş yavaş ilerliyor. Kuşlar ve diğer diğer hayvanlar onların-farklılıkları ile beraber yaşıyorlar. Güneşin batışı ile bu karanlık ve iç içe geçmiş</p>	<h3>TÜRKİYE'YE İLK GELDİĞİM ZAMAN</h3> <p>Lise bitirdikten sonra kafam çok karışmıştı "Ülkemde mi yurt dışında mı üniversite başvurmalıyım?" diye düşünüyordum. Bir sabahta telefonumu çaldı. Çok mutluydum çünkü arayan eski arkadaşım. Ana okulundan bire birlikteydik ama ortaokul bitirdikten sonra memleketine döndü. O da liseyi bitirdiğini söyledi ve memleketinde üniversiteye başvurdu. Onunla Türkiye'de yaşamamı ve Konya'da üniversiteye başvurmamı önerdi. Ailemden onay aldıktan sonra tüm yazı kağıtlarımı hazırlayıp başvurdum. Neyse ki kabul edildim, Türkiye'ye gideceğim!</p> <p>Gerçekten kafesten kaçacak bir kuş gibi hissettim. Özgürlüğümü yaşayacağımı düşünüyordum. Kabul edildiğimi bildiğim sırada bu duyguları hissederek aileme haber vermeden önce arkadaşımı arayıp haber verdim. Hepimiz çok mutluyduk. Sonra Türkçeyi iyi ve en hızlı bir şekilde öğrenmek için uçuş bileti ayıttım yolcuğum, sonraki haftaydı. Sonunda dört yıldır görmemiş arkadaşımı bulduğum. Havalanına gittim ve orada ilk defa ailemden ayrılmıştım. Korku, üzüntü, mutluluk, heyecanlanmak gibi çok farklı ve çeşitli duyguları aynı zamanda hissediyordum.</p>
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Asim had problems in sentence forming in his first week's text. Not only did he combine the sentences that should be written separately and make them a single sentence, but he also wrote the related sentences that were expected to be combined separately. Moreover, when writing these, it can be seen that in addition to spelling and punctuation rules, he also made mistakes in some grammatical structures such as phrase structures, case suffixes, and verb moods. However, looking at the text from the sixth week (Figure 3) on the right, he wrote complex sentences using Turkish grammatical structures and made almost no mistakes in them.

Another contribution of the distance genre-based writing education was the acquisition of some skills related to text knowledge, as well as spelling. It included subjects such as creating a text outline, separating parts and paragraphs of the text appropriately, associating them appropriately, and writing the text appropriate to the topic and main idea. This contribution was seen from all participants' writing samples, like the figure below (Figure 4).

Figure 4.

An Extract from Rasheed's First (Left) and Last (Right) Assignments

<p>Önümüzdeki fotoğrafta-fotoğrafta güzel bir manzara görüyoruz öncelikli olarak bu-yukarıda bulutları görüyoruz muhteşem bir manzaradır bu. Bulutlar pamuk parçalarına benziyor ve bu bulutlar arasından güneş ışığı geçiyor. Bütün bulutları masmavi gökyüzünün süsüdür. Biraz aşağıya iniyoruz ve çam ağaçlarıyla karşılaştık. Karşılaşıyoruz ve ağaçların tepesi görünüyor, ağaçların yemyeşil topraklarından ayrılıyor aşağıya tekrar iniyoruz. Sağ kısmında çok fazla ağaçlar izliyoruz-görüyoruz. Bu güzel manzara insana enerji veriyor-iyer. Eğer arkadaşlarım yanımda olsaydılar gözlerinin bu harika manzardan ayrılmalarını mümkün olmayacaktı. Sonrada sol kısma döndük-baktığımızda oralarda güzel bir yayla görüyoruz. Bu yaylada çimler vardır. Seaniyorum yağmur, yağdığında bu yayladan aşağıya dökülüyor ve gölün ortasında düşüyor ve gölün suyu ağaçların görüntüsünü aynı gibi yansıtıyor. Son olarak gölün üstünde güzel çiçekleri görüyoruz, bu bizi çok mutlu eden, huzur ve güç verici bir manzaradır. bizi çok mutlu etti.</p>	<p>Ana Fikir: Kötü bir olay olduktan sonra iyi bir olay durumu değiştirebilir.</p> <p>Ana Olay: Kardeşim akrep tarafından sokulmuş. Ana Olay Öncesi: Kardeşim kaza yapmış. Ve onu felç olmuş. Ana Olay Sonrası: Kardeşim sokmayı aldıktan sonra iyileşmiş.</p> <p>Kötü olaylardan sonra ne gelecek?</p> <p>Günlerden bir gün yorgunlukla okuldan gelince bir kaç şey yiyip uyudum. Sabah da gözlerimi açar açmaz telefonum çalmaya başladı. Şaşkınlıkla telefonumu alıp "alo" dedim. Kardeşimin hastanede yatıp kötü bir durumda olduğunu anlatan biri duydum.</p> <p>O anda benim tüylerim diken diken oldu. Hemen evden ayrılıp oraya ulaştım. Hastaneye girdiğim zaman kardeşimi bulmaya çalıştım. Nöbetçiler iyi biri olduğu için hemen bana kardeşimi gösterdiler. Kardeşim çok kötü bir kazadan çıkmış. Neyse ki ölmemiş bu kötü durumda; fakat buna rağmen ne yazık ki de söyleyebiliriz çünkü-ki kardeşimi tamamen felç oldu.</p>
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Looking at the left side of the text (Figure 4) was Rasheed's writing from the first week. He was having problems with presenting a product in text format, creating Turkish phrases, sentence forming, conjugating predicates, and spelling rules. The text on the right side (Figure 4) represent the sixth week,

where Rasheed was able to make an outline, the semantic distinguisher through which he determined the plot and decide on the main idea, and separate paragraphs and sections. At the same time, there were no problems regarding the structure of the text, and it was limited to only a few typographical errors.

DISCUSSION AND CONCLUSION

Genre-based writing method has generally shown successful results in developing foreign language writing skills (Chen & Su, 2012; Correa & Echeverri, 2017; Kuiper, et al., 2017; Ramos, 2015; Troyan, 2016). It has been demonstrated by various studies that it is an effective method for improving writing skills in Turkish as a second language (Argit & Özer-Griffin, 2015; Yiğitoğlu & Reichelt 2014). In this study, this method was implemented as an intervention in distance writing lessons. As a result, distance genre-based writing lessons contributed to the development of Turkish writing skills at the B2 level.

In distance genre-based writing lessons, the time issue stands out as a detail that should be addressed first. While some students stated that distance genre-based writing lessons saved them time, some participants stated quite the opposite sentiment. In his study, Troyan (2016) stated that 15 minutes of genre-based writing per day was effective, but more time needed to be allocated to create a higher level of impact. With this study, it was confirmed that two hours of in-class writing work per week made a difference. In individual activities outside the classroom, timewise, it was seen that the concept of self-regulation came to the forefront. Additionally, personal motivation factors become important in the subject of ensuring development at the expected level. Here, while a participant saw passing a particular academic level as a success, another participant's success criterion could be determined as transferring learnings to daily life. According to Troyan (2016), the writing education received at previous education levels without paying attention to genre characteristics also directs the expectations for completing the text. It has been observed that meeting these expectations affects extracurricular writing assignments and participation in activities in future classes.

Two dimensions, theoretical and practical, were considered in the teaching of the lessons. In the theoretical dimension; the use of the text in a social context, sentence structure, text structure and genre features had been improved. In regard to the practical dimension, sufficient skill development was provided, as the creation of this knowledge in the context of the text was done during the lesson and under the control of the instructor. Participation in theoretical and practical classes was important for course success. Joint construction practices contributed to students in terms of seeing the stages of creating a text in its entirety and hearing different creative ideas from others. At this stage, especially in cases where there are differences of opinion, the instructor should carefully choose which student will continue contributing to the text. Other than that, students who think quickly and contribute can lead the direction of the text. In addition, sometimes the voice of students in the virtual environment cannot be heard from the microphone. Thus, there should be an emphasis or added focus on giving an opportunity for every student's voice to be heard as a way to not demotivate the student.

One of the most important contributions of genre-based writing courses is that it includes teaching a text type in detail to the student, both with deductive and inductive teaching methods. There are studies in the literature that address both aspects of genre-based writing (Cortes, 2011; Li et al., 2019; Liu, 2018; Yates et al., 2005). Utilizing both methods of analysis and joint construction activities could appeal to all students with tendency for using different types of learning.

Psychological factors were deemed to be important within this study. Some participants did not complete their assignments since there was no face-to-face assignment checking. As a reason for this, participants showed a lack of control in the classroom. In addition, the participants stated that they could not plan their time outside of class for assignments, and that they could not use an appropriate strategy to compensate sufficiently for the subjects they missed. All these mentioned statements could be associated with self-regulation skills. In addition, most of the students considered themselves competent in terms

of self-efficacy and writing skills at their current level. Only one participant – although her level was very good – compared her writings with the sample texts analyzed, and another participant deemed himself unsuccessful in writing because he viewed his writing skills outside of the academic environment to not be on the same level as within it. In terms of writing anxiety, no finding was present in the data. Han and Hiver (2018) stated that genre-based L2 writing courses improved students' self-efficacy and self-regulation skills in writing. Although it overlaps with the self-efficacy dimension in this study, it did not give the same results for self-regulation. The reason for the difference in this matter can be explained with the online teaching environment. While face-to-face genre-based writing activities improved students' self-regulation skills, the online environment already required high-level self-regulation skills at the beginning. This situation manifested itself in the assignment submission table. The rate of students completing the assignments in the first two weeks and submitting them on time decreased day by day. On the other hand, although no one dropped-out of this course, since the course was seven weeks in total, it was not possible to falsify the studies that pointed to the drop-out rate (Bersin, 2004; Cambuzzi et al., 2015; Sweet, 1986; Tan & Shao, 2015; Oliveira et. al, 2018). Also, individual writing practices outside the classroom improved writing skills. A noticeable improvement was observed even in the writing samples of students who did not submit their assignments on time, but would still follow the course lectures online and do the individual writing exercises before the course exam.

Participants found the reflection stage very useful as it included the teacher's corrections and suggestions for the assignments. However, there were also students stating that sending the reflection phase online via Microsoft Teams was insufficient and face-to-face feedback would be more functional. According to Huang et al. (2020), while video feedback provided more information on macro-level skills such as text structure, organization, and cohesion, e-written feedback provided corrections on micro-level structures such as grammatical rules, sentence structure, spelling, and punctuation. However, in this study, it can be said that online written feedback had an impact on every topic, and genre-based writing provided a roadmap for all these details at the lesson stage. Therefore, it was thought that the method affected this difference rather than the educational environment. One of the other important advantages of online feedback was that comments were automatically stored for later retrieval, allowing instructors to print transcripts for in-class discussion (Hyland & Hyland, 2006). In this study, since teacher feedbacks were stored on the computer weekly, every stage of student development was observed, and measurements could be taken in the process regarding the identification of student-based errors.

Technological preferences of the participants in individual writing were another issue that was addressed in this study. While the participants generally preferred to write with a keyboard on the computer, only one participant said that he preferred to write with a pen and paper. This was in line with the results of Frangou et al. (2019), Mangen et al. (2015) and Özdemir (2021). The participants stated that they used an online dictionary while writing the text, but they only translated words, not sentences and paragraphs. In addition, some participants stated they used online dictionaries to check their writings accuracy. These findings were in line with the work of Alhaisoni and Alhaysony (2017) and Lee (2020). In the studies on machine translation, translation programs (especially Google Translate), there was a consensus that these programs could make good translations apart from some mechanical errors and were developing day by day. However, there were different perspectives on the use of these programs as a tool to improve writing skills (Stapleton & Kin, 2019; Tsai, 2019). While their usage in small-scale structures such as sentence structure, grammatical rules, and appropriate word selection provided advantages, it could be the reason for some problems when translating large-scale structures such as paragraphs and texts. Because the translation at the paragraph and text levels occurred with the act of thinking and writing in the mother tongue, this could negatively affect the ability to think and express it in writing with the foreign language structure.

In this study, a remarkable improvement was observed in three main points in the participants' text examples. The first of these was in the text structure. It was thought that the participants' knowledge of the characteristics of the genre, its role in the social context, and the analysis of two written sample texts in each lessons were effective in this. The second improvement was in sentence construction and

sentence structure. The most beneficial aspects in this regard were the more structured, genre-compatible and complex writing exercises during the joint construction phase of the lessons, and the feedback given by the instructor during the reflection phase. These results were in line with the data obtained in the study of Argit and Özer-Griffin (2015), Chen and Su (2012), Kuiper, et al. (2017) and the possible outcomes suggested by Yiğitoğlu and Reichelt (2014). The third important development point was the order in the physical structure of the text. In other words, the details in physical dimension included dividing into paragraphs, organizing the page layout, and adjusting the font size. Because of the participant group's different mother tongues and alphabets (Arabic, Cyrillic and Somalian alphabets), there were some problems about the page layout of the texts written in Microsoft Word in the first weeks, but they were improved by in-class activities and extracurricular individual writing practices. However, in addition to the texts submitted online, it was also necessary to practice on paper in order to observe the legibility of the handwriting and the ability to edit it on paper.

This study discussed the role of genre-based writing method in the distance education environment as an action research. Therefore, this method applied as an intervention and data were collected with a wide perspective and a framework of different data types. Since this study was conducted online during the distance education process, it was observed that self-regulation skills were effective. Experimental studies can be designed on strategies to increase self-regulation in distance writing lessons or methods to increase the rate of assignment completion with teacher supervision.

Limitations

This study is not a generalizable study for a large-scale universe, as it was a qualitative study and limited to eight students. As the study was conducted throughout one course level, the effects of the aspects transferring to the next course levels, as well as the forming the basis for the next issues on the future course levels were not observed. Since the course was given online, the writing samples were collected through the Microsoft Word program. Therefore, skills related to handwriting and paper layout were not addressed.

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APPENDIX

Implementation Process

Week: 1

Introduction and obtaining the consents

Week: 2

Genre: Descriptive Texts

Communication Goal: Describing a Place

Genre Based Implementation Procedure:

Online-Lesson Activities

1. Building the field: Explaining the functions of description in social context
2. Modeling: Analysis of the text of “Description of a natural scenery” written by researcher
3. Joint Construction: Writing the descriptive text of “A Model City View” together

Post-Lesson Activities

4. Independent construction: Students write descriptive text about “Describe Your Dream House” independently
5. Reflection: The evaluation and the feedback by the teacher on completed writings.

Expected Text Structure and Grammar Spec:

- Adjectives
- Verb - Tense Agreement
- Drawing an Analogy
- Using elements regarding location
- Categorization of the described elements
- Making personal and general descriptions
- Adverbs

Week: 3

Genre: Explanatory Texts

Communication Goal: Explaining How and Why an Event Occurred

Genre Based Implementation Procedure:

Online-Lesson Activities

1. Building the field: Explaining the functions of informative texts in social context
2. Modeling: Analysis of the explanatory text of “How was the Moon formed?” from different internet sources
3. Joint Construction: Writing the explanatory text of “How did the COVID-19 start?” together.

Post-Lesson Activities

4. Independent construction: Students write explanatory text about “Explain the Foundation of Your Country” independently.
5. Reflection: The evaluation and the feedback by the teacher on completed writings.

Expected Text Structure and Grammar Spec:

- Tense modality in verbs
- Logical and chronological sequence
- Time-related connectors
- Making a reference with a pronoun
- Passive sentences
- Verbal adverbs
- Prepositions

Week: 4

Genre: Argumentative Text

Communication Goal: Expressing Opinion on a Matter

Genre Based Implementation Procedure:

Online-Lesson Activities

1. Building the field: Explaining the functions of argumentative texts in social context
2. Modeling: Analysis of informative text named “Living in the city is better than living in the village” by researcher
3. Joint Construction: Writing the argumentative text of “Living in the village is better than living in the city” together

Post-Lesson Activities

4. Independent writing: Students write argumentative text about “Books/internet is better for obtain information” independently.
5. Reflection: The evaluation and the feedback by the teacher on completed writings.

Expected Text Structure and Grammar Spec:

- Verbs expressing opinion (is important, is necessary... etc.)
- Connectors for relating opinions (Firstly, and then, because, thus...etc.)
- Asserting thesis in a text/paragraph (main idea)
- Supporting the thesis (supporting ideas)
- Concluding the text
- Verbal adverb
- Prepositions

Week: 5

Genre: Informative Text

Communication Goal: Giving Information About Procedural Application

Genre Based Implementation Procedure:

Online-Lesson Activities

1. Building the field: Explaining the functions of Informative texts in social context.
2. Modeling: Analysis of informative text named “A Brain Surgery at 16th Century” written by Evliya Celebi.
3. Joint Construction: Writing an informative text details “Travel Plan to Istanbul” together.

Post-Lesson Activities

4. Independent Writing: Students write informative text of “The Recipe of The Most Famous Dish of Your Country.” independently.
5. Reflection: The evaluation and the feedback by the teacher on completed writings.

Week: 6

Genre: Narrative Text

Communication Goal: Creating a narrative text

Genre Based Implementation Procedure:

Online-Lesson Activities

1. Building the field: Explaining the functions of fictional narrative texts in social context
2. Modeling: Analysis of story named “Love Letters” written by Sait Faik Abasıyanık
3. Joint Construction: Completing a narrative text the introductory sentence of which is given together

Post-Lesson Activities

4. Independent Writing: Students write a narrative text about “Write a memory that makes you very happy.” independently
5. Reflection: The evaluation and the feedback by the teacher on completed writings.

Week: 7

Taking students’ opinions with interviews

TÜRKÇE GENİŞLETİLMİŞ ÖZET

Yazma ürününe ve ürünün yazılma sürecine ilişkin alt öğelerin oluşturulmasında birtakım tercihlerin yapılması gerekmektedir. Çünkü yazılı metin oluşturma süreci, aynı zamanda yazarın bu unsurları oluştururken yaptığı metinsel ve iletişimsel tercihleri de ifade etmektedir. Dolayısıyla bir yazma metninin içerik ve şeklini; iletişimsel etkinliklerin içeriği, yazıyı okuyacak kişi ya da kitlenin niteliği ile yazarla olan ilişki düzeyi ve bu yazının ne şekilde, hangi yolla karşı tarafa sunulacağı belirlemektedir. Yazma eğitiminde kullanılan tür temelli yazma yöntemi de yazmayı iletişimsel ve sosyal alanda yapılan bu tercihler çerçevesinde öğretmeyi amaçlamaktadır.

Yabancı dilde yazma öğretiminde tür temelli yazma yönteminin uygulandığı birçok çalışma, bu yöntemin yazma becerilerini kayda değer ölçüde geliştirdiğini ortaya koymuştur (Carstens, 2009; Chen & Su, 2012; Correa & Echeverri, 2017; Hyland, 2003; Hyland, 2004; Hyland, 2009; Hyon, 1996; Kuiper et al., 2017; Martin & Rose, 2007; Martin & Rose, 2008; Ramos, 2015; Rose, 2008; Rose, 2012; Troyan, 2016). Aynı zamanda bu yöntemin, bu çalışmanın temel inceleme alanı olan yabancı dil olarak Türkçe öğretiminde de başarılı bir şekilde uygulanabileceği görülmektedir (Argıt & Özer-Griffin, 2015; Yiğitoğlu & Reichelt, 2014).

Bu çalışma, uzaktan eğitim derslerinde yazma becerisini geliştirmede yaşanan sorunların çözümüne yönelik tür temelli yazma yönteminin uygulanmasına odaklanmaktadır. Uzaktan eğitimin farklılaştırdığı eğitim ortamında, tür temelli yazma yöntemi ile yapılan eğitimsel müdahalenin çeşitli değişkenler açısından ve farklı veri tipleri çerçevesinde etkisinin değerlendirilmesi önem arz etmektedir. Böylece, çalışmanın alanyazına hem uzaktan eğitim hem de tür temelli yazma perspektifinden iki yönlü veri sunarak katkı sağlaması amaçlanmaktadır. Bu bakış açısı ile hazırlanan araştırmanın problem cümlesi: “Uzaktan eğitim sürecinde tür temelli yazma derslerinin öğrencilerin yazma becerilerine ve yazma dersine etkisi nasıldır?” şeklinde belirlenmiştir.

Bu çalışmanın araştırma deseni nitel eylem araştırması olarak belirlenmiştir. Sosyal bilimlerde eylem araştırmasının sadece sosyal bağlamı anlamayı değil, aynı zamanda araştırma sırasında bilgi üretmeyi de amaçladığı belirtilmektedir (Huang, 2010). Bu bağlamda eğitimdeki eylem araştırmalarında, araştırmacı tarafından belirlenen eğitim sorunlarının çözümü ve bu sürece yönelik bilgi üretimi için bazı sistematik müdahaleler kullanılmaktadır (Tomal, 2010). Çalışma, 8 öğrencinin yer aldığı B2 düzeyi yabancı dil olarak Türkçe kursunda yapılmıştır. Katılımcıların seçiminde amaçlı örneklem çeşitlerinden ölçüt örnekleme yöntemi uygulanmıştır. Veri toplama aracı olarak gözlem, görüşme ve doküman incelemesi teknikleri kullanılmıştır. Bu doğrultuda ilk olarak öğrencilerin aldıkları uzaktan tür temelli yazma derslerinin video kayıtları incelenmiştir. Daha sonra öğrencilerin her hafta yazdıkları yazıların analizi yapılmıştır. Son olarak öğrencilerle yine internet ortamında görüşme yapılmıştır. Görüşme için beş soru olarak hazırlanmış yarı yapılandırılmış görüşme kullanılmıştır. Bu çalışmanın veri analizinde tematik analiz kullanılmıştır. Tematik analiz; verilerin tamamen nitel, ayrıntılı ve ince ayrımlarına inebilen bir açıklamasını sağlar (Braun & Clarke, 2006, Vaismoradi & Snelgrove, 2019). Yapılan tematik analiz için tümdengelimsel ve tümevarımsal yaklaşımlar bir arada kullanılmıştır. İnandırıcılık için üçgenleme yöntemine gidilerek veri çeşitliliği sağlanmasının yanında çalışmanın dışında bulunan bir araştırmacıya çalışma verileri ve yorumlamalar gösterilerek dışsal bir denetim sağlanmıştır. Katılımcılara takma isimler verilerek anonimlik sağlanmış, etik kurul onayı alınmış, araştırmacı yanlılığı ayrıntılı olarak açıklanmıştır. Uygulama süreci için metin türlerinin belirlenmesinde Knapp ve Watkins (2005)'in yaptığı metin türleri sınıflaması önerisi temel olarak alınmıştır.

Sonuç olarak uzaktan tür temelli yazma derslerinin B2 düzeyinde Türkçe yazma becerilerinin gelişimine önemli ölçüde katkı sağladığı belirlenmiştir. Buna karşın, çevrimiçi bir ortamda verildiği için birtakım konu başlıklarının farklı tür veriler ortaya koyduğu görülmüştür. İlk olarak, uzaktan tür temelli yazma derslerinde zaman konusu ele alınması gereken bir ayrıntı olarak göze çarpmaktadır. Bir kısım katılımcılar, uzaktan tür temelli yazma derslerinin kendilerine zaman kazandırdığını ifade ederken diğerleri metodun daha fazla zaman aldığını belirtmiştir. Dersin kuramsal boyutunda; metnin sosyal

bağlamda kullanımı, cümle yapısı, metin yapısı ve tür özelliklerine ilişkin gelişim sağlandığı görülmüştür. Uygulama boyutunda ise yine bu bilgilerin metin bağlamında oluşturulması, ders zamanında ve uygulayıcı kontrolünde yapıldığı için yeterli beceri gelişiminin sağlandığı görülmüştür.

Ders başarısı için kuram ve uygulama derslerine katılımın önemli bir araç olduğu görülmektedir. Ders içi uygulamalarda özellikle birlikte yazma aşamasının öğrencilerin gelişimine katkı sağladığı, öğrencilerin bir metnin baştan sona oluşturulma aşamalarını gördüğü, diğer arkadaşlarından farklı yaratıcı fikirleri duyduğu önemli bir zaman aralığı olduğu görülmektedir. Tür temelli yazma derslerinin en önemli katkılarından birisi de tümdengelimsel ve tümevarımsal olmak üzere bir metin türünün ayrıntılı olarak öğretimini içermesidir. Uzaktan tür temelli yazma dersine ilişkin toplanan verilerde psikolojik etmenlerin önemli olduğu görülmüştür. Özellikle bireysel yapılan yazma etkinliklerinde, yüz yüze ödev kontrolü olmadığı için bazı katılımcıların ödevlerini tam yapmadığı tespit edilmiştir. Yansıtma aşamasının öğretmenin ödevde yönelik düzeltme ve önerilerini içerdiği için çok faydalı bulunduğu yapılan mülakatlarda ifade edilmiştir. Ancak yansıtma aşamasının Microsoft Teams üzerinden çevrimiçi olarak gönderilmesinin de yetersiz olduğunu, yüz yüze geri bildirimlerin daha işlevsel olacağını ifade eden katılımcılar da vardır.

Bu çalışmada katılımcıların bağımsız yazma ürünü olarak teslim ettikleri ödevlerde, üç temel noktada kayda değer gelişim gözlemlenmiştir. Bunlardan ilki metin yapısıdır. Katılımcıların metin türünün özelliklerini ve sosyal bağlamdaki görevini bilmesinin yanında derslerde örnek olarak yazılmış iki metnin analizinin bunda etkili olduğu düşünülmektedir. İkinci önemli gelişimin cümle kurulumu ve cümle yapısında olduğu görülmektedir. Bu konuda en fazla fayda sağlayan hususların derslerde birlikte yazma aşamasında cümlelerin daha düzenli ve türe uyumlu kurulması ile yansıtma aşamasında öğreticinin verdiği dönütlerdir. Üçüncü önemli gelişim noktası ise metnin fiziksel yapısındaki düzendir. Yani paragraflara ayrılma, sayfa düzeninin sağlanması, yazı büyüklüğünün ayarlanması gibi fiziksel boyutlardaki ayrıntıların ön plana çıktığı görülmektedir.

Bu çalışmada, tür temelli uzaktan yazma derslerine yönelik geniş bir bakış açısından farklı veri türleri çerçevesinden bilgi edinilmiştir. Bu çalışma uzaktan eğitim sürecinde çevrimiçi olarak gerçekleştirildiği için bireysel motivasyon ve öz düzenleme becerilerinin etkili olduğu görülmüştür. Uzaktan yazma derslerinde öz düzenlemeyi artırıcı stratejilere veya öğretmen denetimi ile ödev yapma oranını artırıcı yöntemlere ilişkin deneysel çalışmalar tasarlanabilir.

Bu çalışma 8 öğrenci ile sınırlandırılmış nitel bir çalışma olduğu geniş ölçekli bir evren için genellenebilir bir çalışma değildir. Çalışma bir kur seviyesi boyunca sürdürüldüğü için sonraki seviyelere aktarılan ve sonraki konulara temel oluşturan boyutların ileriki kurlardaki etkisi gözlemlenmemiştir. Ders çevrimiçi ortamda verildiği için yazı örnekleri Microsoft Word programı üzerinden toplanmıştır. Bu nedenle el yazısı ve kâğıt üzerindeki sayfa düzenine ilişkin beceriler ele alınmamıştır.