The Effect of Process Genre
Approach for Developing English Writing Skills of Secondary School Students And Reducing Their Writing Anxiety.

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Abstract

The research aimed at examining the effect of process genre approach for developing English writing skills of secondary school students and reducing their writing anxiety The study adopted the quasi-experimental design. The sample of the research consisted of a group of secondary school students. The sample of the research has been assigned to an experimental group (n=31)and a control group (n=31). Instruments of the research included a writing skills checklist, a pre-post writing skills test, and a writing anxiety inventory. Results revealed that there were statistically significant differences at 0.01 levels for the overall writing skills in favor of the post-administration. Moreover, it indicated that using process-genre approach had a large effect on reducing the English writing anxiety. Results were discussed in relation to several factors that affected the overall language learning process. Finally, the research provided beneficial contributions in relation to implementing the process-genre approach within English writing classrooms.

Keywords

Process-Genre Approach, Genre – Approach, Writing Anxiety, Writing Skills

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اثر استخدام المدخل القائم علي العمليات و النوع في تنمية مهارات الكتابة لدى طلاب الصف الأول الثانوي و خفض القلق الكتابي لديهم.

هدفت الدراسة إلى استكشاف اثر استخدام المدخل القائم علي العمليات و النوع في تنمية مهارات الكتابة لدى طلاب الصف الأول الثانوي و خفض القلق الكتابي لديهم. و استخدمت الدراسة المنهج شبة التجريبي . و تكونت عينة الدراسة من عدد واحد و ستون طالبا (٦١) طلاب الصف الأول الثانوي بإحدى المدارس الحكومية ، تم تقسيم عينة الدراسة إلى مجموعتين ، ضابطة (٣١) و تجريبية (٣١) . و تضمنت أدوات الدراسة قائمة بمهارات الكتابة واختبار لقياس مهارة الكتابة و مقياس القلق الكتابي.أشارت نتائج الدراسة إلى فاعلية البرنامج المقترح في تنمية مهارات الكتابة لدى طلاب الصف الأول الثانوي، حيث وجدت فروق دلالة إحصائية بين متوسطي درجات عينة الدراسة في التطبيقين القبلي/بعدي لإختبار مهارات الكتابة عند مستوى الدلالة ٠,٠١% .كما أشارت نتائج الدراسة إلى عدم وجود فروق ذات دلالة إحصائية بين متوسطي درجات المجموعة التجريبية في التطبيقين القبلي /بعدي لإختبار مهارات الكتابة عند مستوى دلالة ٠,٠١% . و أوصت الدراسة بأستخدام مدخل المهام القائم على العمليات و النوع لتنمية مهارات الكتابة لدي الطلاب في مراحل التعليم المختلفة .

الكلمات المفتاحية : مدخل العمليات و النوع ، مهارات الكتابة ، القلق الكتابي ، مدخل العمليات

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Due to the prominence given to foreign language (FL) education, particularly English, wiring instruction has received considerable attention within the field. However, there has been a little agreement among ELT specialists on the definition of writing. Such controversy resulted in varied descriptions for writing skills as well as the writing instruction process (Tok & Potor, 2015).

Writing is a thinking process where students undergo varied cognitive sub-process to put their ideas into written words. It can be seen as a structural process of producing an effective text. However, Ennis (2015) considers writing as a self-regulated strategy that develops students' awareness of the writing process and sub-skills.

On his part, Colorado (2017, p.1) considers writing as a social process stating "writing is communication, creativity, and collaboration". It is a process of transferring ideas, experiences, and thoughts from writers to the readers. Similarly, Cheung (2016) describes writing as a complex communication process that requires several cognitive and metacognitive processes in addition to a mastery of linguistic knowledge, such as grammar, spelling, punctuation. As far as this study is concerned, writing is defined as a dynamic recursive process that requires manipulating one's linguistical and contextual knowledge accurately and appropriately to construct a clear, well-organized and coherent form of a certain writing genre.

Writing instruction

Much of the current literature in English language teaching pays particular attention to writing instruction (Hyland, 2015). The importance of writing instruction stems from the premise that "an appropriate structural process of writing can help students develop their academic writing skills" (Mui-Chun & Shwu-CHing, 2105). Accordingly, several approaches for teaching writing come to exist, namely, product. process, genre, and process-genre.

Process-genre approach has been introduced by Badge and White (2000) as a response to the wide demand for a more comprehensive writing pedagogies rather than competitive ones. Tommaso and Verzella (2018, p. 6) state "today, many applied linguistic recognize that teachers should not rigidly adopt just one approach in the writing classroom".

Process-genre approach was considered as a synthesis of the process approach and genre approach (Badge & White, 2000). Later on, a broader perspective has been adopted by some researchers, such as (Norton, 2017; Zhoa, 2017) arguing that it embodies the three main writing approaches; namely, product ,process, and genre.

Concerning the product-based approach, writing development is determined by the final product of the students rather than the process of learning how to write. In this approach, the main emphasis is on the use of grammatical and syntactic patterns, vocabulary and cohesive devices. Students are required to initiate a model text through guided writing procedures (Grape & Kaplan, 2014). Classroom practices are controlled where students have to work individually on developing on main draft (Richards & Radgers, 2014).

In contrast to the product-based approach, the process approach put great emphasis on writing as a creative process. Writing stages were seen dynamic where students can move backward and forward to generate innovative ideas. It includes three main stages prewriting, drafting and revising (Widiati, 2016).It is a recursive approach where feedback is seen as an essential part of the wring process (Boscolo, 2009).

Additionally, the process approach to writing instruction stresses the implementation of varied classroom activities, such as brainstorming and group discussion. Students are required to express their ideas, goals, expectations, and needs while moving through a set of steps to produce a text. A teacher's roles is to facilitate students' participation, give constructive feedback, provide assistance and motivation (Erdogan, 2012). Hence, students are trigged in a process of discovery of meaning and ideas while writing, rather than an act to display their linguistic knowledge. However, one major drawback of this approach is paying less attention to the accurate use of grammatical patterns and the appropriate usage of vocabulary and rhetorical discourse (Hassan & Akhand, 2010).

Conversely, genre-based approach to writing instruction put emphasis on analyzing and manipulating particular grammatical forms and structural patterns that are consistence with the types of the written text, i.e, genres. According to Dirgeyasa (2016, p. 50) "genre as a product shows its distinctive features of writing either in terms of organization, physical design or layout and also communicative purpose and linguistic features used". In other words, students need to produce a written text with specific social convention, linguistic features, grammatical forms, and rhetoric structure.

Accordingly, genre-based approach advocates the use of explicit and systematic explanations of how language works in a given context. In a broader sense, a written text might be discussed to three main aspects, which are writing style, readers, and goal (Arancibia & Sadlier, 2018; Khalil, 2015).That is, classroom practices usually focus on exploring the relationship between language and social functions on the

premise that written texts which have the same goal should share same-lexical and grammatical features.

In the genre-based approach "classroom practices follow a systematic set of stages. According to Tang (2016) and Dirgeyasa (2016), three main stages must be implemented during the teaching process which is (a) Modeling, (B) joint negotiation, (c) independent construction.

Students evaluation criteria include taking into consideration features of a certain genre such as communicative purpose, appropriate vocabulary choice, grammatical form usage, textual devices use and the structural elements of the text itself. However, one major drawback of this approach is the excessive focus on the rhetorical purposes of text types and paying less attention to other writing skills which students require to produce a creative well-developed text.

In sum ,it is claimed that process-genre approach highly lights three basic characteristics of the writing pedagogy, which are (a) the writer's mastery of linguistic knowledge (as in product approach, (b) the writer's knowledge of context and purpose (as in genre-approach), (c) the recursive processes that writers undergo while writing (as in the process approach).

Process-genre approach assumptions

Tommaso and Venzella (2018, p. 6) state "indeed, the process-genre approach is based on the assumption that the product, process, and genre approaches should be treated as complementary rather than competing in the writing pedagogy". Other assumptions have been advocated by several researchers (Badger & White, 2000; Firth, 2006, Babalola, 2012; Nugroho, 2015), among which are the following:

- Writing is a complex activity that requires knowledge about language, knowledge about purpose and context and process skills such as planning, drafting, revising.
- Writing development depends on activating potential prior knowledge, providing new appropriate input and promoting text production.
- The kind and amount of input vary depending on learners' needs.
- Sources of input may include the teachers' demonstrations, other learners' feedback and illustrations of the target genre.
- The establishment of a risk-taking classroom environment is essential.
- Language raising awareness activities might help provide contextual and linguistic knowledge to a particular group of learners.

- Key materials for teachers may include flow charts to exemplify the specific genre.
- Direct instruction on some skills may be necessary for some learners as an alternative for language raising awareness activities.
- Teachers should facilitate the learner's writing as well as their appropriate use of vocabulary syntax, cohesive devices within a context.

As far as this study is concerned, the process-genre approach is described as a comprehensive approach for writing instruction that embodies central insights of other approaches, namely, product, process, and genre.

Process-genre approach application

Numerous attempts have been made to develop instructional plans for writing classrooms using process-genre approach. First, Badge and White (2000, p. 158-159) proposed six main classroom procedures that reflect the use of process-genre based approach for teaching writing as follows:

(a) Situation: teachers explore the situation of a model text.
(b) Purpose: teaches identify the purpose of a model text.
(c) Consideration of making, field, and tenor: teachers explore basic features and linguistic knowledge relevant to a genre and audiences (readers).
(d) Planning: teachers help students to plan a draft based on the type of genre presented in the model text.
(e) Drafting: students individually or collaboratively write their drafts on other topics.
(f) Publishing: students revise their drafts and publish.

It's noteworthy that these steps are intended to be applied in a linear pattern. The input which students may gain should be provided through their interaction with each other, the teacher and the text itself.

Drawing on Badge and White's (2000) work, Yan (2005) has proposed the following six steps model for teaching writing.

(a) Preparation: teachers identify purpose and context to students.
(b) Modeling: teachers provide students with a model of text and explain the basic features of the genre.
(c) Planning: students participate in a brainstorming activity.
(d) Joint construction: students write their first draft collaboratively.
(e) Independent construction: students write their drafts individually while the leader writers their performance.
(f) Revising and editing: students revise their writings with each other and receive their teacher's feedback.

A more concise model has been introduced by Zhoa (2017), including the following steps :

(a) Analysis of model text: teacher analyze a model text them, students analyze another one (with the same analyzing steps).

(b) Independent writing: students choose a topic and write their first draft individually.

(c) Revising: students are engaged in peer -revising groups.

(d) Editing and proofreading: students check various linguistic items such as grammar, unity, logic, cohesion, and punctuation.

Based on what is mentioned above , the researcher proposed a process-genre instructional framework that consists of four main stages, namely; modeling, collaborative writing, independent writing, editing and assessing.

Writing anxiety :

Language anxiety has been recognized has as the main source of difficulty that hinders language learning process (McClenny; 2010). Concerning writing skills, writing anxiety is considered one of the obstacles that may face an EFL learner. According to Hassan, 'writing anxiety can be best described as a general avoidance of writing and situation, perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing" (p.4). In other words, learners who suffer from writing anxiety usually avoid participation in writing tasks due to the fear of being evaluated. In a similar vein, Topuzkanamis (2015) defined writing anxiety as a feeling of nervousness and tension associated with a foreign language writing task.

The impact of writing anxiety on EFL writing performances has been investigated by many studies, such as (Nausheen & Richardson, 2010; Rezai, Jafari, and Younas, 2014 Woodrow, 2011). These studies revealed that a high level of anxiety had a negative effect on learners' writing performance and willingness to participate in writing tasks. However, a moderate amount of anxiety may be motivating (Daud & Daud & Kassim, 2016). There are several causes for writing anxiety, including time limitations (Kirmizi & Kirmizi, 2015), fear of poor evaluation (Zttang, 2011), test anxiety (Yan & Xiaoging; 2010), and teacher and students interaction (Karakaya & Ulper, 2011).

Despite the influence of writing anxiety on EFL learners, to date, however, writing anxiety has been less frequently addressed among language anxiety researchers (Gkonou, 2011, p.1).

In this study, writing anxiety is defined as EFL learners' feeling of panic or uncase accompanied by their participation in writing classes which may result in their partial or complete reflectance.

Context of the problem:

Despite the significance of English writing skills for EFL learners (Cheung, 2016; Hyland, 2015; White, 2017), secondary school students demonstrate poor mastery of writing skills (Ahmed, 2015; ElBeely, 2018' Mohamed, 2016). To identify the problem of the study, a writing skill test designed by the researcher was administered to a group of twenty secondary school students at Cairo, Educational Governorate. Results of the pilot study conducted by the researcher showed that 78% of the participations were weak in some writing skills. To come to a closer identification of the problem, a writing anxiety questionnaire (designed by the researcher) was also administered to the participants. Results of the questionnaire revealed that 71% of the participants suffer from a high level of anxiety. In spite of the influence of writing anxiety on EFL learners' writing performance (Kirmizi & Kirmizi, 2015, Zhang, 2011), secondary school students English writing anxiety received less attention in classroom practices (Abdel-Rahman, 2017; Ahmed, 2014; Doghaim, 2016).

Statement of the Problem

Secondary school students are weak in English writing skills and suffer from a high level of writing anxiety. Such weakness may be attributed to instructional practices of writing. Thus, the current study investigates the effect of using a proposed process-genre based program on developing English writing skills for secondary school students and reducing their writing anxiety.

Therefore, this study ought to find an answer to the following main question.

What is the effect of the proposed process-genre based program on developing English writing skills of secondary school students and reducing their writing anxiety?

A set of subsidiary questions branch form this main question as follows :

1- What is the effect of the proposed process-genre based program on developing the overall English writing skills of secondary school students?

2- What is the effect of the proposed process-genre based program on developing English writing sub-skills of secondary school students?

3- What is the effect of the proposed process-genre based program on reducing English writing anxiety for secondary school students?

Hypothesis:

1- There are statistically significant differences between the mean scores of the experimental and the control group students in the administration of the writing post-test in favor of the experimental group.

2- There are statistically differences between mean scores of the experimental and the control group students in the administrations of the writing pre and posttest in favor of the post-test administration.

4- There are statistically significant differences between the mean scores of the experimental group students on the pre-post administrations of the writing anxiety questionnaire.

Method

Participants

The sample of the study consisted of a group of sixty-two (n=62) first year secondary students were randomly selected from one Cairo governmental secondary school, Saieedeya Secondary School for Girls in the school year 2018-2019. (31 students in the experimental group and 31 students in the control group).

Instruments

A- Writing skill checklist

A checklist was designed by the researcher to identify the most important writing sub-skills for secondary school students. It was administrated to a panel of three TEFL specialists to ensure validation. The final version included fourteen (n=14) sub-skills in terms of content, organization vocabulary ,and grammar and mechanics (see Appendix B).

B- Writing tests

The researcher designed two equivalent tests for assessing the participants level of mastery of writing skills before and after the implementation of the program. To determine validity, the two equivalent tests were submitted to three TEFL specialists. The researcher conducted a pilot study to determine the reliability of the tests before the experiment. They were administered to a group of twenty students. Results were obtained and calculated using Cronbach's Alpha. It was (0.172), significant at 0.001 level (see Appendix C). Besides, a holistic writing scoring rubric has been designed in the light of the writing checklist. It consisted of four main domains, namely, content skills, organization skills, vocabulary skills, grammar and mechanic skills (see Appendix D).

C- Writing anxiety questionnaire

The questionnaire aimed at measuring the level of writing anxiety for secondary school students. It consisted of fifteen (n=15) statements. Participants were asked to express their opinion on each statement through ticking a column ranging from (strongly disagree) to (strongly disagree). It was administered to apanel of three TEFL specialists to ensure validation (see Appendix E).

Procedures

Before the implementation of the treatment, the administration of the writing pre-test took place with both groups. The implementation of the proposed process-genre based program were over three months. It started on 4th October and ended up 13th December 2018. The control group was taught traditionally. On the other hand, the experimental group was taught via the proposed process-genre based program.

The program consisted of three units that comprise nine lessons and a retrospective questionnaire (see Appendix F).Each lesson took two successive periods (ninety minutes) weekly. Thus, The experimental group received treatment for a total duration of approximately fourteen hours across the whole implementation. At the end of the implementation, the writing post-test was administered to both groups.

Results

All data were statistically treated using Statistical Package for Social Science (SPSS) T-test and Eta square. namely; independent t-test, paired sample t-test, and Eta square. In respect to the first hypothesis, mean scores of the experimental and control groups on the administration of the writing posttest were compared using independent t-test as shown in table (1)

Table1. T-Test Results of Administration of the writing Posttest Comparing the Control and Experimental Groups Mean Scores.

Group	N	Mean	Std. Deviation	T	DF	Sig	Eta
Control	31	9.7097	2.17859	13.901	60	.000	.821
Experimental	31	16.838	1.84566				

Results showed that there were statistically significant differences at 0.01 level in favor of the experimental group, i.e., estimated t-value is (13.901).

To verify the second hypothesis, paired sample t-test was conducted for comparing mean scores of the experimental group students on the administrations of pretest and posttest of English writing skills.

Table2. T-Test Results of Administrations of the writing skills pretest and posttest Comparing Experimental Group Students' Mean Scores.

Writing sub-skills		N	Mean	S.D	t	Sig	Eta
Content	Pre	31	1.483	.569	16.157	.001	.822
	post	31	4.258	.815			
Organization	Pre	31	1.451	.505	10.400	.001	.716
	post	31	3.903	1.547			
Vocabulary	Pre	31	1.419	.564	20.469	.001	.901
	post	31	4.322	.747			
Grammar and mechanics	Pre	31	1.741	.681	12.702	.001	.826
	post	31	4.354	.709			
Overall writing skill (Sum)	Pre	31	6.0968	1.274	28.306	0.01	.919
	post	31	16.838	1.845			

The previous table (2) shows that there were statistically significant differences between the mean scores of the experimental group on the administrations of pretest and posttest of writing test in favor of the posttest administration, since the estimated t-value for the writing test was (28.306) Hence, it was indicated that using process-genre approach had a large effect on enhancing the experimental group students' English writing skills.

Regarding to the third hypothesis, paired sample t-test was also conducted for comparing mean scores of the experimental group students on the pre- post administrations of English writing anxiety inventory.

Table3. T-Test Results of pre-post Administrations of the writing anxiety inventory Comparing Experimental Group Students' Mean Scores.

Group	N	Mean	Std. Deviation	T-Test	DF	Sig	Eta
Pre	31	48.0645	4.73241	- 18.865	30	.001	.891
post	31	14.2258	5.71961				

The previous table (3) shows that there were statistically significant differences between the mean scores of the experimental group on the pre-post administrations of the writing anxiety inventory, the estimated t-value was (-18.865) in the favor of the pre-administration . Hence, it was indicated that using process-genre approach had a large effect on reducing the experimental group students' English writing anxiety.

Discussion

Results of the study have shown that the proposed program based on process-genre approach had a large effect on developing English writing skills (n^2= .919). This was proved by comparing scores of experimental and control groups on the administration of writing post-test using T-test (t= 28.306). Hence, the results of the study are consistent with the results of previous studies that indicated the position

effect of process-genre approach on developing some written English performances (Babalola, 2012; Firth, 2006; Nugeroho, 2015). Also, the study revealed that the proposed program based on process-genre approach had a large effect on reducing English writing anxiety as the estimated t value is (t= -18.865) in the favor of pre-administration of the writing anxiety inventory. This is also consistent with the findings of other studies that revealed the positive impact of process genre approach on some physiological factors that may hinder writing development such as (Ghufran, 2016).

Taking into account students' responses in the retrospective discussion at the end of the program students' progress can be ascribed to factors related to process-genre approach from one hand, and the design of the proposed program form the other hand. Varied rhetorical structures and linguistic patterns that are commonly recognized in each genre.

As for the process-genre approach, it can be simply said that it allowed the overall sessions to cover three main distinctive dimensions in teaching writing. Firstly, students were promoted to display their linguistic knowledge in written production. Thus, the approach helps reinforcing writing skills in terms of the accurate use of grammatical and syntactical forms. Moreover, the appropriate use of vocabulary and cohesive devices was given due attention these elements were much emphasized indirectly throughout the whole sessions through teacher's support, particularly, at the revising and assessing stage. Moreover, the mechanical elements, such as spelling rules and punctuation, were also highlighted in the same stage. Students' received feedback also allowed them to recognize their errors and work on corrections.

Secondly, students were triggered to analyze and manipulate contextual knowledge in written production. Students were provided opportunities to explore how language works in a certain context to meet an intended goal. That is, students were fostered to consider the relationship, purpose and form of a particular genre. They were demanded to discover writing purposes that are embedded in narrative, expository genres ,and compose their writings on the same bases. Besides, students became familiar with varied rhetorical structures and linguistic patterns that are commonly recognized in each genre.

Thirdly, students were engaged in a recursive process of planning ,drafting and revising to produce a text that expresses their ideas .Students were required to explore their thoughts and reflect on successive drafts collaboratively and individually to get closer to perfect written production. Hence, they were encouraged to feel free to convey

their feelings and were provided with opportunities to plan and reconsider their written production simultaneously.

Other factors that may have contributed to students' tangible progress were much related to the design of the proposed program. It included four main stages which were modeling, collaborative writing , independent writing ,and revising and assessing. In the modeling stage, students were required to reflect on key features of either narrative or expository essay. Moreover, students were able to observe and discover key elements of the model text by themselves, passing the way for a learner's autonomy to develop. Furthermore, students were fostered to reconsider the features of the model text. Students involvement in these active processes of observation and reflection help them acquire new linguistic and contextual input.

In the collaborative writing stage, students were promoted to generate ideas about a specific topic through brainstorming technique. This served as a starting point to decide what would they write about and how they can organize their ideas. Students were encouraged to build on their prior knowledge, modify or write a draft as a result of their collaboration. Thus, students were induced to acquire more flexibility in their thinking. Moreover, the collaboration between teacher and students, as well as students with each other, fostered students to move toward their potential level of performance more deliberately and independently.

In the independent writing stage, students were required to write drafts that represent their own identities and at the same time, considered parallel to the model in terms of its key aspects. Doing this activity individually, helped students to gradually gain independence. Furthermore, the researcher provided students with linguistic support that didn't interfere with the process of creative construction of meaning. Furthermore, students were encouraged to relate their writing to their personal experiences as if they were writing for readers outside the classroom. Accordingly, this point brought relevance and personality to the written outcome.

In the revising and assessing stage, students were asked to raise their writing according to self-assessment checklist, that helped to promote self-evaluation. Also, students were asked to discuss and evaluate other classmates' essays. Thus, students gain input from each other and gain self-esteem. Finally, the teacher asses students essay and provide them with feedback and corrections. Hence, students were provided an opportunity to consolidate newly gained information. Concerning writing anxiety, some factors may contribute to its reduction. Firstly, students gradually were more familiar with the writing genres

and their common features. This helped students to feel more self-confident about writing in general. Secondly, the use of the self-assessment checklist promoted a sense of relief about evaluation, as they become aware of the assessment criteria. Thirdly, students become used to generate ideas through brainstorming technique, which helped them to write down their thoughts in English easily. Fourthly, students gradually were used to the planning process thus, they become able to start writing composition smoothly and without panic. Fifthly, the collaborative and constant interaction between students made them able to discuss their work and evaluate the work of others without embracement a feeling nervous.

Conclusion

Based on the previous discussion the study provided evidence on the positive effect on using the process-genre approach on developing English writing skills of secondary school students (n^2= .919) and on reducing their writing anxiety (n^2= .891   ). Students tangible progress can be attributed to numerous factors in relation to the process-genre approach and the suggested program.

Recommendations

This study attempted to enhance secondary school students 'writing skills using process-genre approach. Hence, this study may be beneficial for further research that addresses different writing skills such as creative writing skills. Besides , the study recommends the examination of the use of process-genre approach in EFL writing classrooms within other stages

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