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***“I BELIEVE now I’m good enough to write an essay”:
Using a process-genre approach to enhance L2 writing
self-efficacy and writing performance***

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Abstract

This mixed-design study examined the effect of a process-genre approach on L2 writing self-efficacy and writing performance. Thirty-one English majors, at the Faculty of Education at New Valley University, acted on as one study group. The tools of the study included a writing self-efficacy scale (designed by the researcher), an English writing test (adapted from TOFEL) and follow-up interviews (designed by the researcher). The tools were administered to the study group before and after the intervention. A 12-week writing intervention course was based on a recent process-genre model suggested by Huang and Zhang (2020). The results of the study showed significant improvements in the students’ self-efficacy, overall writing performance and the writing analytic traits (content, organization, vocabulary, language use and mechanics) and writing self-efficacy. The qualitative data triangulated the quantitative large effect size of the intervention. The main emerging theme is the process-genre approach as a supportive environment. Students’ accounts showed four intertwined factors contributing to the students’ positive perceptions of this method; namely, academic writing support, teacher’s scaffolding and peers’ assistance, emotional gains and technical writing improvement. The findings of this study support the use of the process-genre approach in teaching writing. Some recommendations for further research and pedagogical implications for teaching English writing are presented.

Keywords: The process-genre approach; L2 writing performance; writing self-efficacy

استخدام مدخل العمليات و نمط النص في تنمية الأداء الكتابي و الكفاءة الذاتية في الكتابة باللغة الانجليزية

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الملخص

هدفت الدراسة البحثية الحالية الى تقصي أثر استخدام مدخل العمليات و نمط النص في تنمية الأداء الكتابي و الكفاءة الذاتية في الكتابة باللغة الانجليزية لدى طلاب الفرقة الثالثة شعبة اللغة الانجليزية بكلية التربية جامعة الوادي الجديد. تألفت عينة الدراسة من ٣١ طالباً و طالبة كمجموعة تجريبية واحدة، كما تمثلت أدوات البحث في اختبار الأداء الكتابي و مقياس الكفاءة الذاتية في الكتابة باللغة الانجليزية و مقابلات شخصية. أسفرت التحاليل الاحصائية الكمية للنتائج عن وجود فروق ذات دلالة احصائية بين متوسطى درجات الطلاب في اختبار الأداء الكتابي و مقياس الكفاءة الذاتية في الكتابة باللغة الانجليزية لصالح التطبيق البعدى . كما أن حجم الأثر كان كبيراً مما أثبت فاعلية استخدام مدخل العمليات و نمط النص في تنمية الأداء الكتابي باللغة الانجليزية و الكفاءة الذاتية في الكتابة. و أظهرت نتائج تحليل المقابلات عن اتجاهات ايجابية نحو المدخل كبيئة داعمة لتحسن الأداء الكتابي باللغة الانجليزية و كذا الثقة و الكفاءة الذاتية في قدرتهم الكتابية. و فى ضوء هذه النتائج تم تقديم مجموعة من التوصيات و مقترحات بحثية.

الكلمات المفتاحية: مدخل العمليات و نمط النص، الأداء الكتابي باللغة الانجليزية و الكفاءة الذاتية في الكتابة باللغة الانجليزية

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Introduction:

Writing is a means of communication, persuasion and expression of ideas. It is a crucial skill that facilitates academic achievement. Accordingly, foreign language writing is a keystone to success in higher education as it enables L2 students to succeed in other subjects. Being a productive complex skill, writing is not only influenced by the writer’s language level but also by cognitive (Kellogg, 2008) and emotional variables (Hayes, 1996) such as motivation, anxiety, self-regulation and self-efficacy. **In particular, the latter** can influence writing achievement (MacArthur & Graham 2016) and **determine “the level of effort learners will invest in the writing process”** (Han & Hiver, 2018, p. 44). Additionally, self-efficacy is a strong predictor of written performance (Abdel Latif, 2015; Woodrow, 2011; Pajares & Valiante, 2006) as well as writing proficiency (Sun & Wang, 2020). It also affects the perceived usefulness of writing (Pajares, & Valiante, 1997). Accordingly, self-efficacy plays an important role in writing.

Given the significance of self-efficacy in the writing domain, it is necessary to select a suitable teaching method that boosts and engages L2 learners in meaningful writing tasks. Such a method can provide an asset for students’ positive self-efficacy as well as improve their writing performance. In this concern, a process-genre approach in writing instruction can both help students develop writing performance (Huang & Zhang, 2020; Babalola, 2012; Yasuda, 2011) within a socially situated learning context and positively provoke greater self-efficacy (Han & Hiver, 2018; Zhang, 2018). The process-genre approach, as its name suggests, is

a hybrid of two main approaches: the genre approach and the process approach. The genre-based approach focuses on the contextual factors and the social context (Hyland, 2007); whereas the process-approach stresses the role of the individual’s self-expression and the recursive writing process as reflected in the writing stages (planning, drafting, revising, editing and publishing). Thus, the process-genre approach combines the merits of the two approaches.

The process-genre approach helps students examine the connection between the purpose of a specific genre (e.g., narrative essay) and its language and form (Yan, 2005). In this approach, writing is viewed as “a series of stages leading from a particular situation to a text, with the teachers facilitating learners' progress by enabling appropriate input of knowledge and skills” (Badger & White, 2000, p. 160). Students explore a specific genre such as argumentative texts (Huang & Zhang, 2020) or research paper (Zhang, 2018) and identify its purpose, language and structure so that they can produce the target genre. The teacher scaffolds the students’ progress in the writing process. In this way, this approach connects students to authentic situations, encouraging and “preparing them to write for audiences outside the classroom” (Yan, 2005, p. 22).

Some studies examined the use of the process-genre approach (Abdel Wahab, 2020; Getnet, 2019; Huang & Zhang, 2020; Maolida & Salsabila, 2019; Xu & Li, 2018; Arteaga-Lara, 2017). Nevertheless, Huang and Zhang’s (2020) argued that research on the effects of the process-genre approach on writing performance is not adequate. Further, only one study explored the process-genre approach with writing self-efficacy (Zhang, 2018). To address this gap, this study uses a recent model suggested by Huang and Zhang (2020) to explore the role of the process-genre approach in enhancing L2 writing self-efficacy and writing performance.

Literature Review

Writing Self-efficacy

The term self-efficacy is coined with Bandura's social cognitive theory of learning (Bandura, 1989). The rationale behind his theory is that perceptions of affect can influence self-efficacy beliefs. The term can be defined as **“an individual's beliefs in their capability to perform a designated task or complete an activity” (Han & Hiver, 2018, p. 46). Such beliefs are associated with an individual's effort and persistence in any task.** Thus, self-efficacy is conceptualized as a positive affect (Woodrow, 2011) that drives an individual to perform a task. The term is used interchangeably with 'confidence' 'self-confidence', 'self-perception of ability' and 'perceived competence' (Rueggs, 2014, p. 2). Accordingly, in this study, the term 'self-efficacy' or 'confidence' refers to individuals' beliefs in their abilities to perform certain L2 writing tasks within a specific period.

The four fundamental sources of self-efficacy are mastery experience, vicarious experiences, verbal persuasion, and psychological (Bandura, 2012). Mastery experience is the most important factor in strengthening or weakening one's feeling of self-efficacy. Thus, an individual's success in a certain task would reinforce confidence about abilities in a specific task and vice versa. Such gained self-efficacy would also affect an individuals' perceived confidence in similar situations. Vicarious experience refers to observing peer's successful accomplishments which would strengthen the observer's perceived confidence to succeed in a similar task. Verbal persuasion indicates that positive feedback and praise would boost one's feeling of self-efficacy. For instance, the teacher's positive feedback would boost an individual to believe in his/her ability to succeed in a designated task; whereas, negative feedback might have an opposite effect. Received feedback from teachers, peers, or other resources are a major source of students' writing motivation and self-efficacy (Pajares, 2003); “feedback can increase or decrease students' self-efficacy” (Wilson & Roscoe,

2020, p. 6). The final source of self-efficacy is related to the interpretations and perceptions of an individual’s emotional and physiological state as fear, anxiety could affect one’s evaluation in their ability to do a designated task (Bandura, 1994, p. 75).

Unlike self-esteem which is a global construct, self-efficacy is a domain-specific construct. Thus, an individual might have high math self-efficacy and low reading or writing self-efficacy. Bruning et al., (2013, p. 25) argued that self-efficacy “becomes especially critical when domain-related tasks are demanding and motivational conditions are less than ideal. Writing is one such domain”. Writing as a domain-specific task is a complex process and a demanding cognitive task. Accordingly, writing self-efficacy scales aim to elicit students’ judgment and confidence in their ability in different aspects of writing such as their ability in grammar, usage, composition, and mechanical writing skills such as punctuation or “organizing sentences into a paragraph to clearly express a theme” (Pajares & Valiante, 2006, p. 240; cited in Bruning et al., 2013).

Early research examined writing self-efficacy as a one-dimensional construct (e.g., Pajares, 2003). Pajares (2007) suggested two separable dimensions: basic writing skills as grammar and complex composing skills as structure. Nevertheless, Bruning et al., (2013) suggested three dimensions in their writing self-efficacy model: self-efficacy for ideation, conventions and self-regulation. The first two dimensions are related to cognitive and linguistic features of writing; whereas, self-regulation is related to judgments about these features during the writing production process. The present study uses a one-dimensional scale as it aims to measure the overall writing efficacy.

Self-efficacy is significant as it is a powerful predictor of academic achievement. Different studies showed the role of self-efficacy in successful writing performance and its relations with various writing-related variables as writing quality (Graham et al.,

2017) and writing performance (Pajares & Valiante, 1997). Students with high self-efficacy were likely to spend a long time studying English than students with low-efficacy levels (Woodrow, 2011). This shows that self-efficacy is an influential motivational construct that impacts performance and academic achievement. Accordingly, it is important to examine writing self-efficacy and how it is affected by methods of writing instruction (Lee & Evans, 2019). Some intervention studies explored writing self-efficacy with different teaching methods and techniques. For example, Wilson and Roscoe (2020) found that the automated writing assessment group had more positive writing self-efficacy and better performance on the state English language arts and self-efficacy. Lee & Evans (2019) found that the perceived usefulness of giving (but not receiving) peer feedback enhanced writing self-efficacy directly. Ruegg (2014) compared changes in self-efficacy over one academic year between two groups of Japanese university students. One group received the teacher's feedback draft while the other group gave and received peer feedback. It was found that the teacher feedback group significantly increased in writing self-efficacy more than the peer feedback group. Schunk and Zimmerman (2007) reviewed intervention studies that used Zimmerman's four-phase social cognitive mode and found that modeling influenced and enhanced self-efficacy skills, and self-regulation. Such studies show the role of various instruction methods in promoting positive self-efficacy.

Nevertheless, only one study investigated writing self-efficacy using the process-genre approach. Unlike previous studies that focused on the writing gains associated with this approach, Zhang's study (2018) explored the change of EFL learners' level of self-efficacy in process-genre academic writing instruction. The participants were 59 graduate students in china. The results showed that after 14 weeks of academic writing instruction, participants' self-efficacy level significantly improved in comparison to their low level before the experiment. Accordingly, more studies are

needed to further examine the impact of the process-genre approach on L2 writing self-efficacy in different contexts.

Genre-based L2 Writing Instruction

The Process-genre approach

Three prominent approaches to writing instruction are the product approach, the process approach and the genre approach. The product approach focuses on the linguistic aspects as vocabulary and grammar; whereas, the second approach focuses on mastering the writing process as a cycle of writing stages: prewriting, writing (or drafting), revising, editing and publishing (Badger & White, 2000). The process approach views writing as a discovery in which the individual manipulates cognitive processes, self-exploration and problem-solving. As Keen (2017, p. 376) explains “prewriting and exploring are opportunities for a student to generate and weigh up different possibilities while they are writing as well as before they start writing”. In such settings, feedback “is an important developmental tool for moving learners through multiple drafts towards the capability for effective self-expression (Hyland & Hyland, 2006, p. 83). Lee (2006) found that a process-oriented ESL writing assessment helped students to coherently produce their final drafts with complex sentences. Bayat (2014) found that the process writing approach improved participants’ success in written expressions. The process approach thus has some benefits for the writing quality of students’ drafts.

Nevertheless, the process-approach overemphasized the role of the individual writer and writing as a cognitive recursive process. In so doing, it neglected the factors that surround this individual as the written text, the communicative purpose, the audience and the context (Hyland, 2003). Further, it does not provide suitable support and scaffolding for many students especially the struggling writers (Graham, Harris, & Mason, 2005). In their meta-analysis, Graham and Sandmel (2011) concluded that the process approach resulted in significant but moderate improvement of the writing

quality in general classes; whereas, it did not significantly improve either writing quality, or motivation of struggling writers.

As a reaction to the process-oriented approaches, the genre-based approaches emerged considering writing as a social practice with an emphasis on the audience, communicative purposes and social context factors in the writing process (Hyland, 2007; Paltridge, 2013; Huang & Zhang, 2020). As reported in the previous intervention studies, genre-based instruction improved writing (Rose & Martin, 2013), text quality (Carstens, 2011; Chen & Su, 2012), genre awareness (Yayli, 2011); and development in the mastery of the genre (Uzun & Topkaya, 2020). Nevertheless, genre-based approaches have been criticized for neglecting the writer's self-expression; that is "the explicit teaching of genres imposes restrictive formula which can straightjacket creativity through conformity and prescriptivism" (Hyland, 2003, p.26). Additionally, a recent rigorous study by Hermansson et al., 2019 showed that the joint construction phase in a genre-based approach did not significantly improve the quality of students' narrative writing or increase the text length of their writings.

It is clear that each of the previous writing approaches focuses on a specific aspect and undermines other aspects. The process approach emphasizes the individual's self-expression; whereas, the genre-based approach focuses on the genre language and the text. Accordingly, some scholars argued for combining the genre approach and the process approach as they complement each other (Badger and White, 2000; Yayli, 2011; Racelis & Matsuda, 2013). Badger and White (2000) suggested the first process-genre model (**Figure 1**) that combines the advantages of the two approaches. It begins with the genre approach, as the teacher presents and negotiates with students the social situation, and the communicative purpose of a specific genre, followed by an explicit explanation of the mode, field and tenor of that genre. With this awareness and detailed information about the selected genre, students move to the writing process where they can apply and use

such information to begin writing their texts, going through stages of planning, then drafting and publishing.

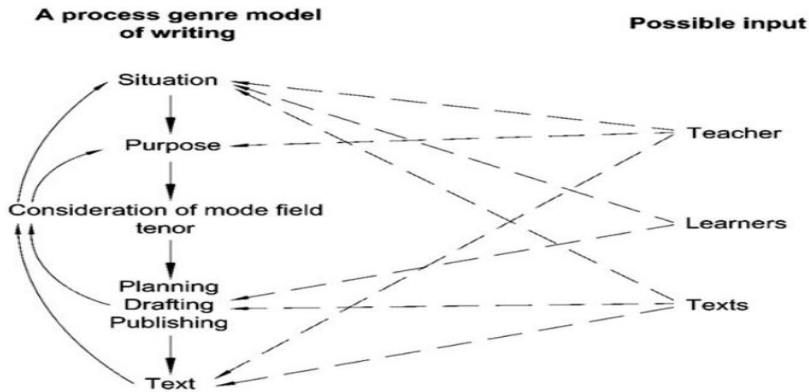


Figure 1

The process-genre model (Badger and White, 2000, p. 159).

Driven by EFL pedagogical practices, Huang and Zhang (2020, pp. 6-9) suggested a recent practical model based on previous theories. They combined the theoretical underpinnings of systemic functional linguistics, the related genre-based approach (Rose & Martin, 2012) and the writing process model (Flower & Hayes, 1981; Hayes, 2012). Their adapted model provides a writing instructional framework (see **Figure 2**); composed of four stages: 1-developing the context, 2- modeling and deconstructing the text, 3- joint construction, and 4- independent construction. **Figure 2** shows that the four stages are interconnected and not linear which implies the interactive and recursive nature of writing. The first two stages address the genre level where the teacher first builds learners’ schema of the designated genre *via* eliciting their “knowledge of the communicative purpose, audience, and context in which the specific genre is commonly used”. The teacher then familiarizes the students by analyzing and introducing the metalanguage (e.g., thesis statement) of the specified genre and

engaging them in students-led activities to explore and discover the typical characteristics of the ways language functioning in the specific genre.

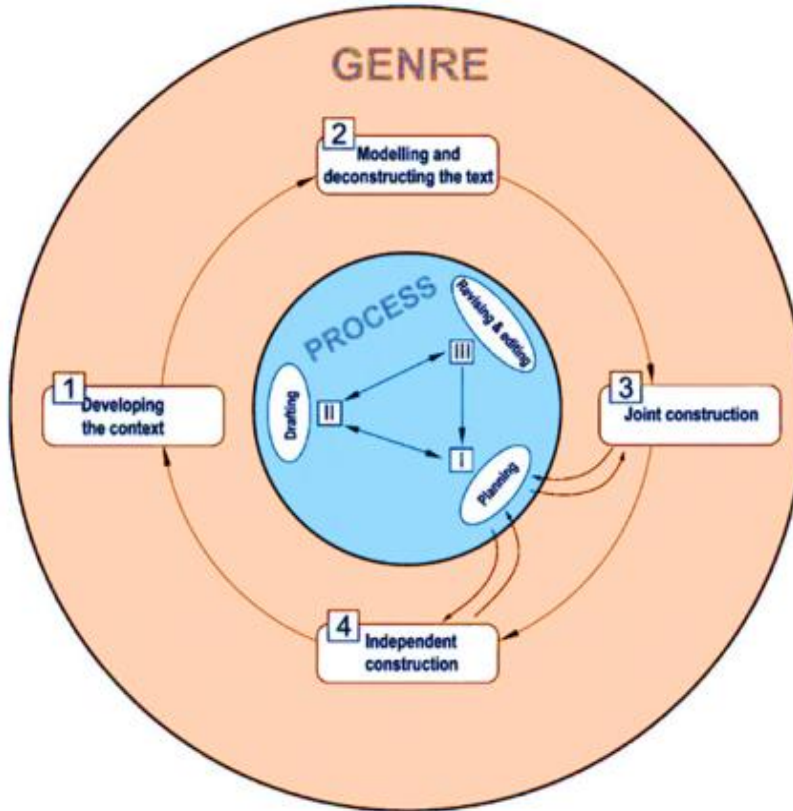


Figure 2

The adapted process-genre writing instructional framework by Huang and Zhang (2020) (based on Rose & Martin, 2012; Rothery, 1994 and Flowers & Hayes, 1981, 2012).

The third and fourth stages address the process levels in which students construct their texts. In the joint construction stage, the teacher and students collaborate to produce a new text similar to the analyzed genre. So, the teacher helps students to improve their

writing process by explicitly showing them how to set their writing purpose using prewriting strategies to plan their writing and generate ideas; e.g., drawing mind maps, clusters, or listing. Learners then plan their writing, and then they volunteer to display their planning drafts to their colleagues. The teacher and learners jointly construct the draft and the teacher helps in organizing ideas and constructing sentences. During drafting the essay, the teacher provides the needed input on ‘linguistic resources’ and ‘rhetorical structures’. The constructed sentences are typed on a computer and displayed on a projector. Next, the teacher and learners jointly revise and edit their first draft until the final draft meets the specific genre expectations so that learners can refer to it as a model when they write their new essays. In the fourth stage, students write their drafts in the designated genre revise and edit it independently. Finally, they submit their final drafts to the teacher who provides linguistic and discourse feedback.

The present study uses Huang and Zhang's (2020) suggested model as it is classroom-oriented. It is also based on different theoretical underpinnings. It is not used in any other study. The researcher adapts this model to suit the research context, so in the third stage, to maximize students’ participation and to avoid competition, they were divided into three groups rather than having a whole-class discussion. Typing on a computer was not available in this study.

1. Previous Studies

A plethora of studies investigated the use of the process-genre approach (Abdel Wahab, 2020; Getnet, 2019; Huang & Zhang, 2020; Maolida & Salsabila, 2019; Xu & Li, 2018; Arteaga-Lara, 2017). Abdel Wahab (2020) investigated the effect of the process-genre approach on EFL students' reflective writing skills and genre awareness. The participants were 60 EFL sophomores at the Faculty of Specific Education, Zagazig University. The study employed a quasi-experimental design and data were collected using a reflective writing skills test and a genre awareness scale.

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Results indicated that the experimental group significantly performed higher than the control group on the reflective writing skills test and the genre awareness scale. The study recommended that future researchers examine the effect of the process-genre approach on academic writing skills and writing self-efficacy.

Another two studies investigated argumentative writing performance using an experimental design. Huang and Zhang (2020) investigated the effects of a process-genre approach to teaching argumentative writing on L2 learners' writing improvement. The participants were undergraduates in a Chinese university. The experimental group received L2 writing instruction through the process-genre approach and the comparison group through a commonly practiced regular approach. Pretest, immediate posttest, and delayed posttest measures were taken for assessing L2 learners' writing performance through an argumentative essay writing task. Results showed significant improvement in the intervention group's overall performance in the immediate posttest and good effects retained in the delayed posttest 6 weeks later; particularly in content and organization. The comparison group showed little improvement in the immediate posttest or the delayed posttest. Getnet (2019) investigated the effects of the process-genre approach on students' argumentative performance. It adopted a quasi-experiment design with one group. The participants were 34 students in Woldia University, Ethiopia. The results revealed that those students improved their argumentative genre in aspects of communicative quality, content, referencing, organization, argumentation, and linguistic appropriacy of a well-written argument. But no significant gains were in linguistic accuracy. Participants had also positive feedback regarding the implementation of the process-genre approach.

Other studies employed classroom action research. Maolida and Salsabila (2019) investigated how integrating the process-genre approach with an online collaborative writing project called 'Ibunka' improved Indonesian students' English essay writing. The

study involved 46 university students in 2 classes who learned to compose English essays in three learning cycles within 12 meetings. Data were collected from essay writing tasks and a questionnaire, observations and interviews. The essay scoring results showed an average improvement in both classes from cycle 1 to cycle 2 and cycle 3. The other tools showed students’ positive responses about the process-genre approach. Similarly, **Xu and Li (2018) explored a process-genre approach to teaching academic writing skills to advanced EFL students, focusing on the factors that facilitate the learning process in the ‘reading-to-writing’ tasks for a doctoral course with two classes (2010-2011). Action research data were collected from students’ written tasks with peer-feedback and revisions spelled out, onsite researcher’s observation notes and two rounds of interviews with two selected groups of students. The findings show that the use of the process-genre approach (Badger & White, 2000) in the explicit teaching of academic writing skills, was effective in helping the Chinese doctoral students employing various academic writing strategies, facilitating the process of writing skills, and comprehending the genre of the disciplinary-specific academic writing.**

Some other studies used qualitative methods. Arteaga-Lara (2017) employed qualitative action research to explore the way the process-genre approach assisted fourth-grade EFL learners in writing well-structured narrative paragraphs. The participants were 13 fourth grade pupils in a school in Colombia. The tools included artifacts, teacher’s journals, learner’s journals, and a focus group interview. Data analysis showed that the participants managed to write well-structured paragraphs. They also became aware of the role of the audience and the features of the narrative writing genre. Another qualitative study by Assaggaf (2016) reported the implementation of a process-genre approach in teaching a report writing course; and it explored the views of 17 students who attended a report writing course in a computer science

department at a university in Yemen. The instruments were an observation tool and a questionnaire designed for eliciting students' views. The resulted indicated positive views about using the process genre approach in teaching report writing.

The previous studies so far have shown variation in some aspects: research methods, focus of the study, and the process-genre model used. Some studies used experimental design (**Abdel Wahab, 2020; Huang & Zhang, 2020**); others used action research (Maolida and Salsabila, 2019; **Xu & Li, 2018; Arteaga-Lara, 2017**) and still, others used qualitative methods (Assaggaf, 2016). Further, most of the previous studies focused on different writing genres as some focused on argumentative writing (Getnet, 2019), report writing (Assaggaf, **2019**), **academic writing (Xu & Li, 2018); reflective writing (Abdel Wahab, 2020) or narrative writing (Arteaga-Lara, 2017)**. Another aspect is the process-genre model used. Some studies used Badger and White's model (2000) such as **Xu and Li (2018) and Abdel Wahab (2020)**; whereas, Huang and Zhang (2020) used their adapted model. Some studies did not mention which model they used (e.g., Arteaga-Lara, 2017). Lastly, most of the previous studies focused on writing performance and writing gains associated with the process-genre approach. Only Zhang's study (2018), to the best knowledge of the researcher, investigated the use of this approach with writing self-efficacy. Besides, no other study explored the use of a recent model adapted by Huang and Zhang (2020).

Thus far, however, no studies explored the writing performance and writing self-efficacy together. Accordingly, this study explores the two constructs using a mixed design method. This study aims to investigate the use of a process-genre approach and its effect on writing performance, and writing self-efficacy. Specifically, it addresses the following research questions:

1. What is the effect of the process-genre approach on L2 writing self-efficacy?

2. What is the effect of using the process-genre approach on overall L2 writing performance?
3. What is the effect of using the process-genre approach on students’ L2 writing performance subcategories: content, organization, vocabulary, language use, mechanics?

In addition to these questions, the current study tested the following hypotheses:

1. There is a statistically significant difference between the mean scores of the study group in the pre and post-administration in the writing self-efficacy scale in favor of the posttest.
2. There is a statistically significant difference between the mean scores of the study group in the pre and post-administration on the total score writing test and its subcategories in favor of the posttest.
3. There is a statistically significant difference between the mean scores of the study group in the pre and post-administration on the subcategories of the writing test in favor of the posttest.

Methodology

Context and Participants

The participants of this study were 31 (6 males and 25 females) third year, English majors, Faculty of Education at New Valley university. The participants’ L1 is Arabic. They studied English for 14 years before joining the university. They studied writing 1 in the first year with a focus on paragraph writing. In the second year, they studied essay structure, illustrative essays, and cause & effect essays. The intervention course for this study was writing 3, which lasted 12 weeks from February to April 2018; 4 hours per week. 2 hours were allotted to the course teacher and the other 2 hours to the teaching assistant (demonstrator). The general aims of the course were to promote writing skills and writing effective essays in different types.

Instruments

Writing Self-Efficacy Scale (WSES)

The researcher designed a writing self-efficacy scale (hereafter WSES) of 13 items (Appendix A). All items were normally coded (5: Highly confident to 1: Highly unconfident). A jury of 5 experts evaluated the content validity of the scale and some items were rewritten accordingly. Next, the scale was piloted in April 2017. The sample was 50 third year, English majors students. The Cronbach's alpha reliability was 0.81 which is satisfactory. Additionally; concurrent validity was determined by Pearson's correlation of the WSES with an English writing Apprehension Scale (adapted by Abdel Latif, 2015). A significant negative correlation was found between the two scales ($r = - 0.384^{*}; p < 0.01$). This result agrees with the conclusions of the previous studies that writing apprehension inversely correlates with writing self-efficacy (Sander-Reio et al., 2014; Abdel Latif, 2015; Daniels et al., 2019).

Writing Test

The writing test used in this study is adapted from the TOFEL topics. Two topics were chosen and administered before and after the intervention. The topics were:

- 1- As computers are being used more and more in education, there will be soon no role for teachers in the classroom. What is your opinion?
Use specific reasons and examples to support your answer.
(pretest)
- 2- Some people say that the internet provides people with a lot of valuable information. Others think access to so much information creates problems. Which view do you agree with? Use specific reasons and examples to support your opinion. (posttest)

To ensure inter-rater reliability, two EFL lecturers marked students’ essays using the ESL writing profile (Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey, 1981) which is a 34- to 100-point analytic rating scale that assesses a written text in terms of five aspects: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25) and mechanics (2-5) and four bands: excellent to very good, good to average, fair to poor, and poor. This rubric is chosen as it assesses writing holistically and analytically. The raters initially evaluated five sample essays to ensure inter-rater reliability and mutual understanding of the rubric and then they evaluated the other essays. The average value of the ratings given by the two raters was combined composing the final score. The average Cronbach’s alpha reliability coefficients were equal to 0.93 which indicates high reliability. Pearson correlation coefficients of the inter-rater reliability for the five aspects were satisfactory (content, $r = 0.87$; organization, $r = 0.88$; vocabulary, $r = 0.88$; language use, $r = 0.89$; mechanics, $r = 0.89$), and it was 0.93 for overall scores.

Follow-up Interviews

Adopting a mixed-method design, the researcher collected follow-up interview qualitative data to triangulate and elaborate on the quantitative data obtained from the writing test and the efficacy scale. The interview questions focused on the students' experience in the writing course, the change in their writing, their perceptions about using the process-genre approach, and its effects on their writing ability. The researcher selected 10 students randomly (3 males and 7 females) from those who agreed to collaborate in the interview after assuring the confidentiality of their responses. As it was the end of the academic year, so the interview occurred via social media. The males responded *via* Facebook whereas females responded *via* **Whatsapp**. The participants were free to respond in Arabic or English; to write their answers, or to record them. The researcher extended questions when the answers were incomplete or general. For example, when a student said “this method

improved my writing”. So, the next question was: How did it improve your writing? Could you give some examples to explain, please?

Procedures

Teaching Procedures

Three types of essays were the focus of this study: Comparison & contrast essays; narrative essays, and argumentative essays (See Appendix B for the timeline of this study). The material was adapted from Building better essays (Hogan, 2012) and National Geographic writing material. These resources are well-organized, full of different activities and suitable for L2 writing. The course objectives worked on three levels: 1) to familiarize students with the features of the designated essay; 2) to analyze typical models of that essay, and 3) to efficiently write an essay of a specific genre.

The instruction method was based on a **process-genre model that is suggested by Huang and Zhang (2020)**. The writing lesson plans were designed by the researcher and **followed the same steps in the model (See Figure 2 in the literature review section) except for adding a flipped learning component, and grouping students in the joint construction stage. Further, an essay checklist (Hogan, 2012) was used to help students revise their drafts. Before the lecture, students were assigned a task to analyze a model essay (e.g., the narrative essay) at home. In the lecture, the teacher helped students establish the context by discussing its communicative purpose, the audience and the linguistic and structural features. Essays analysis** focused on raising students’ genre awareness in the three designated essays. Such analysis foci were then integrated during the writing process in the joint construction stage whereby students and teacher jointly constructed a prototypical essay of the specific genre, and then in the independent construction stage whereby students wrote their essays.

The organization of the three essays followed Hogan’s design (2012) that consists of an introduction, body paragraphs, and

a conclusion. The introduction begins with a “hook” that attracts the reader’s attention, a lead-in that gradually links the hook with the thesis statement and a concise thesis statement that clearly states the writer’s standpoint and focused topic. In each of the body paragraphs, the writer develops the thesis statement using FRIEDS which stands for facts, reasons, incidents, examples and details. In the concluding paragraph, different techniques such as: summarizing the main points, restating the thesis statement, quotations, and recommendations, or call for action. The argumentative essay followed a different organization. Students were instructed to provide a sub claim to explain the thesis statement, and evidence to support each sub claim. Then, they refuted the opposing views. In concluding argumentative essays, one extra technique was summarizing up the main arguments and restating their position: for or against.

Experimental Procedures

After obtaining students’ consent in the first session in week 1, the administration of the writing test and the WSES scale was done in the second session of the same week. In week 12, the same tools were administered to the students as posttests. Two weeks later, follow-up interviews were done online.

1. Results and Data Analysis

SPSS 23 was used to manipulate the data. Paired sample t-tests were used to measure the difference between the pretest and posttest. To identify the effect size of the intervention or the magnitude of the difference between the two variables, Cohen’s d was calculated by the following equation: $d = \text{Means difference} / \text{Standard Deviation difference}$. Descriptive statistics of learners’ overall writing scores, writing subscores, and writing self-efficacy in the pre and posttests are shown in **Table 1**.

Table 1

Means and standard deviations of the overall scores and subscores

Test	Pre-test (N=31)		Posttest (N=31)	
	Mean	SD	Mean	SD
Content	22.23	2.45	25.71	2.03
Organization	16.97	0.61	17.71	0.86
Vocabulary	14.68	1.25	15.94	1.32
Language Use	17.84	1.32	18.52	1.41
Mechanics	2.68	0.87	3.06	0.73
Total Writing	74.39	2.94	80.94	4.46
Self-efficacy	38.16	3.55	43.61	4.15

The following sections present the quantitative results and then followed by the interview data. The organization is according to the research questions.

1. Effects on L2 Writing Self-Efficacy

A paired t-test was conducted to determine the significance of the change in mean scores in writing the self-efficacy scores from pretest to posttest. WSES scores increased from the pretest ($M = 38.16$) to the posttest ($M = 43.61$). Table 2 shows that the mean difference is (5.45). A statistically significant increase was evident in favor of the posttest ($t(30) = 7.84, p < .001$), with a quite large effect size ($d = 1.4$). This shows that the study group made significant gains in their overall writing self-efficacy after the intervention. Therefore, hypothesis 1; which states that there is a statistically significant difference between the mean scores of the

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study group in the pre and posttest writing self-efficacy scale in favor of the posttest was retained.

Table 2
Paired sample t-test for writing Self-efficacy

Pre-post	Paired Differences		T	df	Sig. (2-tailed)	Cohen’s d Mean/SD
	Mean	Std. Deviation				
Pair 1 Writing Self-efficacy	5.452	3.872	7.84	30	.000	1.4

Figure 3 visually represents the change in the mean scores of writing self-efficacy from pre to posttest.

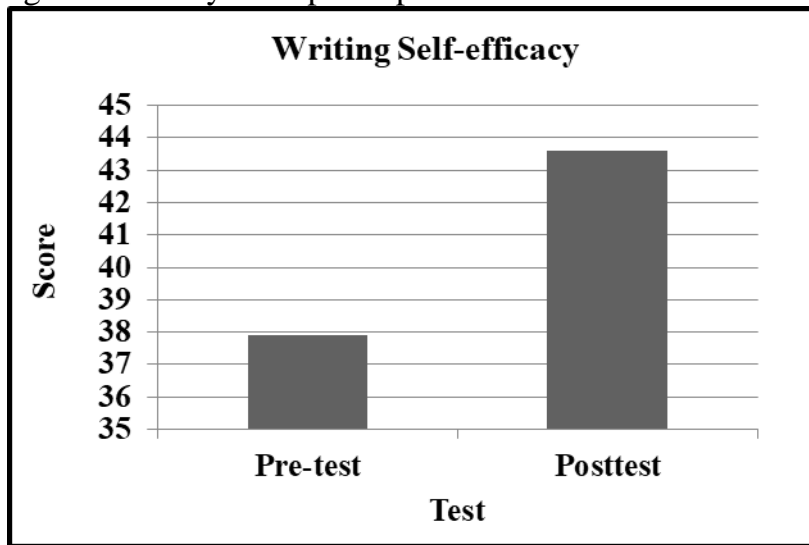
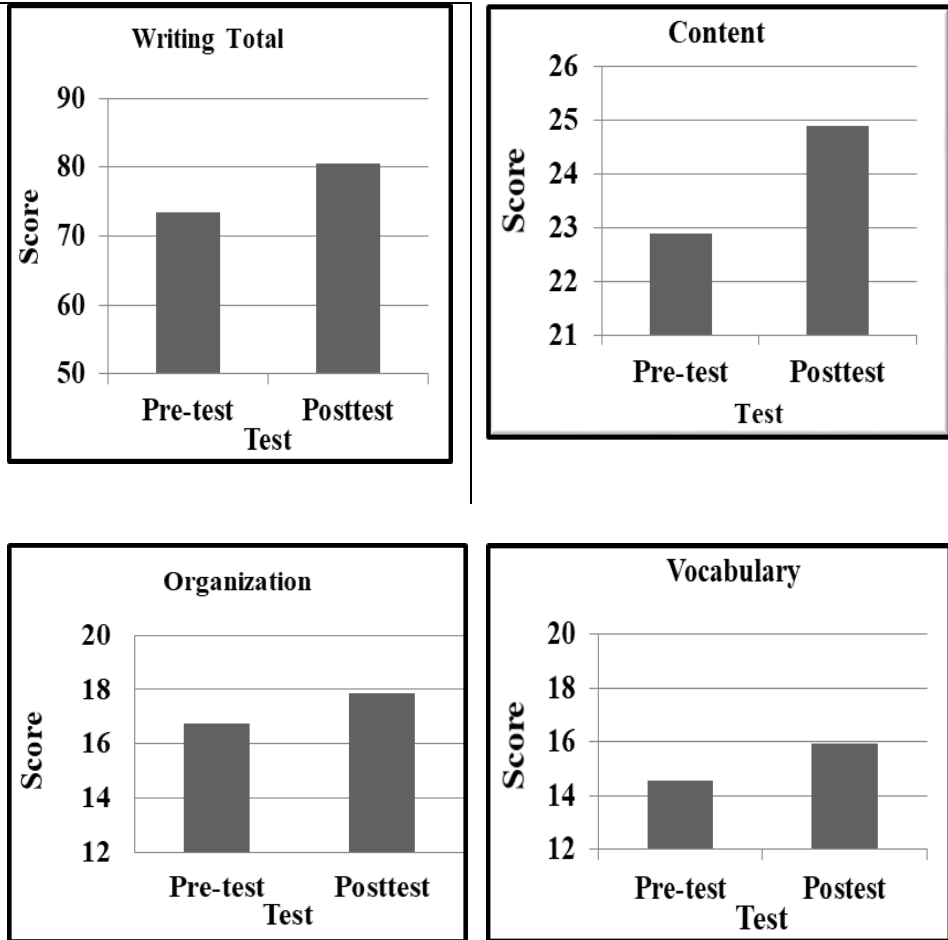


Figure 3
Mean scores in the pre-post WSES scale

1. Effects of the Process-Genre Approach on L2 Writing Performance

Figure 4 visually presents the changes in the mean scores across time in the overall writing scores, and subscores in content, organization, language use, vocabulary and mechanics.



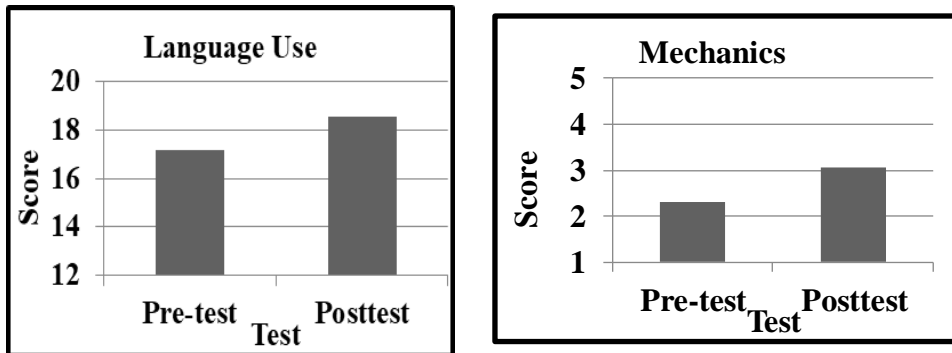


Figure 4

Mean scores in the pre-post total writing score and subscores

Effects on Overall Writing

A paired t-test was conducted to determine the significance of the means difference in overall writing scores from pretest to posttest. **Table 3** shows that the writing scores increased from pre- to posttest. A statistically significant increase of 6.548 was evident between the pretest ($M = 74.39$) and the posttest ($M = 80.94$) in favor of the posttest ($t(30) = 11.61, p < .001$), with quite large effect size ($d = 2.08$). This shows that the study group made significant gains in their overall writing after the intervention. Therefore, hypothesis 2; that there is a statistically significant difference between the mean scores of the study group in the pre and posttest writing total score in favor of the posttest was retained.

Table (3)

Paired sample t-test for overall writing pre- and post-tests of the study group

Pre-post	Paired Differences		T	Df	Sig. (2-tailed)	Cohen's d Mean/SD
	Mean	Std. Deviation				
Pair 1 writing test	6.548	3.139	11.614	30	.000	2.08

1. Effects on Content, Organization, Vocabulary, Language use and Mechanics

To further determine the significance of the change in mean scores across the writing subscores: content, organization, vocabulary, language use and mechanics, paired-sample tests were run. **Table 4** shows a significant mean difference between the pre and posttest in the five writing subscores at the 0.001 level.

Table 4
Paired sample t-tests for the writing subscores in the pre- and posttests

Pre-post	Paired Differences		T	df	Sig. (2-tailed)	Cohen's d Mean/S D	
	Mean	Std. Deviation					
Pair 1	Content	3.484	2.839	6.833	30	.000	1.22
Pair 2	Organization	0.742	0.445	9.287	30	.000	1.66
Pair 3	Vocabulary	1.258	1.290	5.429	30	.000	0.98
Pair 4	Language use	0.677	0.599	6.294	30	.000	1.1
Pair 5	Mechanics	0.387	0.495	4.353	30	.000	0.78

The content mean scores increased from pre-test ($M = 22.23$) to posttest ($M = 25.71$) with a mean difference (3.484). **Table 4** shows that this difference is statistically significant in favor of the posttest ($t(30) = 9.29, p < .001$) with quite large effect size ($d = 1.22$). This indicates that the study group made significant gains in the content subscores after the intervention.

The organization scores increased from pre-test ($M = 16.97$) to posttest ($M = 17.71$) with a mean difference (0.742). **Table 4** illustrates that this difference is statistically significant in favor of the posttest ($t(30) = 9.29, p < 0.001$) with quite large effect size ($d = 1.66$). This indicates that the study group made significant gains in the organization subscores after the intervention.

Concerning the vocabulary scores, it increased from pre-test ($M = 16.97$) to posttest ($M = 17.71$) with a mean difference (1.26). **Table 4** shows that this difference is statistically significant in favor of the posttest ($t(30) = 5.43, p < .001$) with large effect size ($d = 0.98$). This indicates that the study group made significant gains in the organization subscores after the intervention.

Similarly, the scores of the language use increased from the pre-test ($M = 17.84$) to the posttest ($M = 18.52$) with a mean difference (0.677). **Table 4** demonstrates that this difference is statistically significant in favor of the posttest ($t(30) = 6.294, p < .001$) with a quite large effect size ($d = 1.1$). This indicates that the study group made significant gains in the subscores of language use after the intervention.

As for mechanics, its scores increased from the pre-test ($M = 2.68$) to the posttest ($M = 3.06$) with a mean difference (0.387). **Table 4** indicates that this difference is statistically significant in favor of the posttest ($t(30) = 4.35, p < .001$) with a large effect size ($d = 0.78$). This indicates that the study group made significant gains in the mechanics' subscores after the intervention.

To sum up, **Table 4** indicates that the study group made significant gains in the five writing subscores after the intervention. Consequently, hypothesis 3, which states that there are statistically significant differences between the mean scores of the study group in the pre and posttest writing subcategories (content, organization, vocabulary, language use and mechanics) in favor of the posttest, was retained.

1. Qualitative Data Analysis

After data collection and transcription, the letter ‘S’ was used for students’ identification (S1: S10; ‘S’ stands for student). Next, thematic analysis was used to identify themes (patterns of the meaning) deductively. The researcher followed the six steps as suggested by Braun and Clarke (2006) namely; familiarization with

the data, coding, generating initial themes, reviewing themes, defining and naming themes, and finally writing up.

The findings revealed five sub-themes. The general underlying theme is explained in the discussion section though. This section is organized into these five themes: Quality of writing; positive attitudes towards writing; social assistance; raising awareness of genre types and writing analytic traits; and positive beliefs and gained confidence. Students' accounts are written in italics, with the bold font or underlined used to emphasize the subthemes.

1-Quality of writing

The students' accounts showed their positive perceptions about enhancing overall writing quality as well as different aspects of their writing.

*“Before this writing course my writing was **disorganized**, but now I take care of many aspects like content, quantity and quality of my writing”.* (S7)

This student also referred to her development in sentence-level skills as she said: *“I became used to avoid my mistakes when writing and not when I finished my whole essay.”* (S3)

Another student mentioned the development of the content as she practiced writing about a different topic.

“My ideas have become more organized, engaging, and clear. My writings differed in terms of content. I kept writing on more topics.” (S6)

The effect of the process-genre approach on the organization is also highlighted by many students.

“This systematic method affected how to write after introducing the topic, and dividing my writing into parts and steps: the introduction which shows the topic generally and ending it with a specific thesis statement, then supporting it clearly in the body paragraphs and conclusion which confirm my TS (thesis statement)”. (S2)

“Before this course, I was just focusing on words; just to put words on the paper. I did not care about the thesis statement, topic sentence ...etc. But now I know when I could use my vocab and a: when I could watch out my grammar, and a: to keep connectors between paragraphs ...etc.” (S9)

Another student explained the change in her prewriting.

I’m extremely different now, because before the course, I was writing randomly and did not follow steps, and thus mistakes were a lot in the final text. But in this course, I learned how to prepare for writing the essay, whether for example, by making a list, cluster, or a map that reduces errors and to fasten my writing.” (S1)

Ideation is another aspect that students felt its improvement.

*“I think it (this course) improved my essay writing as I became more specific in thoughts (**ideas**) and more careful in choosing words, **focusing on the main ideas** by practicing and knowing more about improving my essays.” (S5)*

Another effect stated by the students is the development of vocabulary.

“Using expressions explaining the transition from one part to another, which made the writing matter easy and does not take time as I was before”. (S7)

Sentence-level skills as mechanics and language use are also highlighted:

The change was in the quality of writing, as before this course I did not write with connections and I did not care about punctuation, I did not leave a space at the beginning of the essay and I did not care about its type, also I might express my opinion or my feelings while writing which I knew this was wrong. (S3)

But after the course, I learned how to use attractive sentences to attract the reader to my article and learned not to repeat my sentences.” (S2)

2- *Positive attitude towards writing*

The students expressed their engagement with the course and their positive feeling towards writing. This in turn increased their motivation and confidence in their writing ability. The underlined words in the excerpts below reflect their changed positive feelings about their writing '*love writing*', '*gave me relief*', and '*my writing is professional*'.

"This writing course was a new exciting experiment for me that made me love writing. It increased my confidence. It really made me love writing. I felt that the knowledge I gained no one has it." (S1)

"The method was helpful, and it contains a feeling of encouragement and cooperation with my colleagues and that's why I love the course." (S8)

"The writing instructions in the sessions were new from what I knew in the past, and the course was clearer, easier and it improved my writing in a remarkable way." (S5)

3- *Social assistance*

Students' accounts revealed their satisfaction with the social atmosphere in the writing course. A key factor for this is the guidance received from both the instructor and peers.

*"The course was **helpful**, and it contains **encouragement** from my colleagues and the teacher."* (S2)

This guidance is more focused on the joint construction stage.

*"The instructor was **with us**; **guiding us step by step** to be perfect in essay writing."* (S9)

The genre model analysis presented different guidance. The students used the model essays as a benchmark that assisted them to refine their essays.

*"I became more confident especially after the **instructor's guidance** and after **comparing our essays with the models** and discovering that the number of errors is almost negligible".* (S6)

I became highly confident in essay writing the model essay facilitated and guided my writing and formatting the essay”. (S4)

4- Raising Awareness of genres types and writing analytic traits

The process-genre approach also helped students in raising their awareness of different aspects such as different genres or essays.

*“The analysis of the essay model facilitated many things for me. I mean if I just read one paragraph from an essay or even one sentence, the analysis helped me to identify what the writer wants to explain, from any part or sentence. **From the keywords or some parts, I know if the essay is narrative or argumentative** ... I believe, I did not have writing before this course”. (S6)*

*After analyzing an essay, **I now know which essay is this; just one sentence can inform me if this essay is argumentative or descriptive.** (S8)*

Another aspect is the awareness of vocabulary selection and mechanics.

*“I’m now **wiser in selecting and using my words, aware of indentation, grammar, aware of very little details and many things.** The instructor was with us; guiding us step by step so as to be perfect in essay writing” (S1).*

1. 5- Positive beliefs and gained confidence

Besides the writing improvement indicated by students in the previous themes, the students felt that they gained confidence in writing different essays in English. Students’ beliefs in their ability to perform new writing tasks and their persistence in writing tasks are also evident.

*“To be honest, my writing was not as perfect as now **I’m not afraid** to write any essay from many types. I got more techniques ...” (S3)*

***The course gave me relief to write more**, improves my brain to think better. In my previous writing, I was not much better*

*at my writing. I was afraid of making mistakes in spelling or grammar. **Now my writing is professional***” (S1)

*“**Honestly**, at the beginning of this course, I was afraid of the essay topic. I was worried if I had no ideas concerning the topic. After that, I have **become more confident**. Even if I haven't strong ideas, I can write on any topic in a better way”* (S10).

They explain that experience and practice is the drive behind their confidence.

*“**I think now I'm another one**. I became more **confident**, I have more **experience**. It was my best experience”*. (S8)

*“To be honest, my writing was not good. I **BELIEVE** now I'm good enough to write an essay with the right techniques because I knew my weak points and tried hard to strengthen them. Actually, by practicing writing different genres, I think **I'm very good now**.”* (S1)

*Before this course, I felt that I wrote something that anyone can write it. Where is my style, where is me? ... This made me excited and concerned with taking this course. I wanted to work on myself. This course **increased confidence** in myself.”* (S9)

These excerpts reflect the positive change in students' self-efficacy and their confidence using emotional words as '**more confident**' '**I'm not afraid**' or '**I can write in any topic**', and using emphatic language with strong intonation "**I BELIEVE** now I'm good enough to write an essay". Further, students' accounts reveal another change in overcoming their anxiety. This is evident in some expressions as '**This course gave me relief to write more**', **I was afraid of making mistakes**, and '**I'm not afraid to write any essay**'. Such change helped them overcome their fear and avoidance of writing. Their confidence increased as stated in their accounts. Consequently, they have developed a sense of efficiency '**I think now my writing is professional**' which in turn enhances a positive-self-image: '**I can write** any essay from any type', and their sense

of efficiency. This demonstrates some persistence and readiness to take new risks in writing.

1. Discussion

The purpose of this mixed-design study was to explore the effects of a process-genre approach on the writing self-efficacy and writing performance of EFL English majors at the Faculty of Education, New Valley University. The study employed a one-group pre-post experimental design. Writing performance as well as writing self-efficacy of the intervention group was contrasted before and after the intervention. The study asked three main questions. The first research question sought to determine whether the process-genre approach would enhance students’ writing self-efficacy as measured by a scale designed by the researcher. The results showed that after receiving the process-genre writing instruction, students in the intervention group gained higher scores in the posttest. This study found significant development of EFL overall writing self-efficacy. This finding supports Zhang’s (2018) study which found notable writing self-efficacy development in an ESL classroom setting over one semester. The findings of this study also go in line with previous studies that reported positive effects of the genre approach on confidence and self-efficacy (Han & Hiver, 2018; Yasuda, 2011).

The second and third research questions sought to determine whether the process-genre approach would enhance students’ EFL writing as measured by the overall writing scores and the subscores on the five subcategories (content, organization, vocabulary, language use, and mechanics). The results showed that after receiving the process-genre writing instruction, students gained higher scores in the total writing posttest and the five analytical traits. This study found significant development of EFL overall writing quality during a 12-week long semester, giving support to previous research which found notable writing development in an ESL classroom setting over one semester (Yoon, 2018; Bulté & Housen, 2014; Storch, 2009). The findings are also in line with the

results of the previous studies that reported positive effects of the process-genre approach on writing performance (Huang & Zhang, 2020; Babalola, 2012; Yasuda, 2011). More specifically, this study revealed a significant increase with quite a big size in three subscale scores (content, organization, and vocabulary) and big size in language use and medium size in the mechanics scores. Nevertheless, this study is different from Huang and Zhang (2020) who reported a significant increase in content, organization and vocabulary but not in language use and mechanics. This difference may be due to the experimental design of their study which used a comparison group as well as the difference in participants' majors.

The findings of the present study can be explained in terms of the role of the process-genre approach in writing instruction. It helped EFL writers' development of discourse traits (content and organization) and vocabulary skills *via* its focus on linking the communicative purposes to language forms. Further, emphasizes the sentence-level skills (language use and mechanics) which writers practice in the editing stages and genre analysis. This is evident in students' interview accounts "*I'm now wiser in selecting and using my words, aware of indentation, grammar, aware of very little details and many things*". Additionally, using a checklist and model essays to revise drafts might have played a role in enhancing the quality of students' writing '*the model essay facilitated and guided my writing and formatting the essay*'. The genre component in this approach also entailed consciousness-raising, explicit instruction in the writing conventions and explicit grammatical analysis of the linguistic features in different genres (Hyland, 2003; Hyland 2007; Yasuda, 2011). With these findings, the researcher argues that EFL writing instruction blending genre and process foci can facilitate students' development at the discourse-level writing skills as well as sentence-level skills.

Interestingly, the follow-up interview data triangulated and deeply elaborated on the quantitative effect on writing self-efficacy as well as on writing performance. Students' accounts showed their

claimed confidence and positive change. It also explained some reasons behind this change such as systematic guidance, using genre models as benchmarks, and awareness of genres as well as writing quality, and writing analytic traits (ideas, mechanics, vocabulary, organization and content). Accordingly, this reflects the fine details of the impact of the process-genre approach on the participants of this study; particularly their confidence in their writing ability.

Five subthemes emerged from the interview data analysis revealing some factors or aspects of the process-genre approach which might help to improve their self-efficacy and their confidence as explained in the previous section. The general theme that unified the five subthemes in the interview data is ‘**The process-genre instruction as a Supportive environment**’. The students’ accounts reveal four factors that helped to shape this environment and which might have contributed to the students’ positive perceptions of this instruction method. These factors are:

- 1- **cademic support:** This includes genre analysis as a benchmark as well as a tool for raising genre awareness.
- 2- **ocial context:** This includes teacher systematic scaffolding and peer guidance and assistance.
- 3- **motional gains:** This includes a sense of achievement, positive feelings, or attitude towards writing and gaining more confidence in their current and future writing.
- 4- **echnical writing improvement:** This includes improvement in discourse-level writing skills (organization, ideas, and content) as well as sentence-level writing skills, and genre awareness.

The first two factors are built in the approach pillars itself; whereas the last two factors are by-products of this approach implementation.

The data thus elucidates the motivating role of different sources of feedback and explicit writing instruction as interwoven in the structure of the process-genre approach. The different sources of guided practice provided support for EFL writers and helped them to gain confidence and develop gradually as independent writers (Yasuda, 2011). This may explain the increased level of students' self-efficacy in their writing abilities. The instructional structure in this approach provided repeated exposure to different sources of feedback such as the teacher, peers and model essay analysis. Indeed, previous studies showed that motivation and self-efficacy are influenced by the received feedback from teachers, peers, or other sources (Lee & Evans, 2019; Ruegg, 2014; Dujinhower, Prins, & Stokking, 2010; Pajares, 2003). This is also revealed in this study. Accordingly, it is suggested that this approach helps enhance students' self-efficacy in their overall writing as well as writing analytic traits.

Finally, from a methodological point of view, a mixed method to exploring the process-genre approach helped to examine it holistically and analytically. The quantitative data showed an increase in both writing performance and writing self-efficacy. The qualitative data further triangulated and explained in-depth that quantitative effect. Further, examining the writing affect vis-à-vis writing performance both provides a holistic picture of the fine details of the mechanisms that work within the process-genre instruction as well as a profound understanding of the interwoven connection between the design of the process-genre approach and its emotional and academic impact.

1. Conclusion

This mixed-design study aimed at investigating the effect of a process-genre approach on writing performance and writing self-efficacy. The results showed significant improvement in the

students’ overall writing performance and writing traits (content, organization, vocabulary, language, and mechanics) and writing self-efficacy. The interview data further explains this effect and yielded a main emerging theme: the process- genre approach as a supportive environment. The students’ accounts show four intertwined factors contributing to the students’ positive perceptions of this instruction method: 1) academic support, 2) social context, 3) emotional gains and 4) technical writing improvement. Accordingly, this study recommends the use of the process-genre approach to teach writing. It also supports the role of writing affect (Hayes, 1996) in writing performance. In a nutshell, students’ writing self-efficacy and the supportive instructional environment are indispensable factors for students’ persistence in their academic writing endeavors.

Given these findings, it is suggested that the curriculum designers incorporate the process-genre approach in EFL writing courses. Teachers should help learners identify the different genres focusing on purpose, audience and communicative context. Using such a pedagogical method would in turn help them develop both writing performance and positive writing affect within a socially supportive context. To this end, teachers should be adequately trained to apply the process-genre approach in writing instruction in EFL classrooms as well as to use different kinds of feedback.

Nevertheless, the findings of this study should be interpreted within its limitations. The study is limited to the small sample size (31 students) from one university; accordingly, it is difficult to generalize results. Although the study lasted for two months, each participant wrote a few essays. Accordingly, considering these limitations, researchers can replicate this study with a larger sample from different EFL contexts with a comparison group to assure the effectiveness of the process-genre approach. Future studies can also use a long-term method such as think-aloud techniques, reflective journals, or portfolios to collect adequate qualitative data to

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investigate deeper aspects of the influence of the process-genre approach on students' writing, development of strategy use, or writing complexity. Further studies can consider other variables such as age, gender, writing apprehension, and self-regulation.

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Appendix (A) Writing Self-efficacy scale (WESS):

Dear Participant,

On a scale (مقياس) from highly unconfident to highly confident, kindly select how confident you feel in performing each of the following English writing skills. Kindly put a (/). There is no right or wrong answer. Your answers are confidential and will be used only for research purposes.

Thank you for your cooperation.

Regards,

The researcher

Items	highly unconfident	unconfident	Unsure	confident	highly confident
1. I can write an effective thesis statement.					
2. I can add details to my essay to develop my thesis statement					
3. I can express varied ideas related to the essay theme.					
4. I can write a sound introduction.					
5. It can state the main idea for each paragraph in my essay					
6. I can connect sentences using suitable transitions.					
7. I can write a concluding paragraph					
8. I can logically organize my ideas					
9. I can clearly express my opinion when writing in English					
10. can correctly use grammar.					
11.I can identify my errors in punctuation and spelling					
12. I can edit my essay to improve my final draft					
13. I can use meaningful words to support my ideas.					

“I BELIEVE now I’m good enough to write an essay”: Using a process–genre approach to enhance L2 writing self–efficacy and writing performance

Appendix B: Writing instruction framework for the study group.

Timeline/ Week	Content	Essays Topics
1	<p>Session 1:</p> <ul style="list-style-type: none"> - Revision of essay structure - Analysis of Introductory paragraph (Hook patterns, Lead-in, and Thesis statement patterns) - Analysis of an example of an illustrative essay as a genre. - Student’s consent <p>Session 2: pre-test administration (the writing test and the efficacy scale)</p>	Persons who influenced your life
2, 3,	Expository essay: Comparison & contrast essays Chapter 7 (Hogan 2012)	A friend of yours has received some money and plans to use all of it either: to go on vacation or to buy a car.
4,5, 6,	-Narrative Essays : Chapter 9 (Hogan, 2012) National geographic: https://ngl.cengage.com/assets/download/s/greatwi_pro0000000335/gw4_unit2.pdf -Midterm exam	Narrate a story about a disagreement you had with a friend (or family member) and how the disagreement was resolved
7, 8, 9 &10	Argumentative essays: Chapter 12 (Hogan 2012, p.	Cosmetics surgery Online Shopping
W12	Session 1: Revision. Writing workshop Session 2: posttests administration	
W14	Follow-up interviews	