The Effects of Types of Writing Approaches on Iranian EFL Learners' Writing Performance and Their Attitudes toward Writing Skill

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Abstract

The main purpose of the present quasi-experimental study was twofold; its first purpose was to investigate the effects of using of two approaches namely; genre and process on EFL learners' accuracy, fluency, and complexity in written task production. Secondly, it attempted to investigate the effects of mentioned approaches on EFL learners' attitude toward writing skill. to this end, 60 learners of English at intermediate level were selected randomly as the participants of the study and assigned into three groups of product, process, and genre groups. a written task was employed to collect data from the participants. the collected written data was quantified in terms of accuracy, fluency, and complexity measures. The results of the study based on one-way ANOVA revealed that there were significant differences on EFL learners' writing performance. The current study might carry some pedagogical implications for EFL learners' writing skill, learner attitude toward writing, teacher education and task designers.

Introduction

Writing skill has been considered to be difficult for EFL learners in the performance of the composition in the language teaching and learning context. Over the past three decades, much of the applied linguists' theoretical and pedagogical focus altered to a social approach and to analyses of a variety of situations in which writing takes place (Trimbur, 1994; Tardy, 2006; Dovey, 2010; Derewianka, 2015). Accordingly, SLA scholars' attention turned to how a written text is shaped by a writer's response to the most appropriate linguistic resources of a social context, an important perspective that was disregarded in the process approach (McCabe & Whittaker, 2006; Taguchi, 2008; Truscott, 2012; Thompson, 2014). This new paradigm has been labeled as the genre-based approach in the field of second and foreign language writing (Atkinson, 2003; Casanave, 2003; Matsuda, 2003a; Lin, 2016). Rodgers (2001) identified Genre-based approach as a major trend in English Language Teaching (ELT) in the new century. The main pedagogical concern of the genre-based approach is to encourage students to pay attention to the context and organization of the text. Genre-based pedagogy is increasingly drawing scholars' attention. With the bulk of publications on generic competence in the classroom context, it seems that this approach could act as a panacea to students' poor performance in writing. With the development of genre studies, developing EFL learners' generic competence is viewed as the ultimate goal in the process of teaching and learning genres in academic, institutional, and professional settings (e.g., Bhatia, 1993, 1999; Swales, 1990, 2004). To attain the goal, this study attempts to adopt genre approach to develop EFL learners' generic competence in writing. Thus, the present study aimed to provide theoretical and pedagogical insights into how instruction that is guided by the notion of genre and tasks plays a role in facilitating FL writers' language and writing development. Also, it was hoped that learners' involvement in writing process would amend the learners' attitude toward writing skill. Thus the main purpose of the study is to investigate the effect of types of writing approaches on L2 learners' written performance in terms of accuracy, fluency, and complexity and their attitudes toward writing skill.

In a traditional product approach, writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge and writing development is considered to be the result of imitating and manipulating models provided by the teacher (Hyland, 2003b, p. 3). Product-centered approaches share a set of features: they assume that writing is a linear process, with writers starting at the beginning of a piece and writing straight through to the end; they emphasize correctness of the final text; they focus on the final product rather than the processes that lead up to it; and they see the teacher's role as a judge and corrector (Williams, 2005, p. 32). Regardless of its strength in recognizing learners' need to be explicitly taught linguistic knowledge about texts, and in understanding that learners can learn

through imitation (Badger & White, 2000, p. 157), product-based pedagogy has been criticized as prescriptive (Zamel, 1982). Critics have pointed out weaknesses to this approach: process skills are given a relatively small role, and the knowledge and skills that learners bring to the classroom role, and the knowledge and skills that learners bring to the classroom are undervalued, are also considered weaknesses of the product approaches (Badger & White, 2000, p. 157). The notions regarding ideas in process writing instruction that have been incorporated into writing pedagogy in the L2 context are based on a variety of different theories of writing in the L1 context (Santos, 2001; Matsuda, 2003b; Ferris & Hedgcock, 2005; Kim & Kim, 2005). Process pedagogy arose in the late 1960s and the early 1970s in reaction to the dominance of a product-centered pedagogy (Matsuda, 2003a, p. 67). Among variations of the conceptions of writing as a process, Faigley (1986), for example, divided process writing approach into two categories: expressivism and cognitivism. In brief, expressivism explicitly valued fluency and voice (Elbow, 1998; Hirvela & Belcher, 2001) and gave a notion of a private self in writing (Santos, 2001). Cognitivism, from another standpoint, viewed writing as a problem solving approach (Ferris & Hedgcock, 2005, p. 5). From a cognitivist, process-based perspective, writing is essentially learnt, not taught, and the teachers' role is to be nondirective and facilitating, assisting writers to express their own meanings through an encouraging and cooperative environment with minimal interference (Hyland, 2003a, p. 18). The adoption of a process-oriented approach in ESL writing, asserted Santos (2001), has been primarily based upon the expressivist and cognitivist perspectives mentioned above within L1 process theory, while neglecting the third, the social constructionist. The social constructionist perspective rejects the assumption that writing is the act of a private consciousness and that everything else, readers, subjects, and texts are out there in the world (Faigley, 1986, p. 535); but, it rather assumes that writing is primarily a social act (Bruffee, 1986, p. 784). Despite many kinds of process approaches, they generally have some characteristics in common, which include an emphasis on making learners aware of the processes they go through before reaching a final product, acknowledgement of writing as an exploratory and recursive rather than linear, predetermined process, and intervention and assistance from the teacher at various points during the process rather than simply as an evaluator at the final stage (Williams, 2005, p. 33). Hence this approach emphasizes that writing, in essence, involves thinking skills at various stages in the process to achieve logically written texts. A process model of writing instruction thus consists of typical stages, which are pre-writing (planning), writing, and re-writing (reviewing), a framework established by Flower & Hayes (1981). The teacher who employs a process approach plays an important role in providing input, and later feedback during the revision and evaluation stages. It is important to note that a process approach (still) entails a product focus, and that correctness is always

a concern, but it is not expected at all stages of the composing process (Williams, 2005, p. 33). Like product approaches, process approaches have also been criticized for having some weaknesses. Badger & White (2000) list three major disadvantages of process approaches. These disadvantages are that process approaches often regard all writing as being produced by the same set or processes; that they give insufficient importance to the kind of texts writers produce and why such texts are produced; and that they offer learners insufficient input, particularly in terms of linguistic knowledge, to write successfully (Badger & White, 2000, p. 157).

Literature review

Over the last twenty years, genre approach has dominated much of the teaching of writing in second language acquisition (SLA) that happens in the EFL classroom. Many L2 researchers believe that explicit attention to genre in writing instruction provides learners concrete opportunity to achieve means of conceptual and cultural frameworks to undertake writing tasks beyond the courses in which such teaching occurs (e.g., Hyland, 2004).

There are three broad approaches to genre theory, each with its own conception and classification of assumptions about genre (Hyon, 1996). The three approaches are the Australian Sydney School (Systemic Functional Linguistics), English for Specific Purposes approach (ESP), and the North American New Rhetoric studies. These three research approaches share the common goal of analyzing the relationship of social function to language use in particular contexts, mainly due to differences in the educational context to which they are applied. As Hyon (1996) notes, the various teaching applications have taken different directions. SFL view of genre more systematically articulates than the other two approaches to genre the exact relationship between language and content. It offers more explicit tools for identifying the lexico-grammatical features that are relevant in the construction of different kinds of genres as shaped by particular contexts (Martin & Rose, 2008; Martin, 2009).

Harman (2013) emphasized the effectiveness of genre in teaching of narrative texts to L2 learners in writing ability. Also, de Oliveira & Lan (2014) argued that genre-based methods promoted learners' independence as writers, at the same time, it encourages teachers to explicitly teach how a certain genre is linguistically constructed. Genre-based teaching offers learners an explicit understanding of how texts in target genres are structured and why they are written in certain ways. Through explicit genre-based instruction, teachers can achieve means of understanding, using, and critiquing texts (Hyland, 2004). Genre-based teaching offers learners an explicit understanding of how texts in target genres are structured and why they are written in certain ways. Through explicit genre-based instruction, teachers can achieve means of understanding, using, and critiquing texts (Hyland,

2004). Kongpetch (2006) studied using a genre-approach to teach writing to EFL students. He provided insights into the impact of the genre-based approach and implications for applying it to other educational contexts. Burns (2001) described different tasks and procedures, which were highly genre-based oriented. The results supported the effectiveness of the genre approach, with a clear idea of what language features should be expressed and how the content should be organized. From the perspective of teachers' knowledge, little information has been available on the curriculum, syllabi, materials or tasks, and goals of the genre-based classrooms, even across the extensive number of studies that have been conducted in ESL contexts. Therefore, much remains to be clarified regarding what students accomplish at the end of the genre-based course, how teaching might influence their writing development, what kinds of writing tasks and materials are most appropriate to students at what particular time, and most importantly, whether the necessary learning takes place for all students by the end of the genre-based course. The degree to which FL writers' genre learning contributes to their learning of language and writing is a crucial area in the L2 writing research agenda that needs to be further explored. Bearing the gap in the literature in mind, specifically, investigation of two approaches (process, and genre) could contribute to SLA literature to provide theoretical and pedagogical insights into how instruction that is guided by the notion of genre and tasks plays a role in facilitating FL writers' language and writing development. Considering the mentioned issues above, the present study seeks to answer to the following questions:

RQ1: Are product, process, and genre-based approaches differentially effective in the improvement of accuracy, fluency, and complexity in writing tasks among intermediate EFL learners?

RQ2: Which of the types of writing approaches (genre or process) has significant and positive effect on Iranian EFL learners' attitude toward writing skill?

Methodology

Design of the study

The present study employed a quasi-experimental research design with a pre-test, treatment, and post-test design using intact EFL classrooms. Learners in three intact classes formed experimental groups and received treatment. The study consisted of three independent variables (product, process, and genre groups), and, more specifically, the study investigated writing instructional approaches as independent variables and their effects (if any) on writing ability, and participants' attitude toward writing skill were identified as dependent variables. In this study, the following measurement was employed to quantify the written data collected from the participants. Written Accuracy Measure**:** The number of *error-free T-units per*

T-units. Written Fluency Measure: The fluency of the written production of the learners was measured by *words per T-units*. Written Complexity Measure: Complexity involves measuring both lexical and syntactic complexity. Lexical complexity of the written text was not taken into account because the learners used dictionaries to find the intended lexical item. However, for measuring syntactic complexity of the collected data, a measure of *S-nodes per T-units* was employed.

Participants

The participants of the study were 60 intermediate learners of English affiliated to Language Institute in Iran. They were randomly selected and divided into 3 groups of product, process, and genre instruction on the basis of their performance on Oxford Proficiency Test (OPT) at intermediate level of language proficiency (120-135) rank scale. Having administered TOEFL, based on their scores, I divided the participants into three instructional experimental groups of product, who received product-oriented writing process, who received a wide range of feedback on their grammatical, lexical, and pronunciation problems and genre-based group who received the genre moves of the text with the help of the teacher.

Materials

The data collection material included the writing tasks chosen on the basis of the purpose of the study. Test takers were asked to write their own composition based on a topic similar to the theme of the reading passages. The tasks had been designed and was considered to be valid because all tasks employed for data collection were originally written by native speakers. Since the study aimed to study the effect of the above mentioned approaches on EFL learners' attitude toward writing skill, therefore, an attitudinal questionnaire was applied to examine the goal. The questionnaire was translated to EFL learners' native language (Persian). It included fifteen statements and participants were asked to state whether they agree or disagree with these items by marking one of the responses ranging from "strongly agree" to "strongly disagree" on the basis of Likert Scale.

Procedure

At first phase, all the participants took the OPT proficiency test. Sixty subjects who had obtained 50 or more out of 100 were chosen. Having been divided into three groups of control, process, and genre-based writing groups, the learners received treatment for twelve sessions on the communicative focused book. Next, the participants of three groups were asked to respond to the attitude questionnaire. The results of their responses were kept to be compared with the results of the questionnaire that they were going to answer after treatment sessions. At treatment

step, the participants in the genre group were asked to identify and underline the genres moves of the text with the help of the teacher. The next phase of the instruction was the teachers' explanation of the move, its functional orientation, and the linguistic forms used in the text. And in the last phase, the learners in the genre group individually were asked to do writing task at home, according to the principles worked in the classroom. In the process group, there were sequences of activities which occur in the writing phase of the lesson in four stages of prewriting, composing/drafting, revising, and editing in the writing phase of the lesson in addition to the same procedure of genre-based instruction which was used in the genre group. Learners were asked to write their own composition based on a topic similar to the theme of the reading passages. Traditional control group had the tasks types as the other groups but there was neither genre-based instruction nor process. In other words, the participants in the product group did not receive any treatments and feedback applied to other experimental groups. They were supposed to fulfil routine requirements of the performing writing tasks during the course of this study. Each writing was corrected and got returned to the students without any reference to the content organizations and the way text was organized or composed. Only were the grammatical and lexical correctness of the text taken into account. At the end of twelfth session, the post-test was presented to three groups to measure the learners' writing ability with regard to using accuracy, fluency, and complexity. In order to find out any changes at the participants' attitude toward writing skill, they were asked to answer the same questionnaire.

Data Analysis and Results

One-way ANCOVA was employed as the statistical means of analysis for comparing the means of three groups in narrative written task. Table 4.1 shows the results of descriptive statistics for the comparison of the means of accuracy among three groups in written tasks.

Table 4.1. Descriptive statistics for comparison of means of accuracy in written task

Variable	Condition	Group	Mean	SD
Control-accuracy	Pre-test	Experimental	.3705	.16807
Process-accuracy			.3505	.19484
Genre-accuracy			.3970	.17095
Control-accuracy	Post-test	Experimental	.3655	.18480
Process-accuracy			.4060	.24332
Genre-accuracy			.4140	.17689

According to table 4.1, process group produced slightly more accurate language than control group, while genre-based group led to the most accurate language of all. The results for accuracy of three groups are presented in the following figure.
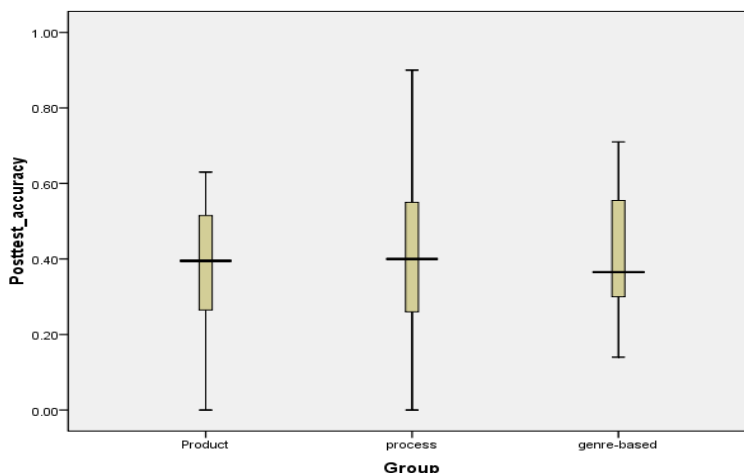

Figure 1. The performance of the three groups at posttest

In the present study ANCOVA carries with the following assumptions.

1- The first assumption of ANCOVA test is that both the covariate (pretest) scores and the dependent variable (posttest scores) should be measured on a continuous (interval) scale. This assumption is met because both pretest and posttest scores are on an interval scale.

2- The second assumption of ANCOVA is that the **independent variable** should consist of **two or more categorical, independent groups,** which is met in this study, since the instruction happened in three groups.

3- The third assumption of ANCOVA analysis is that participants in groups should be different and no group should include similar participants, which is met in the present study, since our three groups (control, process, and genre-based) involve different participants, or else we had to use Repeated Measures ANCOVA.

4- The fourth assumption of ANCOVA is that there should be no significant outliers, which is also met here. A closer look at the regression slopes reveals that there are not serious outliers in the data.

5- The fifth assumption of ANCOVA is the assumption of the near normality of the scores. According to Shapiro-Wilk test of normality all groups enjoy normal distribution of scores (sig>0.05) (see table 4.2).

Table 4.2. Tests of normality

		Shapiro- Wilk		
	Groups	Statistic	df	Sig.
Preaccuracy	Control	.971	20	.772
	Process	.947	20	.321
	Genre-based	.982	20	.957
Postaccuracy	Control	.936	20	.202
	Process	.943	20	.270
	Genre-based	.900	20	.041

6- The sixth assumption of ANCOVA is the homogeneity of variances, which is also met. (sig>0.05) (see table 4.3).

Table 4.3. Levene's test of equality of error variances

F	df	df	Sig.
2.747	2	57	.073

7- The seventh assumption of ANCOVA test is that there must be no strong correlations among the covariates. Since in the present study there is only one covariate (pretest), we need not worry about this assumption.

8- The eighth assumption is that the relationship between the covariate and the response variable should be linear. In order to check this assumption, we must look at the scatterplots. If the regression line and the loess line almost overlap, we can conclude that the assumption of the homogeneity of regression is met. Even if this assumption is not met, we have to continue running the ANCOVA since in the case of non-existence of this assumption we should do "Robust analysis" which is not available in SPSS (Larson-Hall, 2010).

Figure 2. The regression line and the loess line for the linearity of the relationship between the covariate and the response variable for the genre-based group

Figure 3. The regression line and the loess line for the linearity of the relationship between the covariate and the response variable for the genre-based group
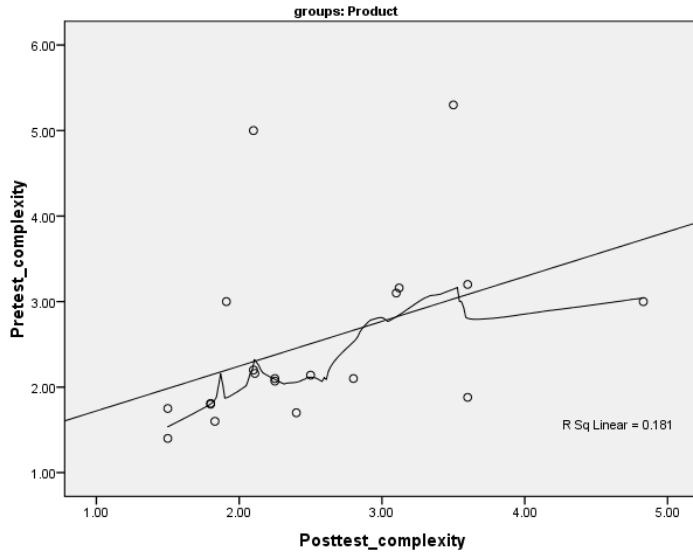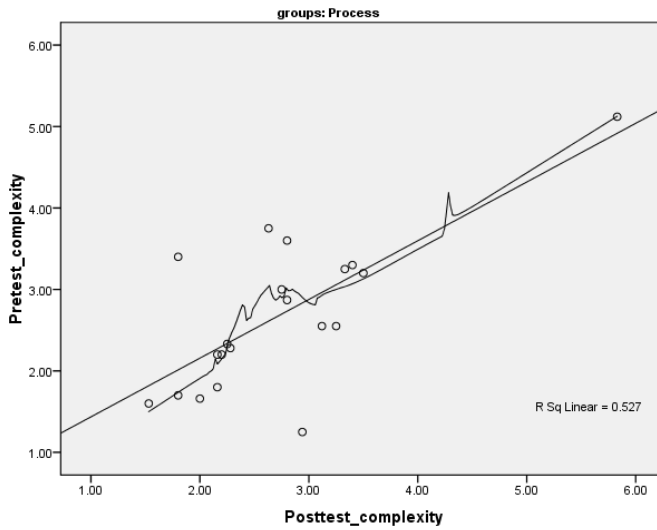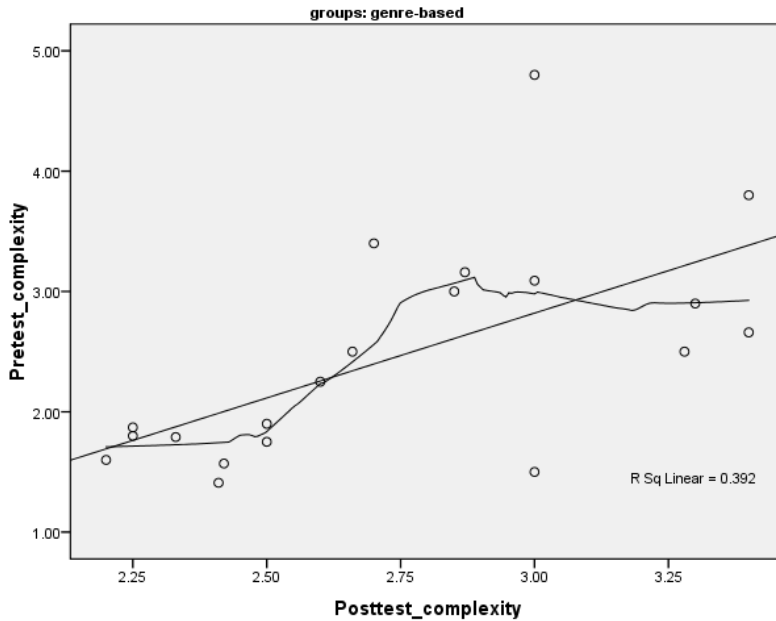
Figure 4. The regression line and the loess line for the linearity of the relationship between the covariate and the response variable for the genre-based group

9- For the ninth assumption of ANCOVA, I can again go to Figures above to see if slopes are parallel for the four experimental groups. They are not exactly parallel but they are probably not so deviant that we will call them unparalleled. Another way to test whether there is homogeneity of regression slopes is to test for the presence of an interaction between the covariate and the treatment or grouping variable. If the interaction is not statistical, I can proceed with the normal model, according to Tabachnick and Fidell (2001, p. 292, as cited in Larson-hall, 2010, p. 365).

Table 4.4. Tests of between-subjects effects

DependentVariable: Post-accuracy

Source	SS	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	.867	5	.173	6.123	.000	.362	30.613	.992
Intercept	.225	1	.225	7.952	.007	.128	7.952	.791
Groups	.013	2	.006	.224	.800	.008	.448	.083
Pretest-accuracy	.838	1	.838	29.585	.000	.354	29.585	1.000
Groups * Pretest-accuracy	.002	2	.001	.036	.964	.001	.073	.055
Error	1.529	54	.028					
Total	11.765	60						
Corrected Total	2.395	59						

Table 4.4 shows that in tests of Between-Subjects Effects, the interaction is not significant ($p = .09$). Therefore, we can conclude that the slopes of the groups on the covariate are parallel enough and that there is homogeneity of regression (Larson-Hall, 2010).

Table 4.5. Tests of Between-Subjects Effects

Source	SS	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	.865[a]	3	.288	10.543	.000	.361	31.629	.998
Intercept	.215	1	.215	7.861	.007	.123	7.861	.787
Pretest-accuracy	.838	1	.838	30.639	.000	.354	30.639	1.000
Groups	.029	2	.015	.537	.487	.019	1.075	.134
Error	1.531	56	.027					
Total	11.765	60						
Corrected Total	2.395	59						

As is clear from the table, there was significant difference between the groups (sig<0.05). Therefore, it was concluded that different types of writing instruction lead to significant changes in the accuracy of the participants in writing at the posttest in writing tasks. Therefore, the first hypothesis that "*control, process, and genre-based approaches are not differentially effective in the improvement of fluency in task writing among intermediate EFL learners*" was rejected with 95% confidence level. Table 4.6 shows the results of descriptive statistics for the comparison of the means of fluency among three groups in written tasks.

Table 4.6. Descriptive statistics for the comparison of the means of fluency in

written tasks

Variable	Condition	Group	Mean	SD
Control-accuracy	Pre-test	Experimental	16.9200	6.2349
Process-accuracy			16.2560	5.6575
Genre-accuracy			15.8420	4.7309
Control-accuracy	Post-test	Experimental	15.2930	4.272
Process-accuracy			17.8590	4.57
Genre-accuracy			17.9250	.17689

According to the above table, process group produced slightly more fluent language than product group, while genre group led to the most fluent language of all. However, the differences between the means of three groups in terms of fluency in written tasks were not great. Figure 5 shows the means of three groups in terms of fluency.
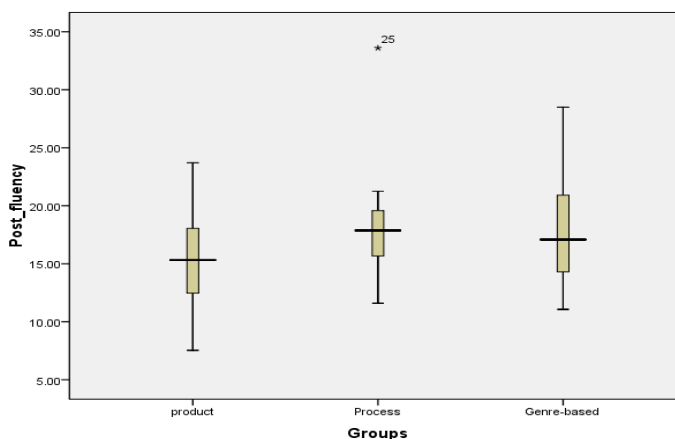

Figure 5. The performance of the participants at posttest

All of the assumptions for ANCOVA are met in the second hypothesis too. Homogeneity of variances is also met (sig>0.05) (see table 4.6).

Table 4.7. Levene's Test of Equality of Error Variances

F	df1	df2	Sig.
.422	2	57	.658

Table 4.8. Tests of Between-Subjects Effects

Source	SS	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	254.313[a]	3	84.771	4.478	.007	.193	13.433	.857
Intercept	867.879	1	867.879	45.841	.000	.450	45.841	1.000
Pretest fluency	164.206	1	164.206	8.673	.005	.134	8.673	.825
Groups	109.097	2	54.549	2.881	.064	.093	5.762	.542
Error	1060.212	56	18.932					
Total	18706.925	60						
Corrected Total	1314.525	59						

According to table 4.8, there was not any difference between the groups (sig>0.05). Therefore, different instruction of writing types did not lead to any significant changes in the fluency of the participants in writing at the posttest. Therefore, the second hypothesis that "*control, process, and genre-based approaches are not differentially effective in the improvement of fluency in task writing among intermediate EFL learners*" was supported. Table 4.9 shows the results of descriptive statistics for the comparison of the means of complexity among three groups in written narrative task.

Table 4.9. Descriptive statistics for the comparison of the means of complexity

Variable	Condition	Group	Mean	SD
Control-accuracy Process-accuracy Genre-accuracy	Pre-test	Experimental		
Control-accuracy Process-accuracy Genre-accuracy	Post-test	Experimental	2.4060 2.5575 2.5945	.7371 .74289 .7674

According to table 4.9, the participants in process group (2.5575) produced more complex language than control group (2.4060) while genre group (2.5945) led to the most complex language of all. However, the difference between the means of process and genre groups in terms of complexity was not great. Figure 6 shows the means of three groups in terms of complexity in written task.
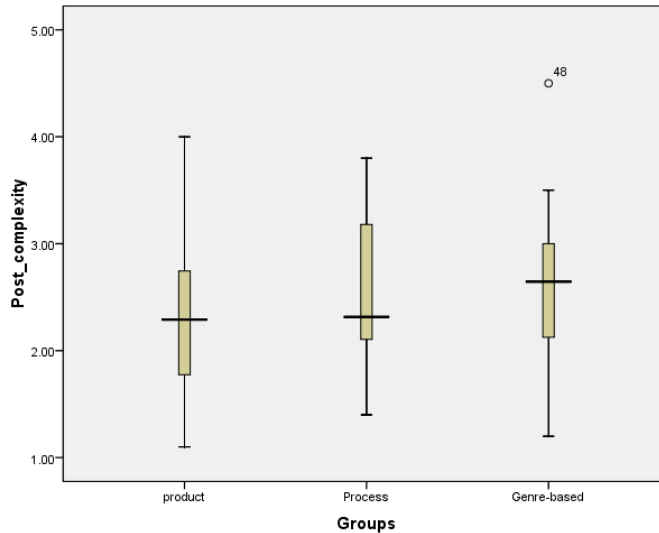

Figure 6. Comparisons of the Means of Complexity of Product, Process, and Genre groups in Written Task

Table 4.10. Tests of Between-Subjects Effects

Source	SS	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	5.233[a]	3	1.744	3.596	.019	.162	10.788	.764
Intercept	18.324	1	18.324	37.773	.000	.403	37.773	1.000
Pretest-complexity	4.834	1	4.834	9.965	.003	.151	9.965	.873
Groups	.316	2	.158	.326	.724	.011	.651	.099
Error	27.166	56	.485					
Total	413.221	60						
Corrected Total	32.399	59						

According to the above table, it was concluded that different approaches to the instruction of writing did not lead to any significant changes in the complexity of the participants in writing at the posttest in narrative writing tasks. Therefore, the third hypothesis that "*control, process, and genre-based approaches are not differentially effective in the improvement of complexity in task writings among intermediate EFL learners*" was supported with 95% confidence level. Result of ANCOVA Test for participants' attitude toward writing skill is presented in Table 4.11. According to this table there are no significant differences among groups' attitude toward writing skill before they were taught through alternative approaches.

Table 4.11. Result of ANCOVA for participants' attitude toward writing skill before treatment

	M	SD	SS	DF	F	SIG.
Genre	50.8	6.15				
Process	61.70	9.59				
Control	56.10	9.48				
Attitude			4020.30	2	25.40	.005

Table 4.12 presents the results of ANCOVA test for participants' attitude toward writing skill after the treatment was over. It shows that the participants who were taught through genre approach have positive attitude as compared with the second experimental group and the control group. Therefore, it can be said that genre approach has positive impact on EFL learners' attitude toward writing skill.

Table 4.12. Result of ANCOVA for participants' attitude toward writing skill after treatment

	M	SD	SS	DF	F	SIG.
Genre	83.7	4.65				
Process	52.71	7.95				
Control	48.80	8.13				
Attitude			536.08	2	15.8	.000

Discussion

The main purpose of the present study was to investigate the effect of three types of writing approaches across the linguistic domains of accuracy, fluency, and complexity in EFL context. The results of the study are in line with the findings of Johns (2003), Hyland (2007), Martin & Rose (2008), Martin (2009), and Kuhi (2014) who supported the effectiveness and merits of genre-based approach on learners' written performance. Similarly, in line with the findings of the study, the

results of the study conducted by Paltridge (2001) revealed that learners outperformed and produced coherent writing in the genres taught, relying on the model texts provided. Also, Yayli (2011) observed a group of EFL learners. He proposed that the students displayed awareness of generic features and applied such knowledge to the practice of genres. Similar findings were reported by Huang (2014) who found that students developed knowledge of the research article genre through assimilating explicit genre instruction. Yayli (2011) and Huang (2014) both confirmed that genre-based pedagogy could effectively foster students' genre awareness. In line with these arguments, Yasuda (2011) focused on a task-based syllabus design and investigated its effect in a genre-focused writing. Yasuda's (2011) study demonstrated the effectiveness of a task-based instructional framework in genre learning. Also, Cheng (2008a) revealed that a key finding was that the concept of genre functioned as an explicit and supportive learning tool in the student's growing awareness. Also, Dovey (2010) conducted a design-based research and the results obtained revealed that students who learned with the process-based curriculum design had better performance in writing than their counterparts in genre group. According to Byram (2004) genre underestimates the skills required to produce content, and learners' self-sufficiency. Similarly, Badger & White (2000) adopted an approach as a synthesis of the three approaches which could lead to important development in the writing classroom. As Badger and White argue, effective communication involves knowledge about language, knowledge of the context in which the writing happens and especially the purpose for the writing (as in genre approaches), and skills in using language (as in process approaches) (2000, pp. 157-158). Moreover, the results caused to change the learners' attitude toward writing: writing is not some complex mental operation.

Conclusion

The present study was going to find out the ways to increase EFL learners' attitude and also involve the learners in the process of the learning. Like every other experimental study, this study has also some limitations. First, individual differences and their possible effects on L2 learners' performance were not taken into account in this study. Second, the study could be replicated with other language forms, tasks with other genres, levels of proficiency, and individual learner and social differences. Third, while genre-based teaching is most readily applicable to writing instruction, it may be and has been applied to the teaching of listening, speaking, and reading. The present study could be partially replicated with a large number of participants with different designs. The present study is limited to the learning and awareness of genres within classroom settings. It argues that explicit instruction has some impact on the learners' awareness of the target genre. However, future research could benefit from an investigation of genre awareness of professionals in

workplace contexts. It could also shed some light on whether or not, and/or in what ways, genre awareness could be achieved without formal instruction. Also, other studies could be conducted on the topic with different genders. With regard to the content, the present study is an investigation of genre awareness with an attempt to writing skill; all other skills were thus overlooked and not taken into consideration. It may be applied to the teaching of listening, speaking, and reading skills.

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