

DEVELOPING EFL STUDENTS' WRITING ABILITY AND PERCEIVED
WRITING SELF-EFFICACY THROUGH GENRE AWARENESS

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ความสามารถทางการเขียนด้วยความเข้าใจจุดประสงค์ของการสื่อสารมีความสำคัญ
มากเพราะนำไปสู่การสื่อสารที่ชัดเจนและความเหมาะสมในการใช้ภาษา งานวิจัยนี้มีวัตถุประสงค์
เพื่อศึกษาผลของการสอนการตระหนักรู้เชิงประเภทต่อความสามารถในการเขียนการรับรู้
สมรรถนะแห่งตนทางการเขียนและเจตคติของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ งานวิจัย
ชิ้นนี้เป็นงานวิจัยแบบกลุ่มทดลองกลุ่มเดียว วัดผลก่อนและหลังการทดลองที่เก็บข้อมูลทั้งเชิง
ปริมาณและเชิงคุณภาพ กลุ่มตัวอย่างคือนิสิตระดับชั้นปีที่ 1 และ 2 ของจุฬาลงกรณ์มหาวิทยาลัยที่
ลงทะเบียนเรียนวิชาภาษาอังกฤษพื้นฐานในภาคฤดูร้อน ปีการศึกษา 2558 จำนวน 27
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แบบทดสอบการเขียน แบบสอบถามการรับรู้สมรรถนะแห่งตนทางการเขียน แบบสัมภาษณ์เรื่อง
การรับรู้สมรรถนะแห่งตนทางการเขียน และแบบสอบถามเจตคติต่อการสอนการตระหนักรู้เชิง
ประเภท ผลวิจัยแสดงให้เห็นว่าผู้เรียนมีการพัฒนาด้านการเขียนและการรับรู้สมรรถนะแห่งตน
ทางการเขียนขึ้นอย่างมีนัยสำคัญทางสถิติภายหลังจากการทดลองการสอนการตระหนักรู้เชิง
ประเภทและมีเจตคติในทางบวกต่อการสอนการตระหนักรู้เชิงประเภท ขั้นตอนการสอนและ
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To be able to write with an understanding of the communicative purposes are very important because it leads to clear communication and appropriateness in language use. The present study aimed to investigate the effects of the genre awareness instruction on EFL students' writing ability, perceived writing self-efficacy, and attitudes. This study used a one-group pretest-posttest design to collect both quantitative and qualitative data. The study sample consisted of 27 first or second year undergraduate students of Chulalongkorn University who were enrolled in a required foundation English course in the summer of 2015. The research instrument was the genre awareness instruction, and the data collection instruments comprised the writing test, the perceived writing self-efficacy questionnaire, the interview protocol on perceived writing self-efficacy, and the attitude toward the genre awareness instruction questionnaire. The study findings revealed that the students' writing ability and perceived writing self-efficacy increased with statistical significance after the implementation of the genre awareness instruction, and they had positive attitude toward the genre-based instruction, teaching steps, and teaching materials. Based on the study findings, it could be concluded that the genre awareness instruction could be effectively implemented to promote writing ability and perceived writing self-efficacy of EFL students who are trying to achieve mastery of the English writing ability.

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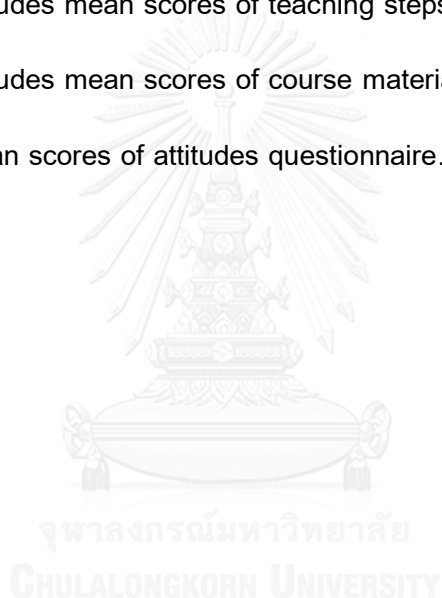
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CHAPTER 1

INTRODUCTION

1.1 Background and significance of the study

With the expansion of business, economics, and education in the age of globalization, English is now a tool for communication or a lingua franca, which is a language that is mostly used for communication between two speakers whose native languages are different from each other's and either or both of whom are using English as a second or foreign language (Harmer, 2001). Consequently, English is widely used for different purposes such as conducting business, traveling, finding a job, gaining new knowledge, etc. Therefore, for individuals to be able to participate fully and effectively on the global stage, it is unavoidable for them to develop English skills to their fullest potential.

In Thailand, English is considered a foreign language subject that every student from Grade 1 to Grade 12 needs to study as a compulsory course (Ministry of Education, 2001). English is also a required subject for all university students, including Chulalongkorn University students who are required to take foundation English courses to enable them to listen, speak, read, and write for general, academic, and professional purposes. Based on this fact, it could be seen that English has been playing a significant role in Thailand for decades. Unfortunately, although Thai students have been spending time studying English for at least 12 years in school, their English proficiency

is far from satisfactory (Komin, 1998). This dissatisfaction with Thai students' English proficiency has been made evident in the EF English Proficiency Index 2016. Globally, Thailand ranks 56th out of 72 countries in terms of English proficiency and is classed in a very low English proficiency category (EF English Proficiency Index, 2016).

Among the four basic language skills, in recent years, the writing skill has become more necessary than the others. The need to express one's ideas through writing in the literate societies is important because, to fully be a part of the literate societies, it is unavoidable for people to be involved in many types of writing on a daily basis such as proposals, letters, diaries, etc. (Grabe & Kaplan, 1996). Although writing is considered to be very important, most of the EFL learners still cannot master the writing skill (Nezakatgoo, 2011). The reasons are because writing requires not only a complex cognitive process in which the writers have to demonstrate control of a number of variables such as vocabulary, sentence structures, etc. (Grabe & Kaplan, 1996) but also an understanding of the use of different linguistic features for different text types and how texts are specifically organized in different genres (Hyland, 2003a).

Despite the need of the writers' cognitive activity during writing, the writers' affective factors such as anxiety, confidence, motivation, etc. are also involved in the writing process during which the affective components are assumed to have an influence on the students' willingness to communicate in writing as well as their willingness to overcome the challenges they encounter. Writing can be considered as

an emotional activity (McLeod, 1987). Based on this assumption, Olive and Levy (2002) point out that the students' writing products are not enough to be used as an only interpretation of the students' writing cognitive processes, an understanding of the writing composing process is also needed (Graham, Schwartz, & MacArthur, 1993). Simply put, all phases of the writing processes are influenced by the affective factors. As a consequence, an understanding of these factors is important in the understanding of writing.

Traditionally, although the current trend of teaching writing leans towards the significance of integration and contextualization, the English writing skill in Thailand is mostly taught with the grammar-translation method (Hinkel, 2006). The traditional approach of teaching writing in Thailand leads to the difficulty for students to integrate the language skills such as grammar into writing or one context into another. Also, despite the accepted positive effects of the affective factors on writing, the students' affective factors during writing still have not been paid much attention to. Furthermore, only a small number of exercises are devoted to development of the writing skill (Thep-Ackrapong, 2005). With this situation, the students are mostly taught what is right or wrong in using the language rather than how to use the language to communicate their ideas. As a consequence, the students' writing skill is not actually developed.

Based on the aforementioned issues, in order to truly understand the students' writing processes, the researchers in this field have tried to come up with many new

instructional practices (Hayes, 2006). A large amount of English writing research has been conducted in various aspects such as pedagogical techniques, affective factors, writing process, etc. One topic concerns the relationship between writing and affective factors. Among a number of affective factors, the one that seems to have a strong relationship with writing is perceived self-efficacy (Shell, 1989). The concept of self-efficacy or, in this study, perceived writing self-efficacy (Pajares, 2003), to be more specific, is claimed to be closely tied with individual students' goal, confidence, performance, and commitment in a specific context (Bandura, 1977). Zhang and Guo (2012) have investigated the relationship between writing, perceived writing self-efficacy, and motivation of Chinese EFL learners. The findings have revealed that there were strong relationships among perceived self-efficacy, English writing, and English writing motivation. Furthermore, Lavelle (2009) points out that perceived writing self-efficacy can be used as a predictor of writing outcomes. Put another way, there is a strong relationship between the students' perceived writing self-efficacy and their writing performance in EFL contexts (Chen & Lin, 2009; Shah, Mahmud, Din, Yusof, & Pardi, 2011; Woodrow, 2011). Thus, it could be assumed that the concept of self-efficacy plays an important role in the development of writing ability of students in terms of enhancing students' self-commitment to achieve the tasks, to face the challenges, to motivate themselves to write, and to write better. In brief, students with higher perceived self-

efficacy are more motivated to face the difficulties and to overcome the obstacles than students with lower perceived self-efficacy (Pajares & Schunk, 2001).

Besides the concern of the influences of perceived writing self-efficacy on writing, over decades, there have also been many attempts to find new second language writing pedagogies to improve students' writing ability such as the product approach, the process approach, and the genre approach. Different approaches possess different views of writing. In this study, the genre approach is the main focus.

In light of the genre approach, writing is viewed as an act that depends on the purpose of communication and the situational contexts (Atkinson, 2003). This means that the writers' role, audiences, contents, purposes, and contexts or the genres' elements in the contexts influence how texts are shaped (Hyland, 2003). Based on this assumption, students can write better when they understand their choice of language and produce a writing to match its contexts, audiences, purposes, etc.

For classroom application of the genre approach, many studies have shown that the explicit teaching of genre can improve the students' writing ability as well as the attitudes toward the teaching method. Zare-ee (2009) investigated the effects of genre-based instruction on a group of EFL learners' writing performance of letter writing tasks. The findings revealed that students' writing ability was improved because of the genre-based approach (Henceforth GBA). Su and Chen (2012) also examined the effectiveness of the GBA on teaching summary writing for 41 EFL university students in

Taiwan. The findings also showed that the GBA positively affected the students' writing ability.

Despite the accepted advantages of GBA, the approach still contains some limitations. Freedman (1993) doubts the effects of the explicit writing teaching of genres on preparing the students for the real world contexts in the future. This is because although the explicit teaching of genres helps students to be able to write in a specific context, the students may not be able to apply what they have learned to other text types. Simply put, the explicit teaching of genres means teaching students to write in a specific genre and in a limited context (Clark & Hernandez, 2011). At the end, students will only be able to write in a particular genre by remembering the patterns and ignore the real communication behind them. This problem has been explained by Russell and Fisher (2010) as genre acquisition, which is the way in which students reproduce texts in a template regardless of the communicative purposes.

Beaufort (1999) also claims that the writers need more than writing experiences to be competent writers. To be competent writers, students must understand and be aware of the writers' roles, audiences, purposes, etc. Hyland (2002) suggests that students should be given a guiding framework in writing. This guiding framework refers to students' awareness of the connection among audiences, purposes, organization, and language in the specific contexts when they write. Furthermore, Paltridge (2007) believes that students should be provided with clear guidelines on how to construct

different types of written texts and be taught to be aware of forms and patterns of language use. Students have to understand that the target model texts are not the set patterns that they need to strictly follow. Russell and Fisher (2010) name this concept 'the genre awareness' which refers to the students' ability to apply their knowledge to the changing contexts.

This concept of genre awareness has been frequently discussed as a result of a growing concern that teaching writing does not prepare students for the work they will be doing in the future after graduation. When the students develop awareness of the genres' elements, they should start to realize how various components of a text influence their writing and how to write in a specific genre (Devitt, 2004). According to Widdowson (1978) and Flowerdew (1993), there are two ways to look at genre-based pedagogies, either to train students for specific tasks or to educate students to face the unpredictable future by raising the students' awareness of the texts. To help students to understand the concept of genre awareness better and to educate students more effectively, Johns (2008) has proposed a prompt analysis for genre awareness, which involves the relationship of the purposes, contexts, writers' roles, audiences, etc. and the writing construction.

At Chulalongkorn University, Bangkok, Thailand, writing is considered very important, especially for first-year undergraduate students who are studying the required English courses. In each semester, during their first year, students have to

complete two types of writings in approximately 12 weeks with at least two writing assignments before and after the midterm examination. Students are explicitly taught how to write texts in specific genres during each semester and are expected to master those genres at the end of the course in order to be assessed with midterm and final examinations with writing as the main component.

Even though the students are equipped with the skills to cope with those specific genres after the English foundation courses, they might not be able to adapt those specific skills when they are writing in other genres. Furthermore, based on the researcher's experience as a part-time lecturer at Chulalongkorn University Language Institute, most of the students are having problems with differentiating types of genres, choosing appropriate vocabulary, organizing the structure, and using correct grammar in accordance with the genres and contexts. This is supported by a study of Kongpetch (2006) which found that most Thai students faced the difficulties in writing English in different text types or different genres. In addition, some students do not feel confident or motivate to write. Eventually, this could lead to unsatisfied language learning and performance (MacIntyre & Gardner, 1991).

The existing problems of writing skill development of first-year undergraduate students at Chulalongkorn University are attributable partly to a lack of practices for application in the real world context, lack of a sense of self-efficacy, and time constraints. Simply put, first-year students are only coached to write for the exams. This

makes it difficult for students to apply what they have learned in the classroom to write other types of texts outside classes, and this can eventually hinder the development of their writing ability. Moreover, Experiential English courses, the compulsory courses for first-year students, are scheduled only three hours per week. Within these three hours, the lessons have to be divided to cover four language skills. To teach writing in an integrated skill course is very difficult because the writing skill takes time to develop, but the available time to teach writing is highly limited. With the complexity of Experiential English courses, the students' perceived writing self-efficacy, which directly affects the students' writing outcomes (Lavelle, 2003), has not been given attention to. The instructors usually focus on the writing products and tend to overlook the students' feelings, the students' recognition of their accomplishment, and the students' interest to write, which are important factors to strengthen their perceived writing self-efficacy. Some students pass the course with no confidence and no motivation to write, which leads to a lack of perceived writing self-efficacy as writers in the future.

Based on the aforementioned learning situation and previous research, since all writing depends on the situational contexts or genres' elements such as purposes, audiences, writers' roles, etc., the GBA and the genre awareness knowledge are expected to help students to make a better choice during writing in terms of organization, grammar, word choice, and content, as well as enable them to become better writers. To strengthen perceived writing self-efficacy, the teaching-learning cycle

of the GBA could be used. The teaching-learning cycle is designed to provide the students with what is to be learned with scaffolding activities and a clear sequence of writing tasks to develop the confidence and motivation in writing (Hyland, 2003). Thus, this specially designed teaching-learning cycle leads to the concept of self-efficacy because the teaching strategies such as teaching steps, peer models, scaffolding activities, etc. used in this teaching-learning cycle support the development of students' confidence and motivate students to write.

In order to achieve both goals of strengthening students' perceived writing self-efficacy while simultaneously developing students' writing ability, the GBA can be employed. Ahn (2012) aimed to develop writing competency of second language primary school students by implementing a genre approach and found that the students' writing ability improved and their confidence in writing increased. Henry and Roseberry (1998) also examined the use of the genre-based approach to teach writing with the tourist information genre. The findings revealed that the GBA helped the students to write better and the students' motivation was positively enhanced. Thus, to integrate the concept of genre awareness into the classroom and to strengthen perceived writing self-efficacy, the teaching-learning cycle of the GBA can be employed as teaching steps.

In conclusion, an extensive review of literature reveals that the GBA could help students to write better in response to the particular situations and certain goals (Pasquarelli, 2006). The concept of perceived writing self-efficacy could increase the

students' self-commitment, motivation, and confidence in writing as well as predicting the writing performance. However, there are only a few studies that focus on the awareness of genres' elements in enhancing writing ability and its effect on perceived writing self-efficacy. Therefore, this study aimed to investigate the effects of the genre awareness instruction on students' writing ability and their perceived writing self-efficacy.

1.2 Research questions

1. What are the effects of the genre awareness instruction on EFL students' writing ability?
2. What are the effects of the genre awareness instruction on EFL students' perceived writing self-efficacy?
3. What are the students' attitudes toward the genre awareness instruction?

1.3 Research objectives

1. To investigate the effects of the genre awareness instruction on EFL students' writing ability
2. To examine the effects of the genre awareness instruction on EFL students' perceived writing self-efficacy
3. To explore the students' attitudes toward the genre awareness instruction

1.4 Research hypotheses

Based on a literature review (Bandura, 1997; Devitt, 2004; Hyland, 2003; Johns, 2008; Lavelle, 2003; Pajares, 2003; Swales, 1990), it could be assumed that genre awareness instruction could be implemented to enhance students' writing ability and perceived writing self-efficacy. Thus, the hypotheses of this study were formulated as follows:

1. The post-test mean score of the writing ability of the students who are taught with the genre awareness instruction will be different from the pre-test mean score of the writing ability.
2. The post-perceived writing self-efficacy questionnaire mean score of the students who are taught with the genre awareness instruction will be different from the pre-perceived writing self-efficacy questionnaire mean score.

1.5 Scope of the Study

The aim of the study was to determine whether the genre awareness instruction had an effect on students' writing ability and perceived writing self-efficacy. The study sample consisted of 27 first-year undergraduate students of Chulalongkorn University who were enrolled in the Experiential English II course in the academic year 2014. They were all classified in the low level of proficiency based on an in-house Chulalongkorn University English proficiency test. In this study, the genre awareness instruction would be integrated into the regular Experiential English II course for 12 classes. The variables

in this study comprised the independent variable, which was the genre awareness instruction, and the dependent variables, which were the students' writing ability, the students' perceived writing self-efficacy, and their attitudes.

1.6 Definition of terms

EFL Students

EFL is an abbreviation for English as a Foreign Language. This means that English is not a primary language in that community and people in that community do not use English as their first language (Gunderson, 2009). EFL students, therefore, refer to language learners who do not use English as their native language or mother tongue. In this study, EFL students referred to the students studying in the undergraduate level at Chulalongkorn University enrolled in the Experiential English II course. These students had already passed the Experiential English I course. They were all assumed to be spending time studying English for at least 12 years in schools as required by the Ministry of Education, Thailand. Their English proficiency was considered as very low English proficiency according to EF English Proficiency Index 2016.

Writing ability

Writing ability refers to the ability to produce a good piece of writing to match its purposes, contexts, and audiences as well as to reflect the accuracy of grammar, sentence structures, and vocabulary (Tribble, 1996). In this study, writing ability referred to the student's ability to produce a good piece of writing in terms of the appropriate

content, sentence structure, organization, and grammar in two different genres as well as to be aware of the genres' elements in writing. The two genres that were focused on this study were the informative and persuasive texts based on Hyland's text type category (2003a). Informative texts generally refer to the texts that provide information about descriptions, explanations, and reports of a certain topic. It is not intended to persuade, to argue, or to give an opinion. In this study, the focus of the informative text was on the topic of invention. On the other hand, persuasive texts, in general, refer to the texts that convince readers to believe in what a writer believes. In this study, to persuade readers to stay at a writer's hotel was the main topic.

In this study, the development of writing ability was a process that took 12 classes long. The students' writing ability would be assessed with the writing tests developed by the researcher based on the objectives of the course. The rating scale of the writing tests were adapted from the principle of genre knowledge (Hyland, 2014), prompt analysis of genre awareness (Johns, 2008), and the concept of language knowledge of Bachman and Palmer (1996). This rating scale was in the form of an analytical scoring. To identify the effects of the genre awareness instruction on the students' writing ability, the writing ability tests would be administered before and after the implementation of the genre awareness instruction.

Genre awareness instruction

Genre awareness refers to the ability to be aware of how texts are constructed to serve a variety of purposes. It is also viewed as a tool to be adapted and to be used in various contexts rather than the learned genre (Hyland, 2014). In this study, the genre awareness instruction referred to the instruction aimed to develop students' ability to write and to be aware of different elements of different genres in different situations such as the purposes, contexts, writers' roles, audiences, contents, etc. which influenced written texts in terms of vocabulary, contents, organizations, and grammar. The students would be taught to analyze and to write two different writing genres, the informative and persuasive text types, in various situations based on Johns' prompt analysis of genre awareness (Johns, 2008).

Perceived writing self-efficacy

Self-efficacy is defined as individuals' beliefs about their ability to organize, to execute an action, and to solve a problem in order to accomplish a task (Bandura, 1997). Pajares (2003) has named the self-efficacy concept in the writing field as writing self-efficacy. In this study, perceived writing self-efficacy referred to the students' self-perception of confidence, willingness to communicate in writing, and motivation in their writing ability in terms of appropriate content, organization, vocabulary, and grammar in two different genres. The students' perceived writing self-efficacy was assessed using the perceived writing self-efficacy questionnaires and the interviews developed by the

researcher before and after the implementation of this instruction. The interview questions of perceived writing self-efficacy were adapted from the concept of the perceived self-efficacy (Bandura, 1977). Ten students in class were chosen to be interviewed individually to elicit data regarding their perceived writing self-efficacy.

1.7 Significance of the study

There were three main areas of significance of the present study, which are theoretical, methodological, and pedagogical significances. Firstly, in terms of theoretical significance, the present study highlights the positive effects of genre awareness instruction on development of students' writing ability and perceived writing self-efficacy including confidence, motivation, and willingness to communicate in writing. Secondly, with regard to methodological significance, this research can be used as a guideline for further research to explore the effectiveness of a teaching instruction on language skills and affective outcomes of learners. Lastly, as for pedagogical significance, this study offers empirical evidence on an alternative instruction that can be employed to enable students to improve their writing ability, particularly different genres of writing. The findings from this study are valuable for instructors of English, institutions, and researchers who are interested in a new writing instructional model to help students to master writing. Also, an understanding of students' perceived writing self-efficacy is important for instructors in helping students to develop positive writing perception, confidence, commitment, and motivation in writing.

CHAPTER 2

LITERATURE REVIEW

This study investigated the effects of the genre awareness instruction on student's writing ability and perceived writing self-efficacy. In order to develop the instruction effectively, related literature and research were reviewed to obtain sufficient theoretical and conceptual information for the study. This chapter covers four main topics, which are writing, genre, self-efficacy, and related research regarding these concepts.

2.1 Writing

2.1.1 Writing ability

Writing is the process of generating ideas, organizing ideas, and interpreting those ideas into texts (Richards & Renandya, 2002). Ability to write is the ability to produce a good piece of writing to match its contexts, audiences, and purposes as well as to reflect the accuracy of grammar, sentence structures, and vocabulary. It is an ability to produce texts that a writer assumes a reader expects (Tribble, 1996).

Simply put, the English writing ability is not just a production of coding and producing messages in certain ways. Writers must be able to produce a piece of writing which shows the correctness of form, appropriateness of style, and a unity of the texts (Brookes & Grundy, 1990) to match the situational communicative purposes and contexts (Hyland, 2014).

In order to assist students to be good writers, raising students' awareness of the learning process and understanding of the system of the target language is needed (Vickers & Ene, 2002). As a consequence, for many years, researchers have been trying to find the most effective way to teach writing. Different approaches have been proposed such as the product approach, the process approach, and the genre approach. In the section below, these writing approaches are explored.

2.1.2 Writing instruction

To be able to write, there are many factors and skills that need to be developed. Therefore, an effective writing instruction is needed. The writing pedagogy that focused only on a product was firstly introduced and, later, the process writing was proposed. The process approach has caught an attention of many scholars and researchers because it focuses on how students write. Despite the process approach's popularity, there is still controversy over its repeated exercises and cycles regardless of the types of writing (Fujieda, 2006). As a result, the genre-based approach is proposed and has become the center of attention (Kim, 2006). This section will discuss the definitions and characteristics of the three main writing approaches, which are the product approach, the process approach, and the genre approach.

2.1.2.1 Product approach

Advocates of the product approach believe that students should learn and master the small components such as vocabulary and grammar before using these

components in their writing in order to avoid grammatical and lexical errors. Writing in the product approach is seen as the product of writers' grammatical and lexical knowledge, which is the result of imitating the model provided (Pincas, 1982). Richards (1999) describes some characteristics of the classes taught using the product approach. The students in the product approach class are taught to produce written texts that they will frequently encounter in the future such as in educational, institutional, and personal contexts. During the instruction, the patterns and grammatical rules are presented. Also, correct sentence structures are an essential component in writing and errors are avoided when instructors give them the writing models to follow.

Normally, the product approach comprises four stages. First, students are given standard samples of texts to familiarize. Then, they are expected to study the language that appears in the sample texts. Later, students need to organize and gather their ideas to write. Lastly, students need to construct a text by using the skill they have learned in class (Steele, 2004). Consequently, although students' writing development is shown in terms of accurate grammar, word choice, etc., it is not a result of the understanding of the communicative purpose behind the language choice. Put another way, this product approach can help students to produce an accurate text but since the main focus of the product approach is only on mastering grammatical items, linguistic knowledge, form, etc., effective communication may not be achieved (Kaur, 2005).

2.1.2.2 Process approach

The process approach refers to a recursive process of pre-writing, drafting, revising, and editing (Tribble, 1996). The written text or the final product is not the primary concern in the process approach. Instead, the content of the writing becomes the main focus. According to Brown (2001), the process writing approach helps students to understand their own composing process during writing by giving students the feedback and the time to complete the revision and the rewriting processes. Timing is essential for students to develop their writing ability with this approach.

Although the procedure of the process approach helps students to develop writing ability and to comprehend the content they want to express, the linguistic knowledge has not been sufficiently given to students. Moreover, advocates of the process approach believe that writing ability is rooted in repeated exercises of the same writing procedures in spite of the topics, the writers, or the readers (Badger & White, 2000). Students are central to learning, meaning that students' needs and goals are taken into consideration. Through the writing process, which is composed of prewriting, drafting, revising, editing, and evaluating, students would receive help from instructors and other students which encourages them to convey their thoughts through their writing (Onozawa, 2010). As a result, students focus on the writing process rather than the final written product. They would also understand what learning styles they have or how a piece of writing can be completed. During this process, grammar and structures are not

paid much attention to. Reid (2001) points out that the process approach seems to neglect language accuracy and focuses more on the fluency.

With regard to what the process approach lacks, the genre approach compensates for its deficit by incorporating more grammatical features in the context of use. The writing instruction has shifted from the one whose emphasis is placed on process to the one which focuses on particular purposes and particular contexts of language use (Hyland, 2004).

2.1.2.3 Genre approach

The term 'genre' is associated with the specific purposes and specific contexts in which communication takes place. Therefore, in different situations, each text has different ways of conveying the meaning through different organizations, different patterns, and different word choices. In order to understand these differences, an analysis of genre becomes an important tool. The genre analysis is an attempt to understand the writing of each genre by exploring the use of the language in different communicative situations (Hyland, 2014). Put another way, the genre approach fulfills the understanding of communicative purpose behind the language choice in the product approach and compensates the lack of writing situation awareness in the process approach as well as focusing on the appropriate grammatical features, language choices, and contexts in writing.

2.1.2.3.1 Definition of Genre

Genre is defined by Swales (1990) as a class of communicative events where language, participants, and discourse of the writers and readers play a significant role in constructing the texts. These communicative events must occur often enough that they can be thought of as a genre. Also, some features are to be regarded as a prototype of one genre rather than another; for example, some features are considered as a prototype of letters but not news reports. Similar characteristics of genres have also been described by Rosch (1975) who claims that one genre can be recognized as a member of one category when some features are met.

Moreover, genres are also defined by Bhatia (2004) as the communicative events that have specific communicative purposes. These communicative events and communicative purposes are factors that categorize each text into different genres, which possess different language features, vocabulary, organization, etc. Since genres are created based on the specific communicative events and purposes, the genres are better known by the community that uses the genres rather than the outsiders. Therefore, the genres can be assumed as the reflection of the community. Berekenkotter and Huckin (1995) refer to this as genre knowledge, which is an individual's knowledge of the appropriate genres to the situations as well as the appropriate organization, grammar, and word choice.

Therefore, genres have been defined as a text with specific communicative purposes, recurring features of contents, and certain patterns. Today, genres in language education have been categorized by scholars and researchers in three main schools, which are Systemic Functional Linguistics (SFL), English of Specific Purposes (ESP), and New Rhetoric (NR). These different theoretical perspectives are reflected in the genre-based language teaching (Hyon, 1996).

2.1.2.3.2 The schools of genres

Systemic Functional Linguistics (SFL) School

Systemic Functional Linguistics School (Henceforth SFL) or the Sydney School has emphasized the ways language is used as a tool to communicate certain purposes and functions in the context (Martin, 1992). The writing in SFL is based on the relationship of texts and contexts, which could be understood by understanding what the text is about (field), the relationships of the participants (tenor), and the role of language (mode) (Halliday & Hasan, 1989). Simply put, the relationship between texts and contexts is the core of the communication.

In terms of English language teaching, SFL or the Sydney school genre theorists attempt to provide a framework that can be adapted to all genres at all educational levels. In other words, SFL theorists are trying to categorize genres based on their discourse patterns and internal linguistic criteria such as narratives, recounts, arguments, and expositions, rather than by the recurring activities. In the SFL classroom,

many scaffolding activities are employed in order to enable students to develop their writing ability and to connect writing to the real world context. This school has proposed some of the teaching writing steps, which are raising students' genre knowledge, giving the specific pattern of the genre, providing the writing practice, and allowing students to write independently (Hyland, 2014).

In general, the SFL School focuses on the characteristics of different genres and the ways that language is systematically linked to a context. This school also believes that misunderstanding happens when the communicative purposes and languages do not match. Consequently, an appropriate choice of language that matches the purposes, audiences, and contexts should be chosen to avoid miscommunication.

English for Specific Purposes (ESP) School

The English for Specific Purposes School (Henceforth ESP) is a school that mostly contributes to the research and material development for adult students and non-native speakers in the professional contexts (Johns & Price-Machado, 2001). ESP aims to help English language students to learn the patterns of language in various academic and professional contexts (Hammond & Derewianka, 2001). This school involves the analysis of how texts are constructed in a particular context and for a particular purpose. Genres, thus, belong to the people in the communities that recognize them rather than to everyone. Traditionally, ESP is based on the needs analysis and genre analysis to understand the way texts are constructed (Hyland, 2014).

In terms of ESP genre pedagogy, students would be taught to understand how texts are constructed based on the roles and purposes of writers and readers. Students need to understand the key features of genres by analyzing text structures. This kind of analysis has proven to be extremely useful in second language writing. Not only does it help to raise student awareness of how genres are organized in a particular situation, but it also boosts understanding of the key features of particular genres (Hyland, 2014).

Basically, ESP school focuses on the communicative needs of the particular group of people. Thus, ESP genres refer to the purposeful text that is usually used by community members to achieve a particular objective, with a particular audience and in a particular context.

New Rhetoric (NR) School

In this school, genre is seen as a way to accomplish a certain goal in a specific situation (Miller, 1994). The New Rhetoric (Henceforth NR) theory's main focus is not on describing the linguistic similarities of texts but on how the contexts of use shape the texts. For this reason, NR theorists are not confident about the effectiveness of teaching genre in the classroom since the classroom genres usually differ from the real world contexts in terms of goals, roles, etc. (Hyland, 2014). The classroom genre pedagogy is seen as an inauthentic context for an understanding of writing because students will not understand the meaning behind the contexts and how it influences the writing. However, in order to try to bring NR to the classroom, Johns (2008) has proposed the prompt

analysis for genre awareness that is specifically designed for novice students. This genre awareness analysis will help students to develop a better understanding of how texts are shaped based on the genres' elements such as writers' roles, audiences' roles, contents, purposes, contexts, etc.

For these three schools of genres, there are definitely some differences such as frameworks and classroom pedagogy. However, some parts of their characteristics overlap in some ways. For instance, the three schools' goals focus on the relationship of writing in particular contexts, the recurring ways people use language in a particular situation, the influence of the communities on the writing, etc.

In order to better understand how researchers, instructors, and theorists come to understand the way genres are constructed and used, the genre analysis is proposed. Therefore, an analysis of genre is proposed for language users to understand the three schools' differences.

2.1.2.3.3 Genre analysis

Genre analysis is the analysis of the structures of a text by dividing texts into many parts based on their communicative purposes. A small unit of the writing is called a move, which is a part of texts that performs a specific communicative purpose. Normally, in the texts, there are many moves and each move has its own communicative function that contributes to the overall purposes of the texts. The moves that are

essential are called conventional moves; the moves that are less essential are called optional moves (Swales, 1990).

Besides Swales' explanation of genre analysis, similar perspective toward the genre analysis concept is defined. Bhatia (1993) defines the genre analysis as the study of a specific pattern of a text based on three levels of linguistic analysis, which are the lexico-grammatical features, the text-patterning, and the structural interpretation of the text or move analysis. The lexico-grammatical feature can be analyzed by exploring large-scale corpus data. However, by only employing this analysis, it fails to explain the communicative purposes behind them. The text-patterning focuses on how the members of the community write the way they do. Lastly, the move analysis refers to the genre structure of the texts.

Genre analysis, in this view, helps students to have a better understanding of the genres. It also encourages the creativity in writing by allowing one to apply this knowledge into one's own writing regardless of the pattern (Bhatia, 1993). However, there is still doubt about the concept of genre analysis since this concept is very subjective. The analysis mostly depends on the reader's judgment, especially the move analysis (Kanoksilapatham, 2005; Lee, 2008; Paltridge, 1994). This leads to the questions of the reliability and validity of one's own judgment. As a result, an inter-rater method should be utilized in order to double check or to triangulate the researcher's judgment.

As for genre analysis of the three genre schools, each school has different ways of explaining the concept of genre analysis and how to analyze the texts. For example, the SFL School holds the view that grammar and the understanding of the language of the genres are the core in genre analysis. This analysis of genres involves exploring the social purposes of the writer (staging), exploring the use of sentences (clause structure), verb choice (types of verbs), word choice (vocabulary), noun choice (noun groups), the circumstances in which the texts occur (circumstances), and the use of conjunction (cohesion). When teaching a particular genre, a genre analysis can assist students to effectively express their thoughts to match the writing goal and audience's expectation. Furthermore, students should be taught to explore several examples of different genres in order to see the similarities and the differences of the language features (Bhatia, 2004).

As for genre analysis in ESP, the core is to identify the language features by studying some examples and interviewing those who use them. This school focuses on the situation that the target texts are used before examining the texts' language features. The analysis usually starts with the need analysis by asking what contexts students have to write, what students want to learn, the audiences that students need to write to, etc. Then, several texts in the specific genres are collected to be analyzed in terms of moves, key features, verb choices, etc. Finally, the NR School pays most of the attention to the real contexts in which the communication occurs. Therefore, the analysis focuses

on the contents, contexts, audiences, etc. of the communication in the authentic situation (Hyland, 2014).

In conclusion, genre analysis can equip students with both linguistic awareness and rhetoric of different genres as well as to support them to be better writers. Furthermore, with knowledge of genre analysis, students will be able to apply their knowledge to their own texts in the future (Bazerman, 1988). Thus, this research was trying to adapt and to implement the genre analysis in the classroom by teaching students how to analyze, where to look, and what the reasons behind the use of language to understand in order to raise students' awareness of their own writings. Hopefully, once students understand the genres and genre analysis, they can develop awareness in genres and apply this framework to different genres.

2.1.2.3.4 Genre awareness

Genre awareness refers to the ability of the students to be aware that different elements of different genres in different situations, such as purposes, contexts, writers' roles, audiences, etc. influence written texts in terms of word choices, grammar, and organization (Hyland, 2014). This awareness of genre is considered to be a tool to assist students to develop the genre knowledge that can be adapted and applied with the other genres in the future (Johns, 2008). Also, to be able to write, students need to develop awareness in terms of types of genre, the purposes, and their characteristic features (Gee, 1997).

Simply put, genre awareness is a process of consciousness raising in constructing texts and reflecting on writings by guiding students to be aware of how texts are constructed (Hyland, 2008). Furthermore, Johns (1997) claims that students need to develop their understanding of the relationship among the audiences, purposes, and genres in order to create an appropriate text for specific contexts. This is mainly to prepare students for writing in the future (Flowerdew, 1993; Widdowson, 1978).

In classrooms, the tasks in developing genre awareness mainly include how language becomes more or less formal depending on the audiences, topics, contexts, etc. (Millar, 2011). Instructors need to encourage students to consider the factors that influence the production and interpretation of particular texts such as writers' roles, purposes, readers' expectations, etc.

In order to guide students when they are writing, Johns (2008) has proposed prompt analysis for genre awareness. This has been designed particularly for novice undergraduate students. The prompt analysis for genre awareness of Johns (2008) is categorized into ten elements in writing, which are genre names, purposes, contexts, writers' role, audiences, contents, sources, other specifications, assessments, and making the text your own. It is the analysis students use to prepare to write, revise, and edit by considering the genres' elements before they start writing. Students also need to consider what kind of text it is and what a text in this genre looks like. The purpose of the text, why students write the text, the readers of texts, and the content of the text also

affect the writing. Students are required to consider these elements before and during writing.

To encourage students to be aware of the genres, Johns (2008) has proposed two ways to raise awareness of genres. The first one is the interdisciplinary learning communities. It is the ideal environment for educating and promoting genre awareness. Students will be learning a sense of the relationships among the academic genres, classrooms, participants, and disciplines. The second one is to teach students to understand that texts vary according to disciplines, classrooms, participants, etc. The language of texts should be taught in contexts with an emphasis on the elements that influence how texts are shaped (Carter, 2007).

To sum up, to develop genre awareness is similar to develop the consciousness in writing or to encourage students to consider the audiences, purposes, etc. when writing. Coe (1994) suggests a way to assess students' awareness by asking students to specify the purposes, audiences, and circumstances of their writing text. With this understanding, it may not be wrong to assume that it is about individuals' awareness of ones' own thinking process. As a result, teaching instruction should focus on how to help students to become aware of their thinking process by guiding them through the genre awareness knowledge.

2.1.2.3.5 Genre-based approach

The genre pedagogy or genre-based approach (Henceforth GBA) focuses on how to construct a text to accomplish a purposeful task in a specific content (Hyland, 2003a). The GBA aims to make students aware of the structures of the text of different genres by using genre analysis as a guideline in both teaching and learning. This helps students to understand the linguistic features and the social context (Kay & Dudley-Evans, 1998). As for teaching steps to achieve the GBA's aim, Hyland (2003a) suggests that the teaching-learning cycle of a genre-based approach be used in order to help students to gain more understanding of the texts. The teaching-learning cycle consists of five major concepts, which are contextualizing, modeling, negotiating, constructing, and connecting.

As for contextualizing, this stage attempts to raise students' background knowledge towards the texts. Students will be introduced to the social context in which that genre is used. Some of the activities that could be used are discussing the context based on pictures and films, or discussing similarities and differences between the target contexts and the students' culture. Such activities act like a stimulus for students to discuss why texts are different from each other and why writers make different choices, hence raising student's background knowledge.

With regard to modeling, a scaffolding activity is a core concept which requires instructors and students to discuss and to explore the genres, key grammatical

concepts, and rhetorical features. This step also aims to equip students with the knowledge needed to write a target genre. The activities in this stage allow students to identify and practice relevant grammatical features in the contexts. It is important to remember that teaching grammar in GBA is to view grammar as more than a set of rules applicable across contexts (Hyland, 2014). Instead, grammar is seen as a tool to carry meaning across from writers to readers.

The negotiating steps enables instructors and students to work together to construct a piece of writing. Instructors gradually reduce their role and allow students to gain more control over their writing. Put another way, instructors act like facilitators of the class and provide scaffolded collaborative writing activities such as construction of the writing on the blackboard, completing the texts, etc. Instructors can also ask students to work in a small group to discuss the writing samples.

In the constructing step, the purpose of this step is for students to apply what they have learned to write a text by themselves while instructors are monitoring the class. Students can use knowledge that they have learned in the previous stages for an independent construction. Lastly, in the connecting step, which is the final stage, an opportunity is provided for students to compare the target genre to other texts. Some activities include simulating the impact of using the genre in another context, studying how the information changes when written for different readers or purposes, etc.

This teaching-learning cycle helps students to view genres to be more than just the texts. It opens up the gateway for students to explore the relationship between the text and the real world. This should help students to be able to realize how social context shapes a genre and their genre awareness should be raised. Henry and Roseberry (1998) did an experimental study at the University of Brunei to determine effectiveness of genre-based instruction. The findings showed that students in the genre group understood both the rhetorical structures and the linguistic features better than those in the non-genre group.

In summary, in the product approach, the focus is usually placed on a good written product without paying much attention to the process. In the process approach, students usually follow the steps of prewriting, writing, revising, and editing before the final product can be achieved. Students must follow these steps to learn how to write with a minimal attention to the context. As for the genre approach, the genre instruction supports students to learn to write in various different social situations and for different purposes (Badger & White, 2000). Although the genre approach has been tested and proven to be able to enhance students' writing ability, there are some doubts that this genre approach restricts students' writing creativity to only the writing patterns of the learned genres. To minimize this problem, the concept of genre awareness has been proposed (Paltridge, 2007). For this reason, the genre approach and the concept of genre awareness are the basis in develop writing instruction in this study.

2.1.3 Writing assessment

To evaluate students' general knowledge of English writing ability, the basic understanding of writing assessment is necessary. The primary interest of language testing for speaking, listening, writing, and reading is language abilities, which are language knowledge and strategic competence. Language knowledge is the knowledge in the students' memory that is used to create and to interpret the language. It could be categorized into two categories, which are organizational knowledge and pragmatic knowledge. The organizational knowledge involves students' control over producing or understanding formal structures including grammar, vocabulary, cohesion, etc. The pragmatic knowledge involves the creation or interpretation of meaning in the texts such as figure of speech, cultural references, etc. As for strategic competence, it can be considered as a cognitive management used to control the production of language (Bachman & Palmer, 1996).

As regards writing assessment, the evaluation must have clear construct definitions in order to be able to claim that the tests are useful and actually measure the ability that they are expected to measure (Shaw & Weir, 2007). The instructors need to be clear about the objectives and criteria in assessing students' writing before asking them to write (Brown, 2004). Otherwise, students would not understand the goal of learning and what they have to achieve.

To assess students' writing, the scoring of assessments should always be defined before the exercises and assessment procedures are developed. Three types of rating scales are basically classified by the researchers and scholars. They are holistic, analytic, and primary trait scoring. Holistic scoring offers a general impression in general of a piece of writing (Weigle, 2002). It is faster to score students' writing with holistic scoring than other scoring types because a script can be read for only one time and a single score is assigned (White, 1985). The main focus of the criterion is on the overall consistency of students' ability rather than the students' specific ability such as vocabulary, syntax, etc. (Weigle, 2002).

However, a single score may not be able to provide useful diagnostic information about the students' writing ability in terms of vocabulary, organization, etc. According to Brown (2004), this scoring type cannot be used for pedagogical purposes and may not be applied well to all genres of writing because it does not provide any information in depth. This type of scoring could only be used for admission into an institution or placement into courses.

The next type of rating scale is analytic scoring. Analytic scales separate the features of writing into components that are scored separately. The separate components are sometimes given different weights to reflect their importance in instruction. With this scoring, the teachers could provide feedback to students on

specific parts of their writing such as grammar, vocabulary, etc. as well as giving teachers enough information for planning the instruction.

Lastly, in primary trait scoring, the rating scale focuses on the specific features in the writing product such as sentences, word choices, spelling, and punctuation (Weigle, 2002). One of the major characteristics of primary trait scoring is that the text is scored only on the features that students are expected to work with, and other features of the texts are ignored. It could be used in a task where each step of the task is evaluated differently.

In general, these are all the scales that are used to assess any type of writing. It depends on the classes, the instructors, and the context preferences. A holistic scoring focuses on the overall impression of the text, which cannot give the in-depth evaluation. As a result, an analytical scoring is proposed to score each writing component such as grammar, vocabulary, etc. To focus on only specific components of writing in each task, a primary trait scoring should be used. Therefore, in order to assess specific components of writings; specific words, grammar, and pattern, an analytical scoring is advised.

Genre writing assessment

Genre is a specific type of writing. As a result, the rating scales that are specifically designed for the learned genre could ensure a clearer reflection on students' language ability (Crusan, 2013). On the other hand, the instruments that are

designed for all-purpose texts would be inappropriate to evaluate the specific genres and cannot determine clearly if the students understand the genre. Also, if genres could be recognized and could be classified from their communicative purposes, the assessment of genre writing should follow this recognition as well (Fulcher, 2002).

Bhatia (1993) also suggests that genre-based assessment has a number of advantages than the general language assessment. For example, the assessment of the textual characteristics and organizational features of learned genres could ensure a reflection on students' language ability.

An example of the scoring that is designed for specific purposes belongs to Lumley (2005) scale descriptors. This scale is designed to be used with the giving and requesting informative texts. It comprises three analytic criteria, which are task fulfillment and appropriacy (TFA), cohesion and organization (C&O), and grammatical control (GC). The three elements, TFA, C&O, and GC, are rated using a five-point scale. The students' awareness of genres' elements, their linguistic knowledge and their writing competence in those specific genres are the main criteria in this scale.

It could be seen that to assess writing in specific genres, instructors need to be more specific on what instructors are looking for in students' writing. This is because writing in different genres or different text types comprises different organizations, contents, word choices, etc. To use writing assessment that is not meant for that genre, it could not determine what students have achieved and their ability to write that genre.

Therefore, genre writing assessment should be used to assess students on what they have to achieve in writing these genres and to reflect on what the distinctive features of those genres are. For the effectiveness of genre writing assessment, text type families are presented.

2.1.4 Families of text-types

Since the design of writing instruction and writing assessment have to match the type of written texts, choosing writing materials are important. According to Jolly and Bolitho (1998), the materials design needs to relate to students' real-world context or 'contextual realization' meaning that the writing situation influences how texts are shaped in both grammatical and rhetorical features of texts. For instance, when writing texts to describe something, action verbs and the present tense are needed. However, recounts text type is usually written in the past tense. One way to support students is to categorize texts into many types in order to help students to know which type of text they need to work with. Also, in so doing, it would help instructors to prepare teaching materials based on that text type.

Generally, there are six families of text types, which are exchanges, forms, procedures, informative texts, story texts, and persuasive texts (Hyland, 2003). The exchange text type encompasses interactive texts such as emails, Internet chats, etc. The second one is the form text type, which refers to texts with space for data entry. Procedure text type involves writing about steps to achieve a goal such as instructions,

procedures, or protocols, while the story text type is used in retelling event and which is mostly found in recounts and narratives. Informative text type provides news or data. This type of texts is used in descriptions, explanations, and reports. Lastly, persuasive text type relates to an argument or persuasion of a certain topic found in expositions, discussions, and opinion texts.

In this study, the informative and persuasive texts were in focus because these two text types were mostly found and are usually embedded in other text types. The in-depth details of these two text types are presented below.

2.1.4.1 Informative texts

Informative texts refer to texts that are written in order to describe or explain an event, situation, thing, or procedure. According to Duke (2004), an informative text is to convey information about the social world. An informative text intends to provide readers with information that they could learn from reading texts by themselves. Readers could combine knowledge from what they have learned from reading to their own body of knowledge. With this broad definition, readers are expected to experience a wide variety of texts including reports, letters, proposals, etc.

Fox (2009) examined the role of reader characteristics in processing and learning from the informative texts. The findings revealed that students with a low level of ability, experience, and knowledge could not process the informative texts as well as the higher level of ability, experience, and knowledge. Therefore, informative texts may be

more appropriate for students with high level of proficiency than students with low level of proficiency.

To teach students to write informative texts, the texts should be designed to make it easy to understand and should be appropriate for the students' level of proficiency (Hartley, 1994). Simply put, since informative texts main focus is on providing information for readers to understand easily, the intended readers should be considered in writing informative texts. This is because an appropriate language features, organizations, and purposes could convey better message and understanding across for those intended readers than using inappropriate language features, organizations, and purposes, which could lead to misunderstanding.

2.1.4.2 Persuasive texts

The ability to construct persuasive texts is crucial because it is a basic text type that is mostly found in everyday life. Persuasive texts are texts that students need to establish supporting details and argument to persuade the audience, to use their knowledge to find a strategy to convince the audiences, and to establish a position on a certain topic (Ferretti, MacArthur, & Dowdy, 2000). The ability to write a high-quality argument in a persuasive text is about its claims, supporting details, and evidence in writing. Although every text type depends on the intended audiences, writers' roles and situations, persuasive text writing depends on the mentioned factors the most (Williams & colomb, 2007). Black (1989) investigated the relationship between an audience analysis

task and persuasive text writing. The findings showed that students who were given information about the audience relating to the topic could perform better.

In conclusion, persuasive text refers to the text involving the claim, reasons, and evidence of establishing their position to persuade readers to believe in their arguments. To be able to write a persuasive text effectively, the language of writing should reflect on the intended audience and situation. The language features should match the proficiency level of the audiences in order to help audiences to understand the arguments and evidence easily.

2.1.5 Related research

Based on the extensive literature review, it can be concluded that genre-based writing instruction can help students to be better writers. However, explicit genre-based instruction might lead students to hold on to a writing pattern and cannot apply what they have learned to other texts that they may have come across in the future. Therefore, genre analysis skill is proposed to equip students with the tool that can help students apply what they have learned to other texts. In doing so, it could be implied that after students are equipped with genre analysis skill, they would be able to analyze any text in the future. Students would be aware of different elements of different contexts in different genres. Based on the genre theory, the students' writing ability could be developed with the genre analysis skills.

With the genre-based instruction benefits, GBA is used to teach various types of texts. For example, Su and Chen (2012) conducted research on using a genre-based approach to teach EFL summary writing, Costa (2012) investigated the effect on genre-based instruction summary-response writing, Zare-ee (2009) investigated the effects of genre-based instruction on a group of EFL learners' writing performance on writing letters. The results for all of the mentioned studies revealed a significant change in the quality of writing as a result of genre-based instruction, hence confirming that GBA can be used with all text types.

Besides this, GBA is also used for different levels of students, for instance, Ahn (2012) examined the implementation of a genre approach in developing the writing competency on second language primary school students. The genre approach was implemented in the ESL class for over ten weeks. The findings showed that students started to be aware of different ways texts were organized for different communicative purposes. In addition, students' confidence level and writing ability increased. Henry and Roseberry (1998) had also conducted a similar study. They examined the genre-based approach (GBA) in teaching writing to university students under the topic of tourism. The findings revealed that a genre-based approach helped students to write better in the specific context. Honsa and Clark (2004) examined whether first-year students should be taught how to write an opinion paragraph with a move analysis. There were three groups of students in this study. The topic for writing for all three

groups was the same. The first group was given sample paragraphs together with explanations from the instructor. The second group was given a sample paragraph but no explanation about the move. The students in the third group were only instructed to write a paragraph in English. The result showed that the first group outperformed the other two groups. This confirms that GBA could be applied to teach a variety of genres and all students with different level of proficiency.

From the extensive review of literature and research, with GBA, not only can writing ability be enhanced, but students' motivation, confidence, and attitudes can also be promoted. Anyhow, there is a suggestion that GBA would be better to offer students a guiding framework referring to the awareness of the connection among forms, purposes, and participants' roles in specific social contexts. When students develop this awareness of connection, they not only learn how to write in a particular genre, but also realize how various components of a text influence their writing (Devitt, 2004).

There are many researchers that are interested in the concept of genre awareness and they have conducted genre awareness research in order to find more evidence to develop better instructional model to teach writing. For instance, Cheng (2006) examined how students developed genre awareness in the ESP genre-based writing pedagogical framework. It was found that after asking students to analyze genres themselves, they gained more understanding of a text. Simply put, students developed their genre awareness through an understanding of the interaction among

the writers, readers, and purposes. Moreover, Yasuda (2011) examined how novice foreign language (FL) writers developed their genre awareness and writing competence in a genre-based writing course by providing students with many tasks in different contexts to analyze and to compose their own writing. The findings showed that students made progress in their genre awareness. The students' progress was obvious in their written products.

Furthermore, Wang (2013) employed a genre approach to examine its effectiveness to enhance EFL writers' genre awareness and writing competence of undergraduate non-English majors, focusing on a letter of apology in a 16-week writing course in China. Two classes of students were employed in the research. One was the control group and the other was the experiment group. All of them were undergraduate non-English majors enrolling in an optional writing class. The pre- and the post-tests, the questionnaires, the interviews, and the teaching practices were the instruments used in this study. The findings indicated that by explaining the relations of the readers and the writers, there was a significant improvement in genre awareness in addition to writing ability.

Regarding to development of students' genre awareness, Pang (2002) compared two methods of genre awareness development on undergraduate students in Hong Kong. The genre that was employed in the study was writing a film review. There were two groups of students. The first group was introduced to genre through contextual

awareness and the other through textual analysis. Each group had to study writing a film review through its own model. The results revealed that both groups made progress. However, students preferred the introduction to genre through textual analysis approach.

Another way to enhance genre awareness was through genre analysis, which enabled students to analyze texts given and applied it in their writing. Yang (2011) investigated genre knowledge transferability of the 24 ESP students in the EFL setting whether these students were able to compose another genre drawing on their previous knowledge of genre analysis after completing a genre-based writing course on hospitality and tourism. The findings revealed that genre knowledge could be transferred to other genres when they were guided with a scaffolding instruction.

Based on these research results, the GBA is shown to play a significant role to enhance students' writing ability through genre analysis which, eventually, leads to genre awareness. As there are a few disagreements in terms of genre knowledge transferability and effects of genre-based pedagogy on students' writing ability, a further investigation is needed in order to find more evidence to confirm the GBA effectiveness and to minimize the disagreements.

To be better writers, both cognitive processes that the writers need during writing and writers' affective factors are involved in the process of constructing, regulating, and evaluating an action. The concept of self-efficacy relates to this process

(Bandura, 1997). Thus, for language learners to be able to construct, regulate and evaluate their ability better, the concept of self-efficacy or perceived writing self-efficacy in this study is needed to be integrated into class. The following section is the explanation of the concept of self-efficacy, perceived writing self-efficacy, perceived writing self-efficacy assessment, and related research.

2.2 Self-efficacy

The concept of self-efficacy refers to a student's belief in his or her ability to successfully participate in a specific context (Bandura, 1986). Self-efficacy influences students' confidence and willingness as well as motivation to learn. Consequently, a higher sense of self-efficacy can lead to a better achievement in learning since students will be motivated to try to overcome challenges, to have confidence in learning, and to have willingness to learn to write more (Bandura, 1977). Thus, it could be assumed that students with higher self-efficacy feel in control of their learning situation and believe they have the capabilities to succeed. On the other hand, students with low self-efficacy may feel the opposite.

In the field of second language development, mostly, instructors look at students' products as the priority when predicting students' proficiency and may overlook that the self-efficacy could affect students' performance (Bourffard-Bouchard, Parent, & Laviree, 1991). Templin (1999) found that students with a high level of perceived self-efficacy received higher English grades than those with a low level of

perceived self-efficacy. Katz (2006) investigated self-efficacy of college students in learning English. The results showed that by enhancing the efficacy beliefs of students, their academic performance was better than only enhancing the skill training alone.

According to Bandura (1977), there are four sources of self-efficacy, which are mastery experience, vicarious experience, verbal persuasion, and physiological arousal. Mastery experience refers to students' direct and personal experiences. This experience is believed to be the most powerful source of self-efficacy because when students experience the situation or action that helps them to believe that they too can master the skill, they will be willing to try harder to overcome the challenge (Bandura, 1994). Secondly, vicarious experience refers to observation or modeling. This happens when students judge their capabilities by comparing themselves to people with similar proficiency. The students will feel more secure and confident that they also possess the abilities to successfully complete the tasks. Thirdly, verbal persuasion offers encouragement and positive feedback to students that they have what it takes to complete the tasks. According to Wise and Trunnell (2001), verbal persuasion is most effective when following a performance accomplishment. Lastly, physiological arousal refers to how students feel such as mood, stress, fatigue, etc. Persuasive words alone may not strengthen this source of self-efficacy, the activities and tasks need to be conducted together to strengthen the physiological arousal source.

The effects of self-efficacy on human functioning can be found in many forms. Mostly, the effects can be observed in four processes of human, which are cognitive, motivational, affective, and selection processes (Bandura, 1994). Cognitive processes are influenced in the forms of a stronger goal in life, a positive thinking toward oneself, a prediction of students' performance, etc. Students also possess more motivation to complete the tasks and are able to guide and to plan the actions for themselves to pass through the difficult times in learning through the motivational processes. By strengthening self-efficacy, students would feel less stressed and depressed in the difficult times through the affective processes. Lastly, students will be able to choose the situations that they think they can handle and are appropriate for their proficiency. This is called the selection processes.

Based on these aforementioned studies, sources of self-efficacy exist and have strong effects on the human processes. Ayodele and Akinlana (2012) studied the effects of self-efficacy, emotional intelligence, and academic optimism on Nigerian undergraduates' learning performances. The results revealed positive effects of self-efficacy on learners' learning performances and the need to strengthen students' self-efficacy and emotional intelligence.

In order to strengthen students' self-efficacy, Margolis and McCabe (2006) have suggested some strategies. For instance, the tasks should not be too simple; otherwise, it would create boredom or the feeling that teachers doubt their ability. However, it

should not be too difficult as it can create fear of failure or frustration. By allowing students to observe their peers doing the tasks is another way to help students to develop self-efficacy. Specific learning strategies are also helpful since it provides students with a logical sequence of steps to attack difficult tasks (Lenz, Deshler, & B, 2004). Instructors may also help students to understand when and why to use the strategy for students to apply in the future (Swanson & Deshler, 2003). Moreover, to teach students with something they could relate to is usually a way to strengthen self-efficacy (Pintrich & Schunk, 2002).

In conclusion, there is a strong relationship between self-efficacy and students' performances. However, self-efficacy is a broad term that could be used with a variety of skills including reading, speaking, writing, and reading. Therefore, a specific type of self-efficacy should be focused on when investigating the relationship between self-efficacy and a particular language skill. In the present context of writing, writing self-efficacy should be explored.

2.2.1 Writing self-efficacy

Writing self-efficacy is a self-efficacy in the domain of writing (Pajares, 2003). In order for students to be competent writers, students need more than a writing skill to perform writing. They need a sense of self-efficacy to regulate learning. With a sense of strong writing self-efficacy, whether students are excellent or poor writers, they will try harder to overcome the challenges and to have confidence in their abilities. McCarty,

Meier, and Rinderer (1985) examined the relationship between self-efficacy and a written product and found that those with high writing self-efficacy wrote better essays. Hetthong and Teo (2013) also undertook a study to determine whether there was a relationship between writing self-efficacy and writing performance as well as to explore whether students' overall writing self-efficacy could predict their writing performance and found that there was a significant positive relationship between writing self-efficacy and writing performance and that the writing self-efficacy could predict overall writing performance.

Basically, writing self-efficacy promotes students' confidence, willingness, and motivation to achieve the writing tasks. Lorsbach and Kim (2005) found that students who had high writing self-efficacy beliefs spend more time on a writing task, were motivated to earn a good grade, were willing to try, and had more confidence in their ability than those with low self-efficacy. Consequently, students with a higher sense of writing self-efficacy demonstrated a greater writing development than those with lower self-efficacy.

To conclude, self-efficacy has a strong relationship with writing. Students' confidence, motivation, and willingness to communicate in writing are affected by a level of students' perceived writing self-efficacy. However, without an effective perceived writing self-efficacy assessment to present an empirical evidence of students' perceived

writing self-efficacy, it is hard to confirm a relationship between students' writing and students' perceived writing efficacy.

2.2.1.1 Writing self-efficacy assessments

A writing self-efficacy scale is the measurement of one's belief about their abilities to perform specific tasks. Mostly, writing self-efficacy is created in the form of gap-filling with a scale of 1-100 to be filled in correspondence with the statements given. According to Bandura (1977, 1997), the self-efficacy scale should be created by focusing on one specific context and one activity domain. This is because a writing self-efficacy scale cannot predict students' writing performances if the items of writing self-efficacy do not reflect the course's objectives.

Some studies have employed the 0-100 response format and have shown effective results. Meier, McCarthy, and Schmeck (1984) investigated a group of college freshman enrolled in entry level English courses. Students were asked to rate their confidence in a questionnaire with a 100-point scale. To determine writing self-efficacy, a mean score for each statement was used. Another example is a study of Pajares and Valiante (1999) who created a writing self-efficacy scale for their study. The items on their scale asked students to provide judgments of their confidence in their ability to successfully use grammar. Students had to provide their judgments by filling in any number from 0 to 100 as a measure of their self-efficacy for each task.

Bandura (2006) has provided some guidelines on how self-efficacy beliefs should be measured. For example, a writing self-efficacy scale should provide multiple items from easy to difficult levels in the domain of writing, the statements should concern the main features of that writing, and the items should be written by using the verb 'can' rather than the verb 'will.' Although writing self-efficacy is built on the concept of specific contexts, some writing contexts may share some similarities. As a result, a general self-efficacy scale to assess students' writing self-efficacy can be used in some writing contexts if the certain conditions for developing self-efficacy assessment are similar. For example, if skills or strategies developed in one class are similar to those in other classes, the developed perceived self-efficacy questionnaires can be used for both classes (Bandura, 2006).

Therefore, since the self-efficacy belief occurs in a specific context, a perceived writing self-efficacy scale should be created to specifically suit the course objectives in order to accurately reflect students' perceived self-efficacy. Consequently, in this study, a writing self-efficacy instrument was constructed.

2.2.2 Related research

To explore the concept of self-efficacy, more studies are needed to be reviewed in order to gain more understanding of a relationship between writing and perceived writing self-efficacy, to explore the issues surrounding the self-efficacy topic, and to find new perspectives toward writing and self-efficacy.

There are many studies, which support the relationship between writing self-efficacy and writing performance. Ebrhimzadeh, Khodabandehlou, and Jahandar (2013) investigated the impact of self-efficacy on 138 female Iranian intermediate EFL learners' paragraph writing. The findings revealed that self-efficacy had a direct effect on students' paragraph writing. Moreover, Jones (2008) investigated whether the self-belief concept could predict learning performance of first-year college students in a basic writing class. The results showed a correlation between students' self-efficacy and their performances. This is in agreement with the study of Pajares and Johnson (1996) who investigated self-efficacy, writing performance, and ethnicity on grade 9 students and found that self-efficacy had a significant impact on the students' performance and could predict student's writing performance. Furthermore, Zhang and Guo (2012) explored EFL freshmen Chinese EFL students' English writing motivation, self-efficacy, and English writing proficiency. The results showed a positive and significant correlation among English writing motivation, self-efficacy, and English writing proficiency. Finally, Hetthong and Teo (2013) examined perceived writing self-efficacy of second language learners in Malaysia to determine whether writing self-efficacy could predict writing performance. The findings revealed that there was a significant positive relationship between writing self-efficacy and writing performance and overall writing self-efficacy could predict overall writing performance.

Despite the empirical evidence of the relationship between perceived self-efficacy and learning performance, contradictory findings have been reported. Anyadabalu (2010) conducted a study in a high school in Thailand. The study investigated whether there was a relationship among English language performance, general self-efficacy, and English language classroom anxiety. According to the study findings, the relationship between English language performance and general self-efficacy was not found. However, it was found that English language classroom anxiety was a better predictor of English language performance.

Regarding the way to strengthen students' perceived writing self-efficacy, Lin and Wen (2010) investigated the sources of business English writing self-efficacy for international business workers in Taiwan by employing four theorized sources of self-efficacy, which were mastery experience, vicarious experience, verbal and social persuasion, and emotional and physiological states. The results suggested the importance of mastery experience strengthening a writer's business writing self-efficacy. In addition, Caso, Garcia, Diez, Robledo, and Alvarez (2010) investigated the use of self-efficacy sources training on the writing of Spanish elementary students with learning disability. The results showed improvement in both the process and product of writing.

Therefore, based on the studies mentioned above, it could be concluded that self-efficacy plays a significant role in language performance including predicting students' language performance, supporting students to overcome challenges, helping

students to have more confidence in writing, etc. Since it is accepted that self-efficacy is beneficial for students, students' perceived writing self-efficacy should be strengthened through different means such as use of verbal persuasion or a peer model activity. When students' perceived writing self-efficacy is strengthened, students' writing ability should be improved.

2.3 A summary of conceptual framework of the study

This study aimed to investigate the effects of the genre awareness instruction on EFL students' writing ability and students' perceived writing self-efficacy in two different genres, which were the informative and persuasive texts based on Hyland's text type category (2003a).

In order to develop the genre awareness instructional plan effectively, the teaching-learning cycle of Hyland (2003a) was used as the sequencing writing tasks of the present study. The cycle comprised contextualizing, modeling, negotiating, constructing, and connecting, which was designed to help students to develop their writing ability and to strengthen their perceived writing self-efficacy. Students had to analyze many texts based on move of the texts and completed many activities in order to understand the communicative purposes behind the choice of language and to be aware that the genres' elements such as the purposes, the writers' roles, the audiences, etc. influence how texts were shaped. Throughout the cycle, students' perceived writing

self-efficacy was also gradually strengthened from scaffolding activities, specific learning strategies, and feedback.

To understand how the genre awareness instruction was used to develop students' writing ability and perceived writing self-efficacy, this study adopted three main theories as the study's framework, which were the teaching-learning cycle (Hyland, 2003a), the move analysis concept (Swales, 1990), and the prompt analysis for genre awareness (Johns, 2008). The conceptual framework of the study is illustrated in Figure

1.



<p>The teaching-learning cycle (Hyland, 2003a)</p> <p><u>Contextualizing</u>: The instructor and the students cooperatively construct shared knowledge of the text.</p> <p><u>Modeling</u>: The example of the writing in a target genre is provided for the students.</p> <p><u>Negotiating</u>: The instructor and students work together to construct a text in a learned genre.</p> <p><u>Constructing</u>: The students apply what they have learned to construct the text by themselves.</p> <p><u>Connecting</u>: The instructor supports students to compare the learned genre to other text types and reflect on what they have learned.</p>	<p>The move analysis (Swales, 1990)</p> <p>The move analysis refers to the analysis of the communicative purposes of each part of the texts.</p>	<p>The prompt analysis for genre awareness (Johns, 2008)</p> <p>The prompt analysis for genre awareness is the attempt to understand the communicative purposes behind the language choice made by the writers in the target genre.</p>
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Contextualizing	Modeling	Negotiating	Constructing	Connecting
To raise students' awareness of genre and background knowledge on the target genre by providing the students with scaffolding activities.	To explore the patterns and language of the target genre through instructors and students' discussion.	To construct a piece of writing of a learned genre with their instructors and their peers.	To write a text and apply what they have learned by themselves.	To compare the learned genre to other genres and connect the genre knowledge to the real world context as well as to reflect on what they have learned.



Writing ability	Writing self-efficacy
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Figure 1 The conceptual framework of the study

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, the research methodology is discussed regarding research design, population, sample, research instruments, data collection procedures, and data analysis. The chapter will begin with description of each of the mentioned issues. Also, the justification for each selection in conducting the present study, which was to investigate the effects of the genre awareness instruction on the students' writing ability and perceived writing self-efficacy, is presented.

3.1 Stage 1: Research design

In this study, a one-group pretest-posttest design was employed to investigate the effects of the genre awareness instruction on EFL students' writing ability and perceived writing self-efficacy. Students were assessed with the pre-writing test, the pre-perceived writing self-efficacy questionnaire, and pre-perceived writing self-efficacy interview at the beginning of the course. Then, the treatment, which was the genre awareness instruction, was implemented. At the end of the course, the post-writing test, the post-perceived writing self-efficacy questionnaire, post-perceived writing self-efficacy interview, and the attitude questionnaire were given to students to explore if there were any changes in the students' writing ability and perceived writing self-efficacy because of the genre awareness instruction. Data were collected both quantitatively and qualitatively.

3.1.1 Population

The population in this study was undergraduate Chulalongkorn University students who took the compulsory English foundation course “5500112 Experiential English II” in the summer semester of the academic year 2014. The course spanned from June 2015 to July 2015.

3.1.2 Sample

In this study, the sample was assigned to the researcher as an intact group of 27 students. Fifteen students were studying at the Faculty of Sports Science, five were from the Faculty of Education, four were from the Faculty of Fine and Applied Arts, two were from the Faculty of Political Science, and one was from the Faculty of Commerce and Accountancy. All of them had a low level of English proficiency based on Chulalongkorn University Test of English Proficiency or CU-TEP scores. There were 13 males and 14 females. They were between 19 and 22 years old and in their first or second year of their studies. Their native language was Thai. All of them had already passed the compulsory Experiential English I course before enrolling in the Experiential English II course. In this study, there were five students who had enrolled in this course before and failed. Therefore, these five students could be considered at the same level of proficiency as the rest of the class.

As for the students' CU-TEP scores that students needed to take before entering the university, one student got 24. Nineteen students got 25-32, six got 33-44, and one

student got 52. The CU-TEP scores ranged from 24 to 52 out of 120 points. Based on the CU-TEP score description, the scores 1-7 were the beginner level, 8-17 were the middle beginner level, 18-32 were the upper beginner level, 33-44 were in the low intermediate level, and 45-56 were in the middle intermediate level. The CU-TEP mean score of the participants was 33.14, which was considered beginner users.

The treatment lasted 12 classes including the writing instructions and assessments. The entire experiment took two hours per week, totaling of 24 hours. There were two main genres taught to the students, which were the informative and persuasive texts.

3.1.3 Research instruments

There were six instruments for the assessment and eight instruments for the instruction. Since this study aimed to teach the students two different genres, the instruments used for these two genres may be slightly different in terms of the practical definition. However, the underlying theories were still the same for the instruments of both genres. The reason behind the slight difference of the practical definition of these instruments was because the instructional materials and the assessment instruments that were specifically designed for the selected genres could ensure a better indicator of the students' language ability (Crusan, 2013). On the other hand, the instruments that were designed for all-purpose texts would be inappropriate to evaluate the specific genres and could not represent the criteria for the students to know why they learned a

new genre. Therefore, all of the 14 instruments in this study were based on the selected genres with the same underlying theories.

Before all of the instruments in this study were used, each instrument was validated by three experts in the field of language teaching and assessment. The Index of Item Objective Congruence (IOC) was employed to check the content validity of the instruments. The IOC was sent to the three experts to indicate their agreement (1), uncertainty with the items (0), or disagreement (-1). The experts were also requested to provide some comments at the end of the IOC in case they disagreed with some parts of the instruments or they had any idea to share. Then, the IOC results were calculated to determine the average. The IOC mean score from the validation should be equal or higher than 0.5 for each instrument to be considered valid.

3.1.3.1 Assessment instruments

At the beginning of the course, the students were given the pre-writing test for the informative and persuasive texts, the pre-perceived writing self-efficacy questionnaire, and the pre-perceived writing self-efficacy interviews.

The pre-writing test for the informative and persuasive texts was designed to evaluate the students' writing ability in terms of the grammatical features, word choices, contents, and organizations in two different genres, which were the informative and persuasive texts before receiving the writing treatment.

Since there were two specific genres to be taught in this course, a specific writing test for two different genres was required. Along with the pre-writing test, the pre-perceived writing self-efficacy questionnaires, and the pre-perceived writing self-efficacy interviews were employed. The questionnaires and pre-perceived writing self-efficacy interviews were designed to investigate the students' perceived writing self-efficacy to write informative and persuasive texts before attending the genre awareness instruction.

After the course, the post-writing test for the informative and persuasive text, the post-perceived writing self-efficacy questionnaire, the post-perceived writing self-efficacy interviews, and the attitude questionnaire were administered to explore the changes in the students' writing ability, perceived writing self-efficacy, and attitudes toward the genre awareness instruction. The elaboration of each assessment instrument is as follows.

3.1.3.1.1 Pre- and post-writing tests (Appendix A)

The pre- and post-writing tests were designed to evaluate the students' writing ability before taking the course and to see whether the students had acquired the writing ability taught in the course. To construct the test, the concept of language ability of Bachman and Palmer (1996), the genre principle (Hyland, 2014), and the genre awareness analysis (Johns, 2008) were adopted.

Bachman and Palmer (1996) define language ability as the ability that should be specifically defined for a particular test. Basically, language ability is tested to see how much the students had learned from a particular course. In the present study, the language ability that needed to be measured was the organizational knowledge and pragmatic knowledge. The organizational knowledge included the grammatical and textual knowledge. Pragmatic knowledge included the functional and sociolinguistic knowledge.

According to Hyland (2014), all texts are believed to base on the context of use including the word choices, organizations, contents, and grammatical features. The genres' elements such as audiences, writers, contexts, etc. influence how the texts are shaped. Johns (2008) defines the genre awareness concept as the genres' elements which all texts possess. These genres' elements are believed to be the foundation of all text construction.

This study aimed to develop students' writing abilities in terms of word choices, grammatical features, contents, and organizations in two different genres. The students were tested on the six traits of language ability based on Bachman and Palmer (1996), which are syntactic knowledge, word choice knowledge, textual knowledge, sociolinguistic knowledge, functional knowledge, and content knowledge.

According to Bachman and Palmer (1996), the syntactic knowledge refers to the production of accurate and comprehensible sentence structures. In this study, the

syntactic knowledge referred to an understanding of the accurate sentence structures suitable for the writing contexts. During the course, the language exercises and the explanation of the genres' elements in the context of writing were taught and given to the students. The students needed to demonstrate the understanding of the syntactic knowledge in the form of accurate and appropriate use of different sentence structures matching the writing contexts.

The knowledge of vocabulary refers to the production of accurate and comprehensible vocabulary (Bachman & Palmer, 1996). In this study, vocabulary knowledge referred to an understanding of vocabulary suitable for the writing contexts. During the course, the language exercises and the explanation of the genres' elements in the context of writing were taught and given to the students. The students needed to demonstrate the understanding of the vocabulary knowledge in the form of accurate and appropriate use of the varieties of vocabulary matching the situational contexts.

Textual knowledge refers to how sentences are organized to form texts (Bachman & Palmer, 1996). In this study, textual knowledge referred to an understanding of the target genre's structure or move. During the course, the language exercises and the explanation of the target genre's structure were taught and given to the students. The students needed to demonstrate the understanding of the textual knowledge in the form of the appropriate writing organization matching the writing genres.

Sociolinguistic knowledge refers to how texts are related to the writing context (Bachman & Palmer, 1996). In this study, sociolinguistic knowledge referred to an understanding of the language used based on the situational contexts in the target genre. The sociolinguistic knowledge could be defined as the students' understanding of the genres' elements including the writers' roles, audiences, and contexts, which were illustrated in how and what the students wrote. The students needed to show their clear understanding of the word choice, level of formality, politeness, etc. in their written works so the instructor could see whether the students had acquired the sociolinguistic knowledge.

Functional knowledge refers to how texts are related to the communicative purposes in that situation (Bachman & Palmer, 1996). In this study, functional knowledge referred to an understanding of the communicative goal and function of each move. It referred to the knowledge of genre and the text patterns that were appropriate for the target genres, which were the informative and persuasive text patterns. This study employed the analysis of text patterns in almost every step of teaching in order to support the students' improvement of functional knowledge. For that reason, based on the instruments adopted for this study, the students needed to show their understanding of the texts' organization matching the target genres to demonstrate that they had mastered functional knowledge. Lastly, the content knowledge, in this study, referred to how understandable and logical written in the text in a target genre.

The pre- and post-writing tests were the same instruments because they were used to determine if changes had taken place.

Validation and Revision

The IOC's results showed that the mean score for the content validity of the pre- and post-writing tests was 0.7. The experts suggested that the pre- and post-writing tests should be different but the level of difficulty must be the same; otherwise, the students might remember the question in the writing test and the students' true level of proficiency could not be determined. One of the experts suggested that the content of the tests could be the same with different arrangements for the pre- and post-writing tests so that the students would not remember the tests. Consequently, the pre- and post-writing tests were revised by using the same writing test content with a new test organization arrangement according to the experts' comments and suggestions.

During the pilot study, the instrument was used in the same way it would be used in the main study in order to test its effectiveness in collecting the data. The finding showed that students did not have any problem with this instrument.

3.1.3.1.2 Rating scale (Appendix B)

The rating scale was in the form of analytic scoring. There were six traits to be evaluated, which were parallel with the construction of the test. They were syntactic, vocabulary, textual, sociolinguistic, functional, and content knowledge. Each trait was worth 10 points, and the total score was 60 points.

Validation and Revision

The IOC's results showed that the mean score of the content validity of the rating scale was 0.85. The experts advised that some words in the rating scale should be given more elaboration as they might confuse other raters. Also, there should be some examples given to demonstrate how to mark the writing tests.

During the pilot study, the instrument was used as it would be in the main data collection in order to test its effectiveness in collecting the data. The finding showed that the other two raters found that some words in the rating scale were ambiguous. Also, the two raters felt that some parts of the rating scale overlapped with each other. Consequently, the final version of the rating scale was revised by adding more explanation for each trait and providing several examples of how to mark the writing tests according to the experts' comments and suggestions.

3.1.3.1.3 Scoring sheet (Appendix C)

The scoring sheet was designed based on the rating scale of the study. There were six columns according to the assessed students' language abilities. The score for each column was 10. The pre- and post-writing test total score was 60.

Validation and Revision

The IOC's results showed that the mean score of the content validity of the scoring sheet was 0.89. The experts suggested that the words used in the scoring sheet

should be the same as in the rating scale. Thus, the scoring sheet was revised by changing the words used to be the same as the rating scale.

During the pilot study, the instrument was used in the same way it would be used in the main study in order to test its effectiveness in collecting the data. The implementation showed that there were no problems with this assessment instrument.

3.1.3.1.4 Pre- and post-perceived writing self-efficacy questionnaire (Appendix D)

The pre- and post-writing self-efficacy questionnaire was designed to investigate the students' perceived writing self-efficacy to write the informative and persuasive texts before and after receiving the genre awareness instruction based on the concept of self-efficacy of Bandura (1977).

There were two parts of the questionnaires. The first part elicited the background knowledge and the second part elicited the students' confidence, motivation, and willingness to communicate in writing in terms of grammar, organization, word choice when writing the informative and persuasive texts. The background knowledge part was designed to gather the information of the students' writing experience before attending the course and the CU-TEP score. This part was in the form of gap-filling. There were 20 questions in the second part. The first question concerned the overall ability of writing the selected genres. Question numbers two to number four were concerned with the grammatical features in the selected genres. Question numbers five to seven concerned

the organization. Question numbers eight to ten concerned the vocabulary. The first ten questions were about the persuasive text types. Question numbers 11-19 concerned the informative text types following the same organization of questions. The last question elicited the students' perception of their ability to write other text types. The questionnaire was in the form of gap-filling. There was a scale from 0 to 100 that the students had to fill in for every statement. The questionnaire was written in Thai and in English to prevent a language barrier. This questionnaire was given to the three experts in the field of language assessment for validation.

Validation and Revision

The IOC's results showed that the mean score of the content validity of the pre- and post-perceived writing self-efficacy questionnaires were 0.79. The experts advised that some technical terms in the questionnaires should be explained to the students for better understanding. Therefore, the questionnaires were revised according to the experts' comments and suggestions by adding some explanation of the technical terms used in the questionnaires to the students.

During the pilot study, the instrument was used in the same way it would be used in the main study in order to test its effectiveness in collecting the data. The finding showed that the students did not have any problem with this instrument.

3.1.3.1.5 Attitude questionnaire (Appendix E)

The attitude questionnaire was designed to investigate the students' attitudes toward the genre awareness instruction. There were two parts of the questionnaire. The first part elicited the background knowledge and the second part elicited the students' attitudes toward the genre awareness instruction. The first part was designed to gather the information of the students' writing experience before attending the course and the CU-TEP score. This part was in the form of gap-filling. There were 15 questions in the second part. The first five questions of the attitude questionnaire concerned the attitudes toward the course usefulness, question numbers six to ten concerned the attitudes toward each step of teaching, and the last five questions concerned the main course materials. The questionnaire was in a five-point Likert scale format and was written in both Thai and in English to prevent a language barrier to ensure that the students understood them.

This questionnaire was given to the three experts in the field of language assessment for validation and was given to the students at the end of the course in order to see the attitudes toward the genre awareness instruction after experiencing this proposed writing instruction.

Validation and Revision

The IOC's results showed that the mean score of the content validity of the attitude questionnaire was 0.93. The experts advised that the Thai version of the

questionnaire should be checked for clarity. Consequently, the questionnaire was revised according to the experts' suggestions to increase ease of understanding.

During the pilot study, the instrument was used in the same way it would be used in the main study in order to test its effectiveness in collecting the data. The finding showed that students did not have any problem with this instrument.

3.1.3.1.6 Interview protocol (Appendix F)

The interview protocol was designed to explore the students' genre awareness knowledge, attitudes, and perceived writing self-efficacy. There were six questions. Question numbers one and two concerned the students' attitudes toward the genre awareness instruction. Question numbers three to five examined how the students used their awareness of genre in their writing, its usefulness, and the genre awareness knowledge transferability. The last question was about their perceived writing self-efficacy when writing the selected genres.

Ten students in class were randomly chosen to be interviewed individually. The interviews were administered twice in class. The first administration was at the beginning of the course and the second was during the last class.

Validation and Revision

The IOC's results showed that the mean score of the content validity of the interview was 0.70. One of the experts suggested that the protocol should be more systematic as it should be two interview questions for each pre- and post-interview

protocol. Thus, the interview questions were added to the interview protocol as the experts suggested.

During the pilot study, the instrument was used in the same way it would be used in the main study in order to test its effectiveness in collecting the data. The finding showed that the students did not have any problem with this instrument. The following part is the elaboration of the instructional materials used in this study.

3.1.3.2 Instructional materials

The writing pedagogy of this study followed the teaching steps of the teaching-learning cycle (Hyland, 2003), which were contextualizing, modeling, negotiating, constructing, and connecting. Each teaching step had its own objectives and instructional materials as follows.

The **contextualizing** step helped the students to be aware that the texts were shaped and influenced by the writers' roles, the audiences, the purposes, the contexts, etc. and to build shared knowledge of a target genre by providing the students with the writing awareness checklists, language exercises, samples, and reflection worksheets.

The **modeling** step helped the students to be aware of the linguistic features, purposes, structures, and organizations of the learned genres by means of explicit teaching and provision of models, the writing awareness checklists, language exercises, and the reflection worksheets.

The **negotiating** step helped the students to write an informative text and a persuasive text by providing the students with writing assignments, inappropriate samples, the writing awareness checklists, language exercises, and the reflection worksheets.

As for the **constructing** step, the students should be capable of writing a text in the selected genres by themselves. The tools that helped the students to achieve this goal were the writing assignments, the writing awareness checklists, language exercises, and the reflection worksheets.

Finally, the **connecting** step helped the students to be able to identify the genres' elements in different text types by providing the students with the different text type worksheets and the reflection worksheets.

3.1.3.2.1 Course syllabus (Appendix G)

In this study, the course syllabus was the reflection of the conceptual framework of the study. It was designed based on the teaching-learning cycle (Hyland, 2003), the move analysis (Swales, 1990), and the genre awareness analysis (Johns, 2008). There were two main writing units, which were informative text and persuasive text units. Each unit comprised five steps of the teaching-learning cycle, which were contextualizing, modeling, negotiating, constructing, and connecting. As for the perceived writing self-efficacy, this concept of Bandura (1977) was integrated throughout the cycle of

teaching-learning in the form of positive feedback, peer modeling, writing sequencing tasks, reflection, etc.

The details and examples of each of the sequencing writing task in this study including text types, contents, materials, scope and sequences, lesson plans, and assessments are presented in Appendix G.

Validation and Revision

The IOC's results showed that the mean score of the content validity of the course syllabus was 0.83. The experts were worried that the timing of each activity may be too short for the students to complete the tasks. Also, two of the experts cautioned that the comment guideline may be too difficult to implement and there might not be enough time to train the students on how to use it although it was good for them. They asked for a reconsideration of implementing the comment guideline. Therefore, this instrument was revised by removing the comment guideline from the genre awareness instruction as suggested by the experts before it was implemented in the pilot study.

During the pilot study, the instrument was used in the same way it would be used in the main study in order to test its effectiveness in collecting the data. The finding showed that the students did not have problems with the lesson plan and course syllabus.

3.1.3.2.2 Writing awareness checklist (Appendix H)

The writing awareness checklist was designed to help the students to be aware of the genres' elements before writing, during writing, and after writing. This instrument could be considered as the specific learning strategy that helped the students to know what the students had to do and to provide a logical sequence of steps in writing. According to Margolis and McCabe (2006), this is considered one way to strengthen the students' perceived writing self-efficacy.

The writing awareness checklist was adapted from the prompt analysis for genre awareness of Johns' (2008) because the prompt analysis for genre awareness of Johns' (2008) was designed specifically for the ESL/EFL novice students. This analysis was also less advanced and sufficiently scaffolded in comparison with other genre awareness analyses that were mostly designed for the native speakers of English. Originally, the prompt analysis for genre awareness was characterized into ten categories, which were genre name, purpose, context, writer's role, audience, context, sources, other specifications, assessment, and making the text your own. In this study, only six of the ten elements were employed in the writing awareness checklist because the genre awareness elements of sources, other specification, assessment, and making the text your own were not relevant to the study and did not reflect what the students would find in the texts of the writing tasks in class.

The writing awareness checklist was given to the students at every step of the teaching-learning cycle, except for the connecting step, in order to emphasize and to reinforce the genre awareness knowledge. When the students read the text, write the text, or plan the text, this checklist would help the students to consider the genres' elements. The students had to fill in the gap in the table to show that they already understood and were aware of that element. Then, the students needed to send it back to the instructor for evaluation. To help the students to understand each element better during writing, the brief definition of each element of the writing awareness checklist was provided for the two different genres with slightly different definitions.

Validation and Revision

The IOC's results showed that the mean score for the content validity of the writing awareness checklist was 0.89. The experts recommended that each of the elements in the checklist should come with an explanation of how to do the checklist. Therefore, this instrument was revised as suggested by adding an example of how to complete the checklist.

During the pilot study, the instrument was used in the same way it would be used in the main study in order to test its effectiveness in collecting the data. The findings showed that the students suggested that since there were already the language exercise worksheet and writing awareness checklist for each class, the writing awareness checklist could be combined with the exercises by adding the checklist as

part four to the language exercise worksheet in order to avoid the students' confusion in completing the task. Consequently, the final version of the writing awareness checklist was revised according to the students' suggestions.

3.1.3.2.3 Language exercises (Appendix I)

The language exercises were designed to help the students to understand and to be able to use the language to write in the selected genres. This instrument helped the students to understand the grammar, vocabulary, organization, and genres' elements in the context by providing them with the exercises based on what they learned in that week. Since these instruments helped the students to understand the texts more, it could reduce the stress and fear of failure as well as encourage the students to try harder. Pintrich and Schunk (2002) believe that the struggling students interpret the excessive effort, stress, and fatigue as a sign of low ability, which create a negative effect on their motivation and confidence. As a consequence, if the students' feeling of stress and fatigue could be minimized, it may help strengthen their perceived writing self-efficacy.

The language exercises were created based on two units of writing, which were the informative text unit focusing on invention creation and the persuasive text unit focusing on hotel reservation. According to Hyland (2014), grammar and vocabulary should be taught within the context of learning in order to help the students to understand the target genres and to enable them to construct them appropriately. As a

consequence, all the language features in the context of use were taught. The language exercises were given to the students every week except the last week of each lesson.

Validation and Revision

The IOC's results showed that the mean score of the content validity of the language exercises was 0.84. The experts were concerned with the time to complete the exercises especially the awareness of genre. The experts believed that the students would understand the genre awareness knowledge but they may only be capable of using the appropriate language once they reached a certain level of English proficiency. The students' English level of proficiency was also another concern. Therefore, this instrument was revised as suggested by the experts before it was used in the pilot study by adjusting the exercises to fit students' level of proficiency.

During the pilot study, the instrument was used in the same way it would be used in the main study in order to test its effectiveness in collecting the data. The finding showed that students would like to spend more time on the exercises rather than moving to another topic without fully understanding the content in the exercises first. Consequently, the final version of language exercises was revised by allowing the students to spend more time on each task according to the students' suggestions.

3.1.3.2.4 Writing samples (Appendix J)

The samples of the informative and persuasive texts were designed to raise students' background knowledge, to provide the students with an opportunity to

construct the knowledge of the text types, and to make them aware of how the writers' roles, audiences, purposes, etc. influenced how texts were shaped. These samples were going to act like a peer model that the students could observe and analyze, which was considered to be one of the strategies to strengthen the students' perceived writing self-efficacy (Margolis & McCabe, 2006).

These samples were created by considering the genres' elements, the students' prior knowledge of content, the level of the linguistic knowledge and skill, and the degree of familiarities with the texts. The samples were clearly created to demonstrate the issues of grammatical knowledge, vocabulary knowledge, textual knowledge, sociolinguistic knowledge, functional knowledge, and content by including the taught grammatical features, the vocabulary that were influenced by the genres' elements, and the writing structures that were influenced by the selected genres. Since there were two genres taught in this study, the samples that were going to be used were different.

Informative texts, according to Hyland (2003), referred to the texts that provide information or data in the form of descriptions, explanations, and reports. The aims for this text type were to give and to describe the information. Folse, Solomon, and Clabeaux (2010) explain that this type of texts should contain the thesis statement, topic sentence for each paragraph, a variety of descriptive adjectives, connecting transition words, and free style conclusion without mentioning any mentioned information in the body.

Since the informative text focuses on describing functions, most of the paragraphs in the informative texts were constructed with the same basic pattern. Therefore, to write a good informative text, the construction of the paragraph is the most important. Oshima and Hogue (2006) describe the organization of the paragraph and how that paragraph is developed into an essay in a three-paragraph organization, which are introduction, body, and conclusion. Each paragraph in the text has its own move. The introduction begins with the general statements to give readers the background knowledge of the situation and the thesis statement to narrow down to the topic of the texts. The body includes the topic sentence to give the overall information in that paragraph, supporting sentences to clarify the topic sentence, and the concluding sentence to summarize the paragraph. The concluding sentence in each paragraph is optional. Lastly, the conclusion starts with the restatement of the texts to review the information and, then, a final comment to reflect on the text and to give opinions.

In this study, based on the aforementioned theories, the pattern of the informative text was adapted from Oshima and Hogue (2006) and the characteristics of the texts were based on Folse et al. (2010). The sample texts in the present study included the background knowledge and thesis statement in the introduction, the topic sentence to tell the readers what were presented and supporting details in each paragraph, and the restatement and the comment in the conclusion under the scope of

invention creation. The samples included the topic of purpose of the invention, the description, how to use the invention, and advantages and disadvantages.

On the other hand, persuasive texts, according to Hyland (2003a), refer to the texts that argue for something or some thoughts. Basically, this type of text refers to a text that explains what the writers agree or disagree with. The goal of this type of texts is to convince the readers that the writer's point is correct (Oshima & Hogue, 2006). In order to persuade the readers, there are many types of writing that can be used to achieve this goal. In this study, a persuasive text, which is under an argumentative text and is categorized as one way to persuade readers, was used.

Saylor (2008) explains the characteristics of argumentative texts, saying that they are composed of five parts, which are the purpose, the arguable issues, the evidence, the audience, and the recognition of the topic's complexity. To be able to write good argumentative texts, the writers need to have a purpose of the argument or the standing point and present what the writer believes with logical reasons and evidence. Furthermore, the writers must understand that the readers might not agree with the writers' idea but they must understand the writers' standing point.

Oshima and Hogue (2006) describe the organization of an argumentative text in two patterns, which are the point-by-point pattern and block pattern. Both of these patterns comprise three paragraphs, which are the introduction, body, and conclusion. However, the main difference is the point-by-point pattern describes one statement of

the other side along with the writer's argument at a time. The block pattern groups the other side's statements together followed by all of the writer's arguments, which make it a bit difficult to understand.

In this study, based on the aforementioned theories, the pattern of the persuasive text type was adapted from Oshima and Hogue (2006) and the characteristics of the texts were based on Seylor (2008). The persuasive text types in the present study comprised four paragraphs, which were the background information and the aims in the introduction, the argument and supporting reasons in the first body, the persuasion and supporting reasons in the second body, and the complimentary close in the conclusion paragraph under the scope of hotel reservation. The samples included the topic of the general situation, the hotel of interest, the uninterested hotel, and the conclusion.

In this study, all of the texts involved in two writing units including pre- and post-writing tests were based on this text construction. The samples were given to the students in the contextualizing step of the teaching-learning cycle in order to illustrate to the students how the language use, writer's role, audience, etc. influenced how texts were shaped and to raise the students' genre awareness and background knowledge of the persuasive text. The samples were given in a form of an activity of rearranging the texts. The two samples in each unit were cut up and mixed together for the students to rearrange according to the two situations given.

Validation and Revision

The IOC's results showed that the mean score of the content validity of the sample was 0.84. The experts had the same concern as the sample, which was about the time to complete the activity. Therefore, this instrument was revised as suggested by the experts before it was employed in the pilot study to ensure more effective time management.

During the pilot study, the instrument was used in the same way it would be used in the main study in order to test its effectiveness in collecting the data. The finding showed that students seemed to enjoy doing this activity and did not have any problem with the teaching material.

3.1.3.2.5 Models (Appendix K)

The model texts for the informative and persuasive texts were designed to raise the students' awareness of the purposes, structures, linguistic features, and organizations of the target text types. This instrument helped to raise the students' awareness of genres by allowing the students to analyze the texts with the instructor. These model texts also acted like a peer model that the students could observe, which is one of the ways to develop the students' confidence. This action should lead to development of the students' perceived writing self-efficacy (Margolis & McCabe, 2006).

These models were created by considering the genres' elements, the students' prior knowledge of content, the levels of the linguistic knowledge and skills, and the

degree of familiarities with the texts. The model was clearly created to demonstrate the issues of grammatical knowledge, vocabulary knowledge, textual knowledge, sociolinguistic knowledge, functional knowledge, and content knowledge by including the taught grammatical features, the vocabulary that were influenced by the genres' elements, and the writing structures that were influenced by the learned genres.

The students needed to analyze the key lexico-grammatical features and rhetorical features of the texts. The models for informative and persuasive texts illustrated how the informative and persuasive texts should be written. The models were given to the students in the modeling step.

Validation and Revision

The IOC's results showed that the mean score of the content validity of the model was 0.75. One of the experts was worried how the instructor was going to use the model to reflect on grammar, vocabulary, organization, and sociolinguistic features. To respond to the expert's suggestion, the adjustment needed to be done on the teaching instruction of the model in class to ensure clarity in order to reflect on the mentioned issues.

During the pilot study, the instrument was used as it would be in the main study in order to test its effectiveness in collecting the data. The finding showed that students did not have problems with the teaching materials.

3.1.3.2.6 Writing assignments (Appendix L)

The writing assignments were designed to reinforce what the students had learned in class and provided the students with an opportunity to apply what they had learned to real writing tasks.

The writing assignments were created based on the objectives of the course, which were to help the students to write two types of writing effectively. As for the informative text, the students were given a situation to write about inventing a new invention within 300 words. As for the persuasive text, the students were given a prompt relating to the writing unit. The students had to use the information in the two sources given to write a well-organized text. The writing assignments were in the same format with the pre- and post-writing tests. The students should demonstrate an understanding of the grammatical knowledge, vocabulary knowledge, textual knowledge, sociolinguistic knowledge, functional knowledge, and content knowledge by including the taught grammatical features, the vocabulary that were influenced by the genres' elements, and the writing structures that were influenced by the learned genres.

The assignments were given to the students in the negotiating and constructing steps. As for the negotiating step, the researcher and the students cooperatively completed the writing exercises together. The instructor gave all the support that the students needed in order to help them to gain control and confidence over their writing.

As for the constructing step, the students were given an assignment that they had to complete by themselves.

Validation and Revision

The IOC's results showed that the mean score of the content validity of the writing assignments was 0.86. One of the experts stated that she liked the way the researcher added some pictures to the task. If it was possible, she suggested that there should be more pictures on the source texts. Therefore, this instrument was revised as suggested by the experts before it was employed in the pilot study by adding more pictures to the informative and persuasive text worksheet.

During the pilot study, the instrument was used in the same way it would be used in the main study in order to test its effectiveness in collecting the data. The finding showed that students seemed to enjoy doing this activity and did not have any problem with the writing assignments.

3.1.3.2.7 Inappropriate model (Appendix M)

The inappropriate model was designed to help the students to learn what inappropriate samples of the target text types were like. The inappropriate model included all the incorrect language features that were taught in the class. The model was also used to train the students to evaluate and to assess the works of others. This task helped to raise the students' awareness of the genres as they had to consider what they had learned including the genres' elements and structure, in order to evaluate this

inappropriate model. The inappropriate model was presented to the students in the negotiating steps. The students had to assess the inappropriate model with the instructor.

As previously mentioned, to strengthen perceived writing self-efficacy, the peer model is considered useful (Margolis & McCabe, 2006).

Validation and Revision

The IOC's results showed that the mean score of the content validity of the inappropriate model was 0.73. The experts suggested that the inappropriate model should have more pictures on the text to motivate students to read. Also, they were worried about many grammatical mistakes appearing on the texts. Even though those mistakes were intended, they may have confused some of the students.

During the pilot study, the instrument was used in the same way it would be used in the main study in order to test its effectiveness in collecting the data. The finding showed that some students struggled to complete the task especially those with a low level of English proficiency. They did not know what was correct and what was not. Also, they seemed to lack self-confidence to correct the text on their own. Consequently, the final version of the sample was revised by giving students some examples before completing the task and giving them positive feedback when they did it correctly.

3.1.3.2.8 Reflection worksheet (Appendix N)

The reflection worksheet was designed for the students to reflect on what they had learned in class. This reflection worksheet aimed to reinforce the awareness of genre knowledge and to strengthen the perceived writing self-efficacy by asking the students about what they had learned in the teaching-learning cycle and how the students could apply the learned knowledge to other texts in the future.

The worksheet consisted of seven open-ended questions. The first question was concerned with what the students had learned in the contextualizing step. The second, third, fourth, and fifth questions were what the students had learned in the modeling, negotiating, constructing, and connecting steps respectively. The sixth question was about the students' confidence, motivation, and willingness to communicate in writing after the experience with the five steps of the teaching-learning cycle. The last question asked about how the students could apply what they had learned to other text types outside the classroom, called genre awareness transferability.

The students were given the reflection worksheet at the end of each class. The data were used to triangulate with the data from the other instruments in terms of the effect of the genre awareness instruction on writing ability and writing self-efficacy.

Validation and Revision

The IOC's results showed that the mean score of the content validity of the reflection worksheet was 0.78. The experts suggested that a brief explanation of each

writing step in the reflection worksheet should be added. Therefore, this instrument was revised as suggested by the experts before it was employed in the pilot study.

During the pilot study, the instrument was used in the same way it would be used in the main study in order to test its effectiveness in collecting the data. The finding showed that the students seemed to enjoy doing this activity and did not have any problem with the teaching materials except they felt a bit exhausted at the end of every class.

3.1.3.2.9 Different text type worksheet (Appendix O)

The different text type worksheet was designed to give the students an opportunity to experience texts in the real world context. These samples were used to investigate whether the students could transfer their awareness of genre knowledge to other types of texts.

The different text type worksheet was created by the researcher for the purposes of this study, which were for the students to be aware of the genres' elements and to understand writing better. The researcher gathered many samples in the exchanges, procedures, and story text types that would be given to the students in this step to construct the samples of different text types for the students.

The samples included the exchanges, procedures, and story text types based on Hyland's text type category (2003a) under the same scope as the two writing units. The different text type worksheet was presented to the students in last class of each

lesson. The students had to analyze these samples without the writing awareness checklist in order to see whether they really understood what they had learned in the previous step.

Validation and Revision

The IOC's results showed that the mean score of the content validity of the different text type worksheet was 0.72. The experts suggested that the instruction of this instrument should be provided, not just the instructor's verbal explanation in class. Therefore, the instruction was added to the worksheet.

During the pilot study, the instrument was used in the same way it would be used in the main study in order to test its effectiveness in collecting the data. The finding showed that students seemed to understand the instrument and did not have any problem with the teaching material.

3.1.4 Pilot Teaching

In order to implement the genre awareness instruction to enhance writing ability and perceived writing self-efficacy in the classroom, one group of students was employed as the pilot study group for one semester prior to the main study in the following semester. The research instruments used in the pilot study had been developed and validated based on the conceptualized theoretical framework and the experts' comments.

The pilot teaching was conducted on the second semester of the academic year 2014 with undergraduate students in a required Experiential English II course, Chulalongkorn University. The lessons lasted 12 classes, two hours for each class with a total of 24 hours. The students were given the pre-writing test on informative text and persuasive text writing with an hour to finish on the first day of the course. Ten students in class were randomly chosen to be interviewed individually about their writings in terms of what, when, why, and how they write; what they had written; as well as genre awareness knowledge transferability.

As for the effectiveness of the pilot teaching, the researcher had found that there were both positive and negative aspects based on the instructor's diary and observation in class. The positive aspect of the pilot teaching was the students' positive attitudes toward the writing instruction. The students seemed to enjoy the task in the contextualizing step the most because they had a chance to understand the situation of the text before starting writing. Since the students understood more about how texts were shaped, they gained more confidence in writing and knew what to consider when writing a new text in the future. However, some lessons, activities, and materials still needed to be revised and improved. The students seemed to be a bit confused about some writing lessons since it might be too complicated to explain to the students in a short time. The instructor needed to slowly explain to the students the activities one step at a time for the students to fully understand the activities. Also, some teaching materials

could be combined into one page in order to avoid confusion. Moreover, some students could finish the activities faster than others. This made those students felt bored of waiting for their friends and started talking to each other which could disrupt the class. Learning styles were also important factors that affected the students' attitudes towards the course. Some students did not like working alone, while others did not like group work activities. Thus, a balance between the teaching and learning styles needed to be considered.

In conclusion, the findings of the pilot study shed more light on how to revise and to improve the teaching instruction, materials, and activities for the experiment in the main study.

3.2 Stage 2: The main study and data collection

After all the lessons had been revised according to what had been found in the pilot study, the main study was conducted according to the aforementioned instructional plans and instruments.

The main data collection was carried out in the summer course for 24 hours, two hours for each class, for a total of 12 classes. At the beginning of the course, all 27 students were given the pre-writing test and pre-perceived writing self-efficacy questionnaires to complete. After they had completed both the test and questionnaire, ten students were selected randomly for the pre-interview on perceived writing self-efficacy. The class was conducted based on the framework of the study throughout the

course. At the end of the course, the students needed to complete the post-writing test, post-perceived writing self-efficacy, attitude questionnaire, and post-interview on perceived writing self-efficacy and the students' attitudes toward the genre awareness instruction.

3.3 Stage 3: Data analysis

In order to investigate the effectiveness of the genre awareness instruction on the students' writing ability and its effect on development of perceived writing self-efficacy, the aforementioned instructional materials and assessment instruments were used throughout the study. The following section explains how to answer each research question by showing how to analyze the data and which instruments were used.

3.3.1 Research question one: the effects of the genre awareness instruction on first-year students' writing ability

The data collected from the writing tests were analyzed in order to see the effects of the genre awareness instruction on writing ability. The pre- and post-writing mean scores were compared by using a *t*-test in order to determine the students' progress on writing achievement. The rating scale used in this study was categorized into six categories, which were syntactic knowledge, vocabulary knowledge, textual knowledge, sociolinguistic knowledge, functional knowledge, and content knowledge in order to assess the students in the different parts of their writing. There were two raters in this study. One was the instructor and the other was an expert in the field of writing

who helped to cross-check the test scores. The inter-rater was an instructor of English at Chulalongkorn University Language Institute, who had an experience teaching English writing for ten years. The writing scores of the researcher and the inter-rater's were calculated to find the average. However, if the differences in the scores of the researcher and the inter-rater were larger than two points, the researcher and the inter-rater would discuss the discrepancy and reached a mutual conclusion.

3.3.2 Research question two: the effects of the genre awareness on first-year students' perceived writing self-efficacy

The data collected from the perceived writing self-efficacy questionnaires, the interview on perceived writing self-efficacy, and the reflection worksheet were analyzed in order to see the effects of the genre awareness instruction on first-year students' perceived writing self-efficacy.

The data obtained from the pre- and post-perceived writing self-efficacy questionnaires were used to analyze descriptive statistics of mean, S.D. and *t*-test. There were two parts, which were the students' confidence, motivation, and willingness to communicate in writing in terms of grammar, organization, and word choice in the informative and persuasive writing and how the students could apply the confidence, motivation, and willingness to communicate from this proposed instruction to write other text types.

The data gathered with the reflection worksheet were analyzed using content analysis. The frequency of occurrence such as the aims for each lesson, perceived writing self-efficacy, and attitude was counted as a tactic for generating meaning from the data for this study. The data from the reflection worksheet were analyzed and presented in accordance with the aims of each lesson. There were two raters in this study. The researcher provided the data to the expert to come up with coding and emerging themes. Later on, the researcher's coding and themes were validated and cross-checked before they were used in this study. If there was a disagreement, the discussion between the researcher and the expert would occur to find the solution. The expert who helped with the interviews data was an English lecturer at Kasetsart University who had experience teaching and assessing students' English proficiency.

The interview findings were analyzed by means of content analysis. The interview questions could be divided into three main categories based on the objectives of each question, which were the students' attitudes toward the course, the students' genre awareness knowledge, and the students' perceived writing self-efficacy. Then, the interviews of all ten students were transcribed, and the transcription was used to find the themes of the interview. The researcher provided the data to the expert to determine the coding and emerging themes. Later, the researcher's coding and themes were validated and cross-checked before they were used in this study by an expert. If there

was a disagreement, the discussion between the researcher and the expert would occur to find the solution.

3.3.3 Research question three: the effects of genre awareness instruction on the students' attitudes

The data collected from the attitude questionnaire and the interviews were analyzed in order to see the effects of the genre awareness instruction on students' attitudes. The mean score was used to determine if the students were satisfied with the course. The data were divided into three parts, which were the attitudes toward the course usefulness, each step of teaching, and the main course materials.

The interview findings were analyzed by means of content analysis. The interview questions could be divided into three main categories based on the objectives of each question, which were to elicit the students' attitudes toward the course usefulness, the students' genre awareness knowledge, and the students' perceived writing self-efficacy. Then, the interviews of all ten students were transcribed, and the transcription was used to find the themes of the interview. The researcher provided the data to the expert to help to determine coding and themes, which were later on validated and cross-checked before they were used in this study. If there was a disagreement, the discussion between the researcher and the expert would occur to find the solution. The expert who helped with the interviews data was an English lecturer at Kasetsart University.

In conclusion, this chapter has discussed the research procedures, instructional materials, and assessment instruments. The chapter first begins with the overview of the methodology. Then, the research procedures in details are elaborated including the development of the genre awareness instruction, its implementation, its effects on the students' writing ability and the students' perceived writing self-efficacy. A summary of the research instruments and data collection are presented in Table 1 below.



Table 1 A Summary of the research Instruments and data collection

Research questions	Research objectives	Instruments	Methods of analysis
1. What are the effects of the genre awareness instruction on EFL students' writing ability?	To investigate the effects of the genre awareness instruction on EFL students' writing ability	Writing test and rating scale	<i>t</i> -test
2. What are the effects of the genre awareness instruction on EFL students' perceived writing self-efficacy?	To examine the effects of the genre awareness instruction on EFL students' perceived writing self-efficacy	Perceived writing self-efficacy questionnaire, reflection worksheet and interview	Descriptive statistics and <i>t</i> -test
			Content analysis and frequency
3. What are the students' attitudes toward the genre awareness instruction?	To explore the students' attitudes toward the genre awareness instruction	Attitude questionnaire and interview	Descriptive statistics
			Content analysis and frequency

CHAPTER IV

RESULTS

In this chapter, the research findings were discussed in accordance with the three research questions of the study below.

1. What are the effects of the genre awareness instruction on EFL students' writing ability?
2. What are the effects of the genre awareness instruction on EFL students' perceived writing self-efficacy?
3. What are the students' attitudes toward the genre awareness instruction?

4.1 Effects of the genre awareness instruction on EFL students' writing ability

To answer Research Question One, the quantitative data obtained from the pre-writing and post-writing test were analyzed to determine the development of the students' writing ability before and after the implementation of the genre awareness instruction.

The pre- and post-writing tests were aimed to assess the students' writing ability on six categories of language knowledge, which were syntactic knowledge, vocabulary knowledge, textual knowledge, sociolinguistic knowledge, functional knowledge, and content knowledge in two different genres. Each category of language knowledge was worth ten points, totaling 60 points in total.

4.1.1 Informative texts

As regards informative texts, the minimum score of the pre-writing test was 0 and the maximum score was 42.25. The post-writing test minimum score was 2.88 and the maximum was 48.75. The students' writing ability increased with statistical significance with a large effect size (pre-writing test mean score = 2.60; post-writing test mean score = 20.49; $p = 0.000$; $d = -1.40$). Some examples of the pre- and post-writing tests minimum and maximum score are presented in Appendix P.

As regards the students' syntactic knowledge, the minimum mean score of pre-writing test was 0.38 and the maximum score was 7. The post-writing test minimum score was 1 and the maximum was 8. The students' syntactic knowledge in writing an informative text could be considered at the beginner level before attending the course (mean = 0.51; S.D. = 1.34). However, after implementing the genre awareness instruction, the students' syntactic knowledge to write an informative text increased with statistical significance with a large effect size (mean = 3.51; S.D. = 2.85; $p = 0.000$; $d = -1.37$).

As for the vocabulary knowledge, the minimum score of the pre-writing test was 0.38 and the maximum score was 7. The minimum score of the post-writing test was 2 and the maximum was 7.75. The students' vocabulary knowledge in writing an informative text could be considered at the beginner level before attending the course (mean = 0.49; S.D. = 1.34). However, after implementing the genre awareness

instruction, the students' vocabulary knowledge to write an informative text increased with statistical significance with a large effect size (mean = 3.62; S.D. = 2.81; $p = 0.000$; $d = -1.45$).

With regard to the textual knowledge, the minimum score of the pre-writing test was 0.38 and the maximum score was 6.5. The minimum score of the post-writing test was 2.5 and the maximum was 8. The students' textual knowledge in writing an informative text could be considered at the beginner level before attending the course (mean = 0.36; S.D. = 1.26). However, after implementing the genre awareness instruction, the students' textual knowledge to write an informative text increased with statistical significance with a large effect size (mean = 3.14; S.D. = 2.80; $p = 0.000$; $d = -1.30$).

With regard to sociolinguistic knowledge, the minimum score of the pre-writing test was 0.38 and the maximum score was 7. The minimum score of the post-writing test was 1.5 and the maximum was 8. The students' sociolinguistic knowledge in writing an informative text could be considered at the beginner level before attending the course (mean = 0.36; S.D. = 1.34). However, after implementing the genre awareness instruction, the students' sociolinguistic knowledge to write an informative text increased with statistical significance with a large effect size (mean = 3.37; S.D. = 2.83; $p = 0.000$; $d = -1.39$).

Regarding functional knowledge, the minimum score of the pre-writing test was 0.38 and the maximum score was 7.75. The minimum score of post-writing test was 2.5 and the maximum was 8. The students' functional knowledge in writing an informative text could be considered at the beginner level before attending the course (mean = 0.39; S.D. = 1.49). However, after implementing the genre awareness instruction, the students' functional knowledge to write an informative text increased with statistical significance with a large effect size (mean = 3.21; S.D. = 2.73; $p = 0.000$; $d = -1.31$).

Lastly, as regards content knowledge, the minimum score of the pre-writing test was 0.38 and the maximum score was 8. The minimum score of post-writing test was 3 and the maximum was 9. The students' content knowledge in writing an informative text could be considered at the beginner level before attending the course (mean = 0.50; S.D. = 1.53). However, after implementing the genre awareness instruction, the students' content knowledge to write an informative text increased with statistical significance with a large effect size (mean = 3.56; S.D. = 3.00; $p = 0.000$; $d = -1.31$).

The pre- and post-writing test mean scores of informative text are presented in Table 2 below.

Table 2 Pre-and post-writing test mean scores of informative text

Items	Mean		S.D.		<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
	Pre	Post	Pre	Post				
Syntactic	0.51	3.51	1.34	2.85	-5.63	26	0.000	-1.37
Vocabulary	0.49	3.62	1.34	2.81	-5.85	26	0.000	-1.45
Textual	0.36	3.14	1.26	2.80	-4.43	26	0.000	-1.30
Sociolinguistic	0.36	3.37	1.34	2.83	-4.60	26	0.000	-1.39
Functional	0.39	3.21	1.49	2.73	-5.61	26	0.000	-1.31
Content	0.50	3.56	1.53	3.00	-5.60	26	0.000	-1.31
Total	2.60	20.49	8.09	16.61	-5.89	26	0.000	-1.40

In conclusion, it could be assumed that the students' writing ability improved in all language abilities including syntactic, vocabulary, textual, sociolinguistics, functional, and content knowledge. Considering the total mean score of the students' writing ability after implementing the genre awareness instruction, the students' writing ability was still considered at low level of proficiency although the students showed improvement in their writing ability.

4.1.2 Persuasive texts

As regards persuasive texts, the findings revealed that the students' minimum score of the pre-writing test was 5.25 and the maximum score was 42.5. In contrast, the minimum score of the post-writing test was 30 and the maximum was 49.5. The students' writing ability increased with statistical significance with a large effect size (pre-writing test mean score = 6.02; post-writing test mean score = 37.44; $p = 0.000$; $d = -2.74$).

Some examples of the persuasive text minimum and maximum score of pre- and post-writing tests are presented in Appendix P.

Regarding syntactic knowledge, the minimum score of the pre-writing test was 0.5 and the maximum score was 7. The minimum score of the post-writing test was 4 and the maximum was 8. The students' syntactic knowledge in writing a persuasive text could be considered at the beginner level before attending the course (mean = 0.98; S.D. = 2.08). However, after implementing the genre awareness instruction, the students' syntactic knowledge to write a persuasive text increased with statistical significance with a large effect size (mean = 5.91; S.D. = 1.70; $p = 0.000$; $d = -2.64$).

With regard to the vocabulary knowledge, the minimum score of the pre-writing test was 1 and the maximum score was 7. The minimum score of the post-writing test was 5 and the maximum was 8. The students' vocabulary knowledge in writing a persuasive text could be considered at the beginner level before attending the course (mean = 0.99; S.D. = 2.08). However, after implementing the genre awareness instruction, the students' vocabulary knowledge to write a persuasive text increased with statistical significance with a large effect size (mean = 5.70; S.D. = 2.07; $p = 0.000$; $d = -2.31$).

As regards the students' textual knowledge, the minimum score of the pre-writing test was 1 and the maximum score was 6. The minimum score of the post-writing test was 4.5 and the maximum was 8. The students' textual knowledge in writing a

persuasive text could be considered at the beginner level before attending the course (mean = 0.96; S.D. = 2.03). However, after implementing the genre awareness instruction, the students' textual knowledge to write a persuasive text increased with statistical significance with a large effect size (mean = 6.50; S.D. = 1.83; $p = 0.000$; $d = -2.92$).

As for the sociolinguistic knowledge, the minimum score of the pre-writing test was 0.5 and the maximum score was 7.25. The minimum score of the post-writing test was 3.75 and the maximum was 8.5. The students' sociolinguistic knowledge in writing a persuasive text could be considered at the beginner level before attending the course (mean = 0.96; S.D. = 2.03). However, after implementing the genre awareness instruction, the students' sociolinguistic knowledge to write a persuasive text increased with statistical significance with a large effect size (mean = 6.22; S.D. = 1.81; $p = 0.000$; $d = -2.79$).

With regard to the functional knowledge, the minimum score of the pre-writing test was 1.25 and the maximum score was 7. The minimum score of the post-writing test was 5 and the maximum was 8.75. The students' functional knowledge in writing a persuasive text could be considered at the beginner level before attending the course (mean = 1.08; S.D. = 2.30). However, after implementing the genre awareness instruction, the students' functional knowledge to write a persuasive text increased with

statistical significance with a large effect size (mean = 6.19; S.D. = 1.78; $p = 0.000$; $d = -2.53$).

Regarding content knowledge, the minimum score of the pre-writing test was 1 and the maximum score was 8. The minimum score of the post-writing test was 5 and the maximum was 9. The students' content knowledge in writing a persuasive text could be considered at the beginner level before attending the course (mean = 1.08; S.D. = 2.30). However, after implementing the genre awareness instruction, the students' content knowledge to write a persuasive text increased with statistical significance with a large effect size (mean = 6.72; S.D. = 1.85; $p = 0.000$; $d = -2.75$). The pre- and post-writing test mean scores of persuasive text are presented in Table 3 below.

Table 3 Pre-and post-writing test mean scores of persuasive text

Items	Mean		S.D.		<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
	Pre	Post	Pre	Post				
Syntactic	0.98	5.91	2.08	1.70	-10.28	26	0.000	-2.64
Vocabulary	0.99	5.70	2.08	2.07	-7.59	26	0.000	-2.31
Textual	0.96	6.50	2.03	1.83	-10.69	26	0.000	-2.92
Sociolinguistic	0.96	6.22	2.03	1.81	-10.66	26	0.000	-2.79
Functional	1.08	6.19	2.30	1.78	-10.20	26	0.000	-2.53
Content	1.08	6.72	2.30	1.85	-11.24	26	0.000	-2.75
Total	6.02	37.44	12.74	10.54	-10.55	26	0.000	-2.74

In conclusion, it could be assumed that the students' writing ability improved in all language abilities including syntactic, vocabulary, textual, sociolinguistic, functional, and content knowledge. Considering the total mean score of the students' writing ability

after implementing the genre awareness instruction, the students' writing ability was still considered at low level of proficiency although the students showed improvement in their writing ability.

4.2 Effects of the genre awareness instruction on EFL students' perceived writing self-efficacy

To answer Research Question Two, the findings from both quantitative data obtained from the pre-perceived writing self-efficacy and post-perceived writing self-efficacy questionnaires and qualitative data obtained from the interviews and reflection worksheet indicated the development of the students' perceived writing self-efficacy after implementation of the genre awareness instruction.

4.2.1 The pre- and post-perceived writing self-efficacy questionnaires

The findings from the pre- and post-questionnaires focused on three main issues, which were the students' confidence in writing, the students' motivation in writing, and the students' willingness to communicate in writing. The following section reports on the students' overall and each aspect of perceived writing self-efficacy including their students' confidence, motivation, and willingness to communicate in writing.

4.2.1.1 The students' perceived writing self-efficacy

The students' perceived writing self-efficacy referred to the students' confidence, motivation, and willingness to communicate in writing in the learned genres

in terms of grammatical features, organizations, and vocabulary. The findings of the perceived writing self-efficacy questionnaires showed that the students' overall mean score of perceived writing self-efficacy before receiving the genre awareness instruction was 40.00 (S.D. = 10.53). However, after receiving the genre awareness instruction, their overall mean score increased to 55.14 (S.D. = 15.44; $p= 0.000$).

Table 4 Students' mean scores of pre- and post-perceived writing self-efficacy

Questionnaire item	Mean		S.D.		<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
	Pre	Post	Pre	Post				
I have confidence, willingness, and motivation in writing the informative and persuasive text type.	45.55	53.33	13.68	16.64	-1.80	26	0.83	-0.52
The students' confidence in writing								
I have confidence in writing a variety of sentences for the persuasive text type.	37.03	51.48	15.88	17.78	-3.20	26	0.004	-0.87

Questionnaire items	Mean		S.D.		<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
	Pre	Post	Pre	Post				
I have confidence to write all the required organization in a persuasive text type.	36.66	54.44	14.14	18.04	-4.56	26	0.000	-1.12
I have confidence to use a wide variety of lexical items based on the writer's role, audience, context, or genres' elements in the persuasive text type.	36.29	54.07	11.81	18.24	-3.97	26	0.001	-1.18
I have confidence in writing a variety of sentences for the informative text type.	37.03	54.07	14.36	15.99	-3.99	26	0.000	-1.14

Questionnaire items	Mean		S.D.		<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
	Pre	Post	Pre	Post				
I have confidence to write all the required organization in the informative text type.	36.29	52.22	14.45	17.17	-3.81	26	0.001	-1.02
I have confidence to use a wide variety of lexical items based on the writer's role, audience, context, or genres' elements in the informative text type.	34.81	54.44	13.96	18.67	-4.29	26	0.000	-1.21
The students' confidence overall mean score	36.35	53.45	11.54	15.50	-4.56	26	0.000	-1.28

The students' motivation in writing								
Questionnaire items	Mean		S.D.		<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
	Pre	Post	Pre	Post				
I am motivated in writing a variety of sentences for the persuasive text type.	38.88	54.44	13.10	14.50	-3.75	26	0.001	-1.15
I am motivated to write all the required organization in a persuasive text type.	39.62	54.40	14.53	19.48	-2.92	26	0.007	-0.88
I am motivated to use a wide variety of lexical items based on the writer's role, audience, context, or genre's elements in the persuasive text type.	40.37	56.25	11.25	17.10	-3.74	26	0.001	-1.12

Questionnaire items	Mean		S.D.		<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
	Pre	Post	Pre	Post				
I am motivated in writing a variety of sentences for the informative text type.	40.37	54.42	13.72	20.81	-2.90	26	0.007	-0.81
I am motivated to write all the required organization in the informative text type.	40.37	57.77	11.25	18.67	-4.45	26	0.000	-1.15
I am motivated to use a wide variety of lexical items based on the writer's role, audience, context, or genres' elements in the informative text type.	38.85	55.92	13.10	16.70	-4.16	26	0.000	-1.16
The students' motivation overall mean score	39.75	55.54	9.98	15.86	-4.19	26	0.000	-1.21

The students' willingness to communicate in writing								
Questionnaire items	Mean		S.D.		<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
	Pre	Post	Pre	Post				
I have willingness to writing a variety of sentences for the persuasive text type.	42.59	59.22	18.52	19.12	-2.12	26	0.003	-0.90
I have willingness to write all the required organization in a persuasive text type.	44.81	58.88	16.95	21.36	-2.70	26	0.012	-0.74
I have willingness to use a wide variety of lexical items based on the writer's role, audience, context, or genres' elements in the persuasive text type.	42.96	54.44	14.62	17.17	-2.63	26	0.014	-0.73

Questionnaire items	Mean		S.D.		<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
	Pre	Post	Pre	Post				
I have willingness to write a variety of sentences for the informative text type.	40.74	54.42	15.67	17.83	-3.25	26	0.003	-0.83
I have willingness to write all the required organization in the informative text type.	42.44	59.25	13.39	19.79	-3.64	26	0.001	-1.01
I have willingness to use a wide variety of lexical items based on the writer's role, audience, context, or genres' elements in the informative text type.	42.96	56.29	14.09	17.13	-2.88	26	0.008	-0.87
The students' willingness to communicate in writing overall mean score	42.71	56.17	13.53	15.96	-3.30	26	0.003	-0.93

Questionnaire items	Mean		S.D.		<i>t</i>	<i>df</i>	<i>p</i>	<i>d</i>
	Pre	Post	Pre	Post				
I can use this perceived writing self-efficacy to be applied to other type of texts	41.48	58.51	12.61	18.95	-4.35	26	0.000	-1.08
The students' overall mean score	40.00	55.14	10.53	15.44	-4.16	26	0.000	-1.17

To conclude, the students' overall mean score of perceived writing self-efficacy obtained after receiving the genre awareness instruction was higher than that obtained before receiving the genre awareness instruction. The following section presents the findings regarding the students' confidence, motivation, and willingness to communicate in writing.

4.2.1.2 The students' confidence in writing

The students' confidence in writing referred to the students' confidence to write in two learned genres in terms of grammatical features, organizations, and vocabulary. The findings derived from the perceived writing self-efficacy questionnaires administered at the beginning and at the end of the course and were confirmed by the qualitative data from the interviews and reflection worksheet.

The students' mean score of perceived writing self-efficacy obtained after receiving the genre awareness instruction regarding confidence to write the target

genres was higher than that obtained before receiving the genre awareness instruction with statistical significance with a large effect size ($p = 0.000$; $d = -1.28$). Before receiving the genre awareness instruction, the students' mean score of grammatical features was 37.03 (S.D. = 15.88), that of organization was 36.66 (S.D. = 14.14), and that of vocabulary was 36.29 (S.D. = 11.81) in a persuasive text type. As for the informative text type, the students' mean score of grammatical feature was 37.03 (S.D. = 14.36), that of organization was 36.29 (S.D. = 14.45), and that of vocabulary was 34.81 (S.D. = 13.96). On the other hand, after receiving the genre awareness instruction, the students' mean score of grammatical feature was 51.48 (S.D. = 17.78; $d = -0.87$), that of organization was 54.44 (S.D. = 18.04; $d = -1.12$), and that of vocabulary was 54.07 (S.D. = 18.24; $d = -1.18$). As for the informative text type, the students' mean score of grammatical features was 54.07 (S.D. = 15.99; $d = -1.14$), that of organization was 52.22 (S.D. = 17.17; $d = -1.02$), and that of vocabulary was 54.44 (S.D. = 18.67; $d = -1.21$).

This data showed that the students' perceived writing self-efficacy increased with statistical significance after receiving the genre awareness instruction. This instruction equipped them with more confidence to write in the learned genres in terms of grammatical features, organizations, and vocabulary. The findings from the pre-perceived writing self-efficacy and post-perceived writing self-efficacy questionnaires were supported by the findings from the students' interviews. The students reported that they did not have much confidence to write before receiving the genre awareness

instruction. However, after receiving the genre awareness instruction, the students' confidence increased significantly especially when it came to choosing the appropriate word choice in different contexts such as writing a letter to a teacher, writing an e-mail to a friend, etc.

The findings from the pre-interviews showed that the students had no confidence in writing before experiencing the genre awareness instruction. The students had no confidence in writing because they were unsure if they were able to correctly choose the vocabulary and write correct sentences. They did not know how to create a sentence even though some of them knew the basic sentence structures of English. Also, the students were worried about the level of formality when writing to different people as can be seen from the excerpts below:

If you are talking about confidence, I don't have any in writing. I don't know how to create good sentences. (Student #10)

I'm not sure I can write because my sentences are bad. I don't know about a good component in structuring sentences. (Student #1)

I will try to study hard in this class but I'm not sure whether I can write good sentences. (Student #3)

I don't feel confident in writing. I don't know how to write correct sentences in English. I mean I know that a sentence needs a subject, a verb, and an object, but to make a sentence, it is not that easy. (Student #6)

In addition to sentence structures, the students were uncertain whether they were able to choose the right vocabulary for what they were writing, partly due to a lack of confidence as well, as some of them described:

I always ask my friends to write for me and I follow her in writing sentences because I don't know the vocabulary. (Student #7)

When I use a dictionary, there are so many words with the same meaning. I don't know which word I should use. (Student #3)

It could be seen that the students were worried about not knowing which vocabulary should be used in a certain context. When they felt that they did not have the needed knowledge, they hesitated to write due to not having confidence in writing.

Besides accuracy, the students were worried about appropriateness in writing in different situations to different readers, and with different purposes. Their concern could be seen from the excerpts below:

I think vocabulary is very important in writing because when you write to teachers, you cannot use the same words that you use with friends. I don't know how to choose appropriate words. I'm afraid that I will make the readers feel bad if I use inappropriate words. (Student #3)

Vocabulary is the most difficult part in writing because I don't know which word to choose to suit the situation. (Student #4)

There are so many grammatical features in English, I mean, in terms of sentence structures, organization, and word choice. What I understand is some features need to be used with formal language and others

need to be used with informal language. I don't know how to write either one of them. (Student #5)

One of the factors that made the students had no confidence in writing was the fact that they were unsure of which vocabulary they should use in different situations to different readers and purposes. Even though they know which vocabulary to use in different situations, they were not capable of structuring sentences with the vocabulary knowledge that they had.

After implementation of the genre awareness instruction, most students seemed to be more confident in writing. As for the post-interviews, the findings showed that the students had more confidence in structuring sentences because they could write more correct sentences. Moreover, the students had more confidence in choosing vocabulary to write in different situations to different readers and with different purposes after experiencing the genre awareness instruction as can be seen from the excerpts below:

Sentence structures could be learned and practiced. Although I'm not good at it, I think I can be better. (Student #10)

I think I now know how to write a basic sentence structure. It is not good yet, but I think I understand the basic of structuring sentences now. (Student #9)

Not only that, but the students also gained more confidence in writing in different situations. One of the reasons was because the students started to understand that different readers, writers, and purposes influenced how texts were shaped, as can be seen in the following excerpts:

I now know where to look before I write. I can choose the appropriate vocabulary and organization. (Student #2)

I also learn a lot of new vocabulary that has the same meaning but needs to be used in different situations based on the reader and writer. (Student #7)

I understand that vocabulary depends on the writer, reader, and situation now. (Student #4)

Based on the data from the interviews and the questionnaires, the students gained more confidence in writing in terms of grammatical features, vocabulary, and organizations after receiving the genre awareness instruction. They felt that writing obstacles that they had faced before receiving the genre awareness instruction were slowly overcome. Most students became more confident because they could structure sentence better and were able to select appropriate vocabulary for different writing situations.

4.2.1.3 The students' motivation in writing

The students' motivation in writing referred to the students' motivation to write in two learned genres in terms of grammatical features, organizations, and vocabulary. The findings came from the perceived writing self-efficacy questionnaires administered at the beginning and at the end of the course and were confirmed by the qualitative data from the interviews and reflection worksheet.

The students' mean score of perceived writing self-efficacy obtained after receiving the genre awareness instruction regarding motivation to write the target genres was higher than that obtained before receiving the genre awareness instruction with statistical significance with a large effect size ($p = 0.000$; $d = -1.21$). Before receiving the genre awareness instruction, the students' mean score of grammatical features was 38.88 (S.D. = 13.10), that of organization was 39.62 (S.D. = 14.53), and that of vocabulary was 40.37 (S.D. = 11.25) in a persuasive text type. As for the informative text type, the students' mean score of grammatical features was 40.37 (S.D. = 13.72), that of organization was 40.37 (S.D. = 11.25), and that of vocabulary was 38.85 (S.D. = 13.10). On the other hand, after receiving the genre awareness instruction, the students' mean score of grammatical features was 54.44 (S.D. = 14.50; $d = -1.15$), that of organization was 54.40 (S.D. = 19.48; $d = -0.88$), and that of vocabulary was 56.25 (S.D. = 17.10; $d = -1.12$). As for the informative text type, the students' mean score of grammatical features was 54.42 (S.D. = 20.81; $d = -0.81$), that of organization was 57.77 (S.D. = 18.67; $d = -1.15$), and that of vocabulary was 55.92 (S.D. = 16.70; $d = -1.16$).

Such data showed that the students' perceived writing self-efficacy increased with statistical significance after receiving the genre awareness instruction. This instruction equipped them with more motivation to write in the learned genres in terms of grammatical features, organizations, and vocabulary. The findings from the pre-

perceived writing self-efficacy and post-perceived writing self-efficacy questionnaires were supported by the findings from the students' interviews. The students reported that they had motivation to write before receiving the genre awareness instruction for various reasons. After receiving the genre awareness instruction, their motivation to write further increased. The students' opinions and suggestions on the instruction were clearly reflected below:

They had motivation to write for three main reasons, which were for writing skill improvement, for passing the exam, and for communicating with other people.

I want to be able to write a grammatically correct sentence, but I'm not good at it. (Student #7)

What I want to improve is the sentence structure in my writing. I still cannot write a good sentence. (Student #9)

I wish you can help me to do better in writing a good sentence and learn more vocabulary to be able to write to teachers and friends. (Student #3)

In sum, as it is shown, the students determined to improve their writing skills especially in the area of structuring sentences. It seemed the greatest concern of the students was the grammatical features of sentences. Not only that, but another reason for the students to be motivated to write was to pass the exams as can be seen in the excerpts below:

I want to learn more about writing because it is worth 20 points from 50 points in the exam. (Student #9)

I want to write better because I want to get a good grade. (Student #8)

The next English course is still composed of writing skill, so I want to learn more writing to pass the next English course. (Student #10)

The students also desired to be able communicate in English with their friends and their teachers appropriately. Basically, they knew that there were differences between communicating with teachers and friends as can be seen from the excerpts below:

I want to be able to communicate with my friends. I'm not sure I can do it now because I don't know good vocabulary to use with my friends and my sentences in English are bad. (Student #6)

I want to be able to know which appropriate words are to write to teachers and which word I should use with my friends. (Student #2)

After the implementation of the genre awareness instruction, most students showed that they remained motivated for the same reasons as those mentioned in the pre-interviews such as for writing skill improvement and for communicating with other people, as reflected below:

I think teachers should teach me more about writing a good sentence structure. I think it is very useful. (Student #9)

I think writing a good sentence is not as difficult as I think it is, so I want to learn how to write a good sentence more. (Student #8)

I think I want to write better and want to write more because it will be very useful when I write to my boss in the future. (Student #1)

I have more motivation to learn writing. I mean I can see that writing is very important. Writing is everywhere. We need to be able to write. (Student #7)

Simply put, it was found that the reasons for the students' motivation to write in terms of grammatical features, vocabulary, and organizations remained the same after receiving the genre awareness instruction. They were motivated to write because they wanted to improve their writing ability especially in terms of structuring sentences and choosing correct and appropriate vocabulary for the writing situations. Furthermore, most students were motivated to write because they wanted to be able to communicate with their boss, friends, and instructors in the future.

4.2.1.4 The students' willingness to communicate in writing

The students' willingness to communicate in writing referred to the students' willingness to write in the two learned genres in terms of grammatical features, organization, and word choice. The findings were derived from the perceived writing self-efficacy questionnaires administered at the beginning and at the end of the course and were confirmed by the qualitative data from the interviews and reflection worksheet.

The students' mean score of perceived writing self-efficacy obtained after receiving the genre awareness instruction regarding willingness to communicate in

writing the target genres was higher than that obtained before receiving the genre awareness instruction with statistical significance with a large effect size ($p = 0.003$; $d = -0.93$). Before receiving the genre awareness instruction, the students' mean score of grammatical features was 42.59 (S.D. = 18.52), that of organization was 44.81 (S.D. = 16.95), and that of vocabulary mean score was 42.96 (S.D. = 14.62) in a persuasive text type. As for the informative text type, the students' mean score of grammatical features was 40.74 (S.D. = 15.67), that of organization was 42.44 (S.D. = 13.39), and that of vocabulary was 42.96 (S.D. = 14.09). On the other hand, after receiving the genre awareness instruction, the students' mean score of grammatical features was 59.22 (S.D. = 19.12; $d = 0.90$), that of organization was 58.88 (S.D. = 21.36; $d = -0.74$), and that of vocabulary was 54.44 (S.D. = 17.17; $d = -0.73$) in a persuasive text type. As for the informative text type, the students' mean score of grammatical features was 54.42 (S.D. = 17.83; $d = -0.83$), that of organization was 59.25 (S.D. = 19.79; $d = -1.01$), and that of vocabulary was 56.29 (S.D. = 17.13; $d = -0.87$).

Such data showed that the students' perceived writing self-efficacy increased with statistical significance after receiving the genre awareness instruction. This instruction enhanced their willingness to communicate in writing in the learned genres in terms of grammatical features, organizations, and vocabulary. The findings from the pre-perceived writing self-efficacy and post-perceived writing self-efficacy questionnaires were supported by the findings from the students' interviews. The students reported that

they did not have strong willingness to communicate in writing before receiving the genre awareness instruction. However, after receiving the genre awareness instruction, the students' willingness to communicate in writing was enhanced as can be seen from the excerpts below:

The students did not have strong willingness to communicate in writing because they did not think that they could use what they had learned outside class. Also, some students felt that writing skill was boring.

I know how to write, but it is boring. It takes a long time to finish writing one text, so, I don't want to write. Why do I need to write something if I know that I cannot use it in the future? (Student #7)

The only time I write is when teachers told me to do so. I never want to write by myself. It is not fun at all. (Student #1)

The reasons why the students did not have strong willingness to communicate in writing were because they believed that they could not use this skill in real life and writing was not an interesting activity for them. After implementation of the genre awareness instruction, most students seemed to have more willingness to communicate in writing because they seemed to have more interest in writing. They realized that what they learned was important for them in the future, as can be seen from the excerpts below:

In the future, I want to enroll in the writing course, so, I can write better. (Student #3)

I think writing is very interesting. I want to write more in the future. I think need to practice. (Student #6)

As it was shown, the students seemed to be more willing to communicate in writing and would like to enroll in the writing course in the future. Moreover, they found it fun to write and wanted to write more.

4.3.2 Reflection worksheet

Another instrument that could be used to find evidence of the students' development of perceived writing self-efficacy was the reflection worksheet. The students were asked to write a reflection at the end of every class to reflect on what they had learned, which was one of the ways to strengthen self-efficacy.

According to the findings from the reflection worksheet, the students showed that they had achieved the daily class goal. Since each step of teaching was involved ways to improve the students' perceived writing self-efficacy, the students who achieved the goal were those whose perceived writing self-efficacy was strengthened.

To begin with, the students were satisfied with contextualizing step of teaching and they achieved the purpose of the contextualizing teaching step, which meant they became aware of the purposes, the writers' roles, the audiences, the contexts, etc. The also learned how texts were shaped, their background knowledge was raised of the two learned genre, and the knowledge of target genres was promoted, as reflected in the following excerpts:

I like the step of this activity. I feel like I gradually learn how to write a text by organizing two different text types with the same content. (Student #3)

I feel like this is a new way of teaching writing. I need to look at the situation of the text before choosing formal and informal language to write. (Student #9)

As it was shown, the students seemed to enjoy the activities in this step, knew the purpose why they needed to complete the activity in class, and achieved the goal. As a consequence, it could be said that the students' perceived writing self-efficacy was strengthened.

In the modeling step, the students started to be aware of how the genres' elements such as writers' roles, audiences, etc. influenced the sentence structures, linguistic features, and organizations of the texts as reflected in the following excerpts:

I have learned about how to write a text by learning from the examples in class. (Student #10)

There are many things to consider before writing. I need to consider a situation, an audience, a writer, and etc. Today, my teacher showed me an example of how to write a text in two situations with different writing elements. (Student #8)

The students were able to analyze the models with the instructor and realized that they needed to consider the genres' elements before writing. They could also distinguish the differences between models in terms of audiences, writers' roles, purposes, contexts, etc.

In the negotiating step, the purpose of this step was to help the students to write a target genre text with the help from the instructor and peers. In doing so, they could learn from one another what they did not understand, as they described:

I have a chance to practice writing with my friends. I can see that my friends made the same mistakes as I do. I feel a lot better because I am not the only one who cannot write. (Student #2)

I start to write by myself today. My friends and teacher also helped me to write. (Student #4)

The students started writing with the help from peers and the instructor. They reported that they could learn from others and they felt better when their friends made the same mistakes.

In the constructing step, the students realized they were able to write a text in the target genre by using what they had learned without the help from the instructor or peers, as presented below:

I have a chance to write by myself today. I can write a text by myself now without any help from my friends or my teacher. (Student #7)

I think I can apply what I have learned to write this time. (Student #5)

As shown in the excerpts, the students could write by themselves without any assistance from others by using what they had learned in class.

In the connecting step, the students learned to identify different text types and the genres' elements by using the genre awareness knowledge they had learned in class, as they described:

I have a chance to listen to my friends' analysis of the text based on what we have learned and see the differences among texts. (Student #6)

I think I can notice the differences between texts and learn how the audience and writers affect the usage of language. (Student #9)

In this step, the students tried to connect what they had learned to other text types that they had never seen before. They reported that they could see the differences between text types and how it affected the texts. In conclusion, based on the data gathered, the students seemed to be able to achieve the purposes of all the teaching steps. This led to more confidence, motivation, and willingness to communicate in writing.

4.3 Research question 3: Students' attitudes toward the genre awareness instruction

The findings from the questionnaire were utilized to explore three issues, which were the students' attitudes toward the course usefulness, each step of teaching, and the main course materials. Most of the students were satisfied with the course usefulness, teaching steps, and teaching materials.

4.3.1 The students' attitudes toward the course usefulness

The findings regarding students' attitudes toward the course usefulness focused on the usefulness of this writing instruction, the usefulness of what they had learned, and the usefulness of teaching steps.

In terms of the students' attitudes toward the overall course usefulness, the findings from the questionnaire revealed that this type of writing instruction and the teaching steps could help them to write English better (mean = 4.07; S.D. = 0.87) and they had learned a lot about writing English from this instruction (mean = 4.18; S.D. = 0.73). The students preferred this kind of writing instruction (mean = 4.03; S.D. = 0.70) and they were satisfied with the course usefulness (mean = 4.04; S.D. = 0.69). The aspect that the students were less satisfied with was the steps of teaching (mean = 3.85; S.D. = 0.94). The students' attitudes mean scores of course usefulness are presented in Table 5 below.

Table 5 Students' attitudes mean scores of course usefulness

Questionnaire items	Minimum	Maximum	Mean	S.D.
I think this type of writing instruction can help me to write English better.	1.00	5.00	4.07	0.87
I like this kind of writing instruction.	2.00	5.00	4.03	0.70

Questionnaire items	Minimum	Maximum	Mean	S.D.
I think I learn a lot about writing in English from this instruction.	2.00	5.00	4.18	0.73
I understand every step of the writing instruction.	2.00	5.00	3.85	0.94
I think that the teaching steps really help me to write better.	3.00	5.00	4.07	0.67
Total	2.00	5.00	4.04	0.69

To sum up, most of the students agreed that the course helped them to write better and they learned a lot from this writing instruction. Moreover, each teaching step was easy to follow and really helped students to write better as well.

4.3.2 The students' attitudes toward each step of teaching

The findings regarding students' attitudes toward each step of teaching focused on the students' understanding and preferences of the teaching step.

In terms of the students' attitudes toward each step of teaching, the findings revealed that the students had positive attitudes toward each step of teaching except for the constructing step. The students reported disagreement with this item, which stated that the students had to write a text without any help from the instructor or peers. In this study, there were five main steps, which were contextualizing, modeling, negotiating, constructing, and connecting. The data showed that the students were satisfied with the contextualizing step the most (mean = 4.51; S.D. = 0.50), followed by the negotiating and the connecting steps, which received the same mean scores of 4.07 (S.D. = 0.87

and 4.07). On the other hand, the students reported that they did not think that the constructing step (mean = 3.40; S.D. = 0.97) or a step that asked the students to complete the task by themselves helped them to write better. The students' attitudes mean scores of teaching steps are presented in Table 6 below.

Table 6 Students' attitudes mean scores of teaching steps

Questionnaire items	Minimum	Maximum	Mean	S.D.
I think the activity during contextualizing helps my understanding of how to write better.	3.00	5.00	4.51	0.50
I think the activity during modeling helps my understanding of how to write better.	3.00	5.00	3.88	0.64
I think the activity during negotiating helps my understanding of how to write better.	2.00	5.00	4.07	0.87
I think the activity during constructing helps my understanding of how to write better.	2.00	5.00	3.40	0.97
I think the activity during connecting helps my understanding of how to write better.	3.00	5.00	4.07	0.72
Total	3.00	5.00	3.99	0.44

In conclusion, most of the students agreed that each step of teaching helped them to write better especially the contextualizing step because it gave them background information of the learned genres. This helped the students to understand how to write the learned genres better. However, the students reported that they were not satisfied with the constructing step, during which they had to write by themselves without any assistance from the instructor or peers.

4.3.3 The students' attitudes toward the main course materials

The findings regarding the students' attitudes toward course materials focused on the benefits of the teaching materials the students could reap. Also, the students' understanding of and preferences for the main course materials were in the focus.

The findings illustrated that the students had positive attitudes towards all materials, especially the language exercises. The students reported that they were satisfied with the language exercises most (mean = 4.40; S.D. = 0.57). The materials that received the lowest mean score was writing assignments (mean = 3.81; S.D. = 0.83). The students' attitudes mean scores of course materials are presented in Table 7 below.

Table 7 Students' attitudes mean scores of course materials

Questionnaire items	Minimum	Maximum	Mean	S.D.
The writing awareness checklist helps me to understand how to write better.	2.00	5.00	4.25	0.71
The reflection worksheet really helps me to reflect what I have learned	2.00	5.00	4.03	0.75
The language exercise really helps me to review what I have learned.	3.00	5.00	4.40	0.57
The writing assignments really help me to practice what I have learned to authentic task.	3.00	5.00	3.81	0.83
The texts to be analyzed in class help me to write better, gain more perceived writing self-efficacy, and apply what I have learned to other text types.	3.00	5.00	4.25	0.65
Total	3.40	4.80	4.11	0.41

As shown in the attitude questionnaire, most of the students agreed that the teaching materials helped them to write and understand English writing better. As for the overall mean score of the students' attitudes toward the course, it was found that the overall mean score was 4.04 with the S.D. of 0.46. The students' mean scores of attitudes questionnaire are presented in Table 8 below.

Table 8 Students' mean scores of attitudes questionnaire

Questionnaire items	Minimum	Maximum	Mean	S.D.
Overall mean score of attitudes questionnaire	2.87	54.67	4.04	0.46

In conclusion, most of the students were satisfied with the genre awareness instruction. These findings from the attitude questionnaire were supported by the findings from the students' interviews toward course usefulness, steps of teaching, and teaching materials.

The findings from the interviews regarding course usefulness showed that the students were satisfied with the activities because they were fun and interesting. The students seemed to find the course interesting and were convinced that the contents they had learned in class could be used in daily life later on. The students' opinion and suggestion towards the course are presented below:

I really like this kind of teaching because I think I can use what I have learned in everyday life. (Student #1)

I like this kind of writing instruction because it is very interesting and fun. (Student #2)

Based on the data from the interviews and the questionnaires, it could be concluded that the students were satisfied with course usefulness, which agreed with the findings from the questionnaire as the course activities helped them to write better.

As for the students' attitudes toward the steps of teaching, it was found that the students were satisfied with the contextualizing step because they would like to be

prepared before writing a text and were dissatisfied with the constructing step because they were unsure of their writing ability as presented below:

The first step of teaching is really interesting. The teacher gives us the puzzle to organize in the correct order. I like this writing instruction the most. I can actually do something about writing, but I don't have to write. It is just like getting ready for the real writing. (Student #10)

I like the first step of teaching. This step helps me to be prepared for what I will learn next. (Student #5)

However, the students were dissatisfied with the constructing step because they did not have much confidence in writing by themselves. They did not feel that they were equipped with needed knowledge and needed more time to complete the task as they described:

I think it is really difficult to write by myself because I am not good at writing. I don't like it. (Student #4)

I don't have enough knowledge compared to my friends. I don't like to write by myself without looking at my friends' works. (Student #9)

I am a slow writer. When I write, I need more than an hour to finish it. I think it would be better if I have more time to finish the writing. (Student #8)

Based on the data from the interviews and the questionnaires, the students were satisfied with most steps of teaching such as contextualizing, modeling, negotiating, and connecting. The findings showed that these steps helped them to write better because

this instruction gave them enough time to slowly get to know what they were going to learn next. They liked the preparation before the actual practice. Also, each step of teaching was clear. However, some students had problems with the constructing step because of the time constraint, a lack of confidence, and uncertainty of their own knowledge.

As for the students' attitudes toward the teaching materials, it was found that the students were satisfied with the teaching materials especially the language exercises because the exercises in the course made it easier for the students to understand and follow the lessons learned in class, as shown in the excerpts below:

I like the exercises in the class. It makes me understand writing more.
(Student #6)

The language exercise in each class is very useful. There are grammar, vocabulary, and genre awareness parts. (Student #10)

I like the exercises in this class. It makes me understand writing more.
(Student #8)

The students also liked the writing awareness checklist because it reminded them of the genres' elements every time they started writing as illustrated in the following excerpts:

There is also a checklist of writing. It helps us to consider these elements before we write. (Student #1)

I think the checklist that the teacher gives us in class is very interesting and fun. I have to decide on the reader, writer, purpose, content, and situation. (Student #7)

In conclusion, the students were satisfied with course usefulness because they could link the contents learned in class to the real-life context. Moreover, the goals of teaching steps were clear. The students knew what they had to do and what they had to achieve in each step. Lastly, the students were satisfied with the teaching materials because they supported and reinforced what the students had just learned, which made the lessons learned easier for them to understand and follow. Put another way, the students were satisfied with the course in all three aspects because each aspect supported each other and reflected the same course objectives, which made the course easy to follow and understand as well as brought the best writing ability out of the students.

4.4 Summary

The findings from the pre- and post-writing tests indicated that the students showed great improvement in writing ability. However, despite significant development of the students' writing ability, the students' writing ability was still considered at the beginner level. As for the students' perceived writing self-efficacy, it was found that the students' perceived writing self-efficacy was strengthened in all three areas, which were confidence, motivation, and willingness to communicate in writing. Moreover, the

students who were enrolled in this course were satisfied with this course, especially with course usefulness.



CHAPTER V

SUMMARY, DISCUSSION OF THE RESULTS, AND RECOMMENDATIONS

The last chapter presents a summary of the study, discusses the research findings, provides an implication and the limitation of the study, and, lastly, offers some recommendations for future research.

5.1 Summary of the study

This study investigated the effects of the genre awareness instruction on Thai undergraduate students' writing ability and perceived writing self-efficacy. The attitudes of students toward the genre awareness instruction were also examined.

This study employed the one-group pre-test post-test design. In this study, the genre awareness instruction was integrated into the regular Experiential English II course for 12 classes. The students were assessed with the pre-writing test, the pre-perceived writing self-efficacy questionnaire, and the pre-perceived writing self-efficacy interview at the beginning of the course. Then, the treatment, which was the genre awareness instruction, was implemented. Along with the teaching-learning cycle, the genre awareness knowledge was also integrated into the class. After the course, the students were given the post-writing test, the post-perceived writing self-efficacy questionnaire, and the post-perceived writing self-efficacy interview to explore if any changes had taken place as a result of the implementation of the genre awareness

instruction. Moreover, the students' attitudes toward the genre awareness instruction were also explored with the questionnaires and the interviews.

The data from the findings revealed that the students' writing ability mean score increased with statistical significance. However, it is worth noting that although the students' writing ability was improved, their writing proficiency level was still low. Furthermore, the students' perceived writing self-efficacy was strengthened in all three areas, which were confidence, motivation, and willingness to communicate in writing. Finally, based on the data gathered in this study, the students showed positive attitudes toward the course usefulness, teaching steps, and teaching materials.

5.2 Discussion

The following section presents the discussion of major research findings in accordance with research questions. The discussion is divided into three parts, which are the genre awareness instruction to promote students' writing ability, the genre awareness instruction to enhance students' perceived writing self-efficacy, and the students' attitudes toward the genre awareness instruction.

5.2.1 The genre awareness instruction to promote students' writing ability

The comparison of the pre-writing test and post-writing test mean scores revealed that the students' writing ability increased with statistical significance after attending the genre awareness instruction. A plausible explanation for the students' writing ability improvement is that the genre awareness instruction that involved explicit

teaching, awareness raising, and promotion of perceived writing self-efficacy improved the students' writing ability.

5.2.1.1 The genre awareness instruction involves explicit teaching

In general, explicit instruction is one of the tools that helps maximize students' learning abilities with its systematic and structured teaching methodology. In the present study, explicit instruction referred to a direct teaching approach in terms of the instructional design and delivery procedures. In other words, this explicit teaching method is less ambiguous than other teaching methods (Archer & Hughes, 2011). As a result, the students knew what was going to be taught and what the goal of the lessons was.

In this study, the teaching pedagogy followed five steps of the teaching-learning cycle proposed by Hyland (2003), which were contextualizing, modeling, negotiating, constructing, and connecting. The main explicit teaching method was in the contextualizing and modeling steps. During the contextualizing step, the students' knowledge of informative and persuasive writing was raised by teaching the students to rearrange different parts of sample texts based on several writing situations given in order to show the students how the informative and persuasive texts were written differently based on the writing situations and purposes. Once the students achieved the goal of this activity, the students would understand the writing organizations, purposes, and language features of the selected genres in different writing situations.

When they encountered these two selected writing genres again, they were supposed to be able to apply what they had learned to write the texts. This was considered the preparation step for students before moving on to the modeling step during which the students were given a model of informative and persuasive texts in different writing situations to analyze. The students were explicitly coached how to analyze the texts and taught why the texts were organized differently. Put another way, the activities aimed to teach students what the genres' elements were, how to analyze these genres' elements in the text, and how these genres' elements influenced how texts were shaped. It was expected that the students would later on be able to apply and transfer what they had learned into their writing.

Through this explicit teaching, the students learned how to write the informative and persuasive text types focusing on the specific language features in several writing situations. The success of using explicit instruction of the genre-based approach could be confirmed by the studies of many researchers. Ahn (2012), for instance, examined the implementation of a genre approach to develop second language primary school students' writing competency for over ten weeks. The findings revealed that there was an improvement in students' writing ability. Henry and Roseberry (1998) had also conducted a similar study. They examined the effects of the genre-based approach on teaching writing under the topic of tourism. The findings indicated that the genre-based approach helped their students to write better in a specific context. The two findings

similarly showed a positive effect of genre-based instruction on the students' writing ability.

It is shown here that explicit teaching in the genre-based instruction had a positive effect on the development of students' writing ability. Therefore, it can be concluded that this kind of instruction provides the students with the understanding of specific organizations, language features, and word choices of the selected genres by explicitly pointing out the genres' elements in writing. The students are expected to be able to choose appropriate vocabulary, organization, and grammatical features matching the writing situations and writing purposes. This leads to a better piece of writing to convey messages across.

5.2.1.2 The genre awareness instruction raises students' genre awareness knowledge

With the genre-based approach, there are some concerns toward the students' writing ability improvement. Some researchers have argued that students' writing ability could be developed but only in a specific genre and in a limited context (Clark & Hernandez, 2011). Simply put, students would only be capable of writing in a particular genre explicitly taught to them by memorizing the patterns and probably ignore the communicative purposes behind the genre choice.

In this study, this proposed instruction tried to minimize the magnitude of such arguments and proved that by analyzing the genres' elements of informative and

persuasive texts, the students' knowledge of writing can be extended beyond the selected genres' writing patterns. This was because when the students were explicitly taught to write informative and persuasive texts, they were also taught how to apply the knowledge of selected texts when writing other genres because an informative text was mainly composed of descriptive paragraphs. Thus, after the completion of informative text writing class, the students would be able to write an effective descriptive paragraph, for instance. On the other hand, a persuasive text comprised many types of paragraphs such as argumentative, persuasive, and descriptive paragraphs. Consequently, the students were equipped with knowledge of how to write different types of paragraphs which could be applied in their writing in the future. Also, the students would understand that when writing any type of texts, the main idea and supporting details were needed to clarify their points.

Moreover, when the students' genre awareness knowledge was developed, the students would understand their choice of language which affected how they could convey the intended messages effectively. They would also be taught to realize the necessity to produce writing texts to match their purposes, contexts, audiences, etc. The findings of this study showed similar results with a study of Yasuda (2011) who conducted a study to explore how to develop a writer's genre awareness, linguistic knowledge, and writing competence in a genre-based writing course by asking students to write an e-mail to different people in different situations for different purposes for 13

weeks. The results showed that the students were more aware of the genres' elements and had a better choice of using linguistic knowledge, which became obvious in their final written products.

In the present study, to enable the students to be aware of how texts were shaped and to understand effective communication behind language choices, genre awareness knowledge activities were developed and integrated into every lesson and every step of the teaching and learning cycle by providing the writing awareness checklist for the students to complete. The checklist was a gap-filling type. The students needed to read the situations given before deciding what genres' elements were in the situations and starting writing with the appropriate word choice. During writing, the students still needed to consider these genres' elements in order to be able to write an appropriate text that suited the writing situation and purposes. Not only that, during the teaching and learning cycle, the students encountered many texts with the same content but with different genres' elements. Thus, they had different examples of language use to analyze, which helped them to develop further understanding of the differences among different genres.

In addition, the students would have an opportunity to develop genre awareness through a comparison and contrast of two writing situations with the same content. According to MYSKOW (2012), there are several ways to develop students' genre analysis skills, which leads to genre awareness knowledge. One way to do so is to give

sample texts to students to analyze and develop understanding of different language features in different situations. According to Norris (2009), analyzing samples is one strategy that raises students' awareness of language features and meaning behind choices of language.

Although the positive effects of students' genre awareness knowledge on students' writing ability were found in this study, the findings of this study were not consistent with the findings reported by Mazloomi (n.d.) who explored the relationship between students' proficiency level and their genre awareness knowledge and found no relationship between students' awareness of genre and their proficiency level. In other words, the students' writing did not improve through genre awareness raising. The discrepancy in the findings may have resulted from the fact that in Mazloomi's study, explicit genre awareness instruction was not implemented and the students' genre awareness knowledge was not reinforced before assessing the relationship between the degree of genre awareness knowledge and writing proficiency. Therefore, it could be assumed that students had more opportunity to apply genre awareness knowledge into their writing when the reinforcement of the genre awareness knowledge is provided, hence an increase in their ability to write.

5.2.1.3 The genre awareness instruction promotes students' confidence, motivation, and willingness to communicate in writing

During the writing processes, the writers' affective factors such as anxiety, confidence, motivation, etc. are involved. The students' affective factors are assumed to have an influence on the students' willingness to communicate in writing and the students' motivation and confidence to overcome the problems in writing such as structuring sentences, choosing vocabulary, etc. Among the affective factors, the one that seems to have a strong relationship with writing is perceived self-efficacy (Shell, 1989).

In this study, the students' perceived writing self-efficacy referred to a belief in the ability to accomplish a task with confidence, motivation, and willingness to communicate in writing, which could be strengthened through the use of a reflection worksheet in the genre awareness instruction. The students needed to reflect on what they had learned and wrote on the reflection worksheet about their accomplishments in each class. Slowly, once the students noticed that they could accomplish the learning goal and overcome the obstacles, they were expected to gain more confidence, motivation, and willingness to communicate in writing because their perceived competence was higher. Moreover, in each step of teaching, peer models, specific learning strategies, students' topic of interests, and stress minimizing methods such as positive feedback were utilized to improve the students' perceived writing self-efficacy.

These techniques are believed to promote students' perceived self-efficacy (Margolis & McCabe, 2006).

Higher perceived writing self-efficacy could be another reason for the development of students' writing abilities. The findings in this study showed similar results to the study of Woodrow (2011) which investigated writing self-efficacy of Chinese university students and reported a strong relationship between perceived writing self-efficacy and writing performance. Moreover, Ebrhimzadeh et al. (2013) examined the impacts of self-efficacy on 200 female Iranian intermediate EFL students' paragraph writing and found that perceived self-efficacy had a direct effect on students' paragraph writing.

Thus, it could be assumed that self-efficacy plays an important role in the development of writing ability of students in terms of enhancing students' self-commitment to achieve the tasks, to face writing challenges, and to be motivated to write. In general, students with higher perceived self-efficacy are better able to encounter difficulties and overcome writing obstacles than students with lower perceived self-efficacy (Pajares & Schunk, 2001). Based on these findings, it could be concluded that writing skill training is not sufficient for better writing performance (Katz, 2006). The enhancement of students' perceived writing self-efficacy is also needed.

5.2.2 The genre awareness instruction to boost students' perceived writing self-efficacy

It was found in the present study that the students' perceived writing self-efficacy increased after receiving the genre awareness instruction. This could be implied that the genre awareness instruction had an influence on the students' perceived writing self-efficacy including the students' confidence, motivation, and willingness to communicate in writing. Possible reasons for the development of students' perceived writing self-efficacy in all three areas are presented below.

5.2.2.1 Students' confidence

This study found that the students' confidence to write in the two learned genres in terms of grammatical features, organization, and word choices increased after attending the course. Before the implementation of the genre awareness instruction, the students' confidence was low in terms of grammatical features, organizations, and word choices in both text types. On the other hand, after attending the course, the students' perceived writing self-efficacy increased significantly. Underlying reasons for such an improvement can be discussed below.

In this study, before the course, the students showed no confidence in writing, especially toward accuracy in structuring sentences and choosing vocabulary for writing. Also, the students were unsure how to write in different situations based on readers, writing styles, and purposes. However, the findings from the post-interviews on perceived writing self-efficacy showed that the students' confidence was enhanced,

especially in using correct sentence structures and choosing appropriate vocabulary to write. The students reported that they gained more confidence in choosing vocabulary for the specific situations because there were many activities in class such as the writing awareness checklist exercise, mix-match activities, and writing exercises which made them feel that they were better able to handle the writing task, hence a higher level of perceived writing self-efficacy (Margolis & McCabe, 2006). The students described that they liked how the instructor gave feedback to them, which helped them to realize what was correct and what was not. Also, they preferred to try to write with the instructor in the negotiating step before writing by themselves because it helped them to gain more confidence in writing. Therefore, the students' confidence in writing could be developed through the instructor's feedback and writing exercises.

According to MacDuff, AlHayki, and Linse (2010), confidence in writing is important to students' writing ability. If the students do not have confidence in writing, they would be reluctant to write and their writing abilities could not be developed. Pajares and Johnson (1996) investigated the relationship between self-efficacy belief, especially self-confidence in writing, and writing performance of 30 undergraduate pre-service teachers and reported that there was a relationship between self-confidence and writing performance after one semester of the genre awareness instruction. Therefore, the students' confidence in writing could be gradually developed with

supportive exercises and positive feedback provided. Also, when the students were not afraid of writing, they had more confidence to write.

5.2.2.2 Students' motivation

This study found that the students' motivation to write in the learned genres in terms of grammatical features, organization, and word choices increased after attending the genre awareness instruction. Before the course, the students' motivation was low in terms of grammatical features, organizations, and word choices in both text types. On the other hand, after attending the course, the students' motivation increased significantly.

The interview data revealed that the students had increased motivation to write because they knew that what they had learned would benefit them in the future, not only for passing the exam, but also for their future career. Therefore, the students' realization of certain needs such as passing the exam, applying what they had learned to their future career, improving in writing skills, etc. motivated them to write more. Furthermore, the students reported that the exercises in class were not too difficult for them to complete. The tasks given in class were not too simple or too difficult for the students to prevent them from feeling bored or disheartened. Rather, the tasks given in class were moderately challenging tasks which allowed them to struggle to an appropriate extent to achieve the goals which were still within their reach.

Therefore, the students' motivation in writing could be gradually developed by gaining the students' interests and making the students feel that they were capable of completing the tasks. Basically, when the students had positive attitudes toward their competence and toward what they learned developed from the tasks designed to suit their proficiency, they were motivated to complete the tasks. Once they had motivation, they should be able to achieve the writing goals regardless of the genres they were required to write.

5.2.2.3 Students' willingness to communicate in writing

In this study, it was found that the students' willingness to communicate in writing in the learned genres in terms of grammatical features, organizations, and word choices increased after attending the genre awareness instruction. Before implementation of the genre awareness instruction, the students' willingness to communicate in writing was low in terms of grammatical features, organizations, and word choices in both text types. On the other hand, after receiving the genre awareness instruction, the students' willingness to communicate in writing increased significantly.

Based on the interviews' findings, the students' willingness was not driven by certain needs but by their preferences. In this study, the students found that the teaching materials used were interesting and fun to work on. Writing did not seem as difficult as they thought it would be. MacIntyre, Baker, Clément, and Donovan (2003), point out that the increase in perceived competence would lead to more willingness to

communicate and lower learning anxiety. Arch (1992) carried out an investigation and found that perceived competence had an influence on one's willingness to complete the tasks. Therefore, when the students thought that writing was not difficult and they were able to successfully complete it, their willingness to communicate in writing would increase.

In sum, although the students significantly developed confidence, motivation to write, and willingness to communicate in writing after experiencing the genre awareness instruction, the students' perceived writing self-efficacy could still change when they came across new obstacles in writing (Shell, Colvin, & Bruning, 1995). Therefore, the students' perceived writing self-efficacy strategies should be integrated into every course in order to consistently strengthen students' perceived writing self-efficacy.

5.2.3 The genre awareness instruction and students' attitudes

Based on the findings regarding the students' attitudes toward the genre awareness instruction, most of the students were satisfied with the genre awareness instruction and agreed with most of the statements in the questionnaire. Also, the data from the interviews yielded similar findings. The reasons for the students to have positive attitudes toward the genre awareness instruction were probably because of three main reasons, which were main course materials, teaching steps, and course usefulness as presented below.

5.2.3.1 Course materials

As for the students' attitudes toward the main course materials, the students' attitudes was most positive, especially language exercises, which received the highest mean score among the course materials.

The findings revealed that the students were satisfied with the teaching materials because the materials were not too difficult for them to understand and there were a variety of tasks to complete, which was not boring. They found that it helped them to write better because after they finished the tasks, they could use what they had just completed to do other tasks in class. This helped them to understand writing better and could write better as well.

The materials that received the highest mean score was the language exercises because the language exercises helped the students to practice what they had just learned with a variety of authentic tasks such as writing sentences that they would have to write in the future, etc. This finding was in congruence with what Abdul-Hussein (2014) found after investigating 85 EFL college teachers' and students' attitudes toward authentic reading materials. The results demonstrated a statistically significant difference between the instructors' and students' attitudes toward the authentic materials used. In sum, the students, in the present study, were satisfied with the main course materials. They believed that the instruments used in class would benefit them to write better in the future.

5.2.3.2 Teaching steps

As for the students' attitudes toward each step of teaching, the findings revealed that the students had positive attitudes toward each step of teaching except the constructing step or a step that asked the students to complete the task by themselves. The teaching step that received the highest score was the contextualizing step, which aimed to raise students' background knowledge of what was going to be learned.

The students preferred to be prepared for what they were going to learn in class. In the study of Bifuh-Ambe (2013), the participants had positive attitudes toward various components of writing such as collaborating, revising, etc. when they were prepared for what they were going to learn in class. Moreover, the students were satisfied when the teaching class had one learning goal at a time.

However, some students were not satisfied with the constructing step, which required them to write texts without any help from the instructor and peers, because they did not have much confidence in their writing ability and they needed more time to complete the task. Moreover, some students suggested that each step of teaching could be done more slowly so that they would be able to follow the instruction more effectively. However, it was found that on the overall most students were satisfied with the steps of teaching. The findings showed that these steps helped them to write better because they had time to slowly get to know what they were going to learn next and they

liked the preparation before the actual practice. Also, the teaching goal was clear. Therefore, it was not difficult for them to follow the instruction.

5.2.3.3 Course usefulness

This study revealed that the students were satisfied with the course usefulness and had positive attitudes toward it. The reasons were probably because this course emphasized the text analyzing skill rather than merely providing them with a writing pattern to follow. The students believed that the text analyzing skill could be applied to other texts in the future. Also, the genre awareness instruction explicitly taught them to write in different situations, which was similar to real-life context writing.

Generally, it could be assumed that the students were satisfied with and had positive attitudes toward the genre awareness instruction. This was likely because the students believed that what they had learned in class was useful for them in the future. Such a finding was consistent with the finding of Pattanapichet (2011) who developed an oral communication course based on the competency-based approach for PR students at Bangkok University. She found that the students were satisfied with the course because the contents of the course met their requirements to work as PR personnel after their graduation. Also, Jach and Cinzia (2004) carried out a study to investigate the attitudes toward learning science of students in an introductory geology course. The results showed that students who successfully passed the course had a better attitude toward learning.

In conclusion, most of the students were satisfied with usefulness of the course, teaching steps, and teaching materials. The students seemed to find the course interesting and were convinced that the content they had learned in class could be used in daily life.

5.4 Implications of the findings

Based on the findings of this study, it could be concluded that the genre awareness instruction enabled the students to write better and the students were satisfied with the instruction. As a result, the genre awareness instruction is worth being integrated into other writing courses. There are a number of suggestions toward the genre awareness instruction derived from the findings of the present study in terms of classroom implementation, which is detailed below.

First, to teach persuasive writing, instructors should equip students with genre awareness knowledge, especially audience awareness. This is because the goal of writing persuasive texts is to persuade readers with the reasons they are interested in with the language that they feel comfortable with and understand the most. It is not wrong to say that audiences are very important for persuasive writing. Therefore, by knowing who the readers are is an advantage (Berkenkotter, 1981).

In this study, the students were provided with the writing situation to write and a writing awareness checklist to remind them of the genres' elements including audience awareness. Black (1989) studied the relationships between the audience analysis task

and the number of arguments used by college students in writing persuasive texts. The results revealed that students could write more persuasive arguments and better texts when they understood the audience analysis task.

As for informative texts, although the genre awareness knowledge is important in constructing informative texts in terms of language and grammatical features, instructors should also guide students to think about the writing content by showing some writing samples or asking students to find more information of a certain topic before coming to class. This is because informative texts' purpose is to provide readers with information that they could learn from reading texts by themselves (Duke, 2004). Therefore, only genre awareness may not be enough to carry the message across, and the writing content is also important.

In this study, the students were provided with writing situations to write and a writing awareness checklist to remind them of the genres' elements. However, the instructor did not guide them to write the content based on the writing situation. This might have hindered the students' writing ability development as it was shown when comparing writing mean score of informative and persuasive texts. It was found that the persuasive texts' mean score was obviously higher than that of the informative texts.

Second, instructors should bring more genre awareness activities to class. Based on the study findings, the genre awareness knowledge helped the students to understand the communicative purposes when writing. The students knew how to

analyze the genres' elements in the texts and knew what language features were used to match the writing context. The students could also apply what they had learned in the selected genres to other genres by using genre awareness analyzing skills that helped them to understand how writers, audiences, purposes, and contexts influenced the way texts were shaped. In this study, the writing awareness checklist was the main tool to emphasize the students' genre awareness knowledge. This tool was proven to be an effective tool to develop the students' genre awareness. Not only that, when the students started to become aware of the genres' elements, they could also transfer their genre awareness knowledge to other types of genres.

To help students to be able to transfer genre awareness knowledge, instructors could utilize various genre awareness activities. Instructors could explain to students that people write in different ways for different purposes in different contexts based on the genres' elements, which are audiences, purposes, writer's roles, etc. (Millar, 2011). Students would be asked to write one word from each genre's elements on the board. Then, they should be encouraged to combine each genre's elements together and discuss the language choice that would be used with that combination such as word choices, organizations, and grammatical features. At the end, once the students could understand the language choice behind the genres' elements, the students would be aware of how texts are shaped based on the genres' elements. Later on, instructors could ask students to transfer their genre awareness knowledge analyzing skill to write

other types of texts in addition to the ones learned in class. For instance, students may learn how to write a narrative text type in class along with the integration of genre awareness knowledge. When students master the narrative text type and are equipped with genre awareness knowledge, instructors could ask them to write a persuasive text by applying the genre awareness knowledge learned in class.

Third, when instructors introduce unfamiliar teaching materials to students, instructors should train students to complete the tasks with the newly introduced teaching materials before asking students to complete the tasks by themselves. Gómez (1999) suggests that students should be trained before using new teaching materials for effective results. This could be done by giving some examples of how to use the new materials.

In this study, the findings revealed that some students encountered the problems of completing some of the instruments in class, especially the reflection worksheet, which aimed to strengthen the students' perceived writing self-efficacy, because the students had not been trained to work on the reflection worksheet before. Therefore, to ensure the maximum benefits from the teaching materials, when instructors bring new teaching and learning materials to classroom, students who have no experience with certain types of teaching materials in the classroom should be trained before those teaching materials are integrated into the class.

As for implementing the reflection worksheet to the classroom, the University of Central Florida (1998) suggests that instructors should provide a guidance regarding how to write a reflective journal. Instructors should ask students what students have learned and how they could apply what they have learned to other tasks. For example, when instructors teach the genre awareness knowledge, they could ask students to think about what they have learned in class. Then, instructors ask students to write that idea down on the notebook. After that, instructors could ask students to think of some examples of how that genre awareness knowledge could relate to how students would write in the future. This strategy could be used as the basis for instructors who are interested in bringing the reflection worksheet to the classroom for the first time.

Fourth, instructors should use a variety of activities. In this study, the students showed positive attitudes toward a variety of activities employed in class such as a writing assignment, mix-match activity, different text type worksheet, and etc. Once students had positive attitudes toward what they have learned, they are expected to write longer with more willingness to communicate in writing. Consequently, instructors could try to bring various types of activities to the classroom for more productive outcomes.

In this study, the instructor could notice that some students were feeling out of place and were unmotivated when the instructor asked them to complete one type of activity but were more motivated to complete another type of activity although the

students could successfully completed all of the activities with ease. One reason for this reaction was because of the students' learning styles. According to Reid (1998), it is were difficult to explain why students prefer one style over another. Therefore, instructors should prevent students from feeling out of place or feeling uncomfortable to complete the activity by bringing a variety of activities into the class so that they could experience many types of activities, not only the types of activities that students do prefer. To help students feel more comfortable with the styles they do not prefer, instructors could ask the students to practice completing the activity that they do not prefer slowly and introduce what students would achieve and what benefits they would gain by completing the activity (Wasanasomsithi, 1999). By this way, students would know how their language abilities could be improved with that learning style and slowly accept those styles.

Fifth, instructors should have a clear step of teaching and set the goal for each step. In this study, the students had positive attitudes toward teaching steps that prepared them for what they were about to learn in class. This study followed five steps of teaching, which were contextualizing, modeling, negotiating, constructing, and connecting. Each teaching step had a clear goal for the students to achieve. As a result, the students know what they were going to learn and what they needed to do in each teaching step, which helped the students to understand the lessons learned more easily.

According to Bifuh-Ambe (2013), students had positive attitude toward teaching when students were prepared what they were going to learn in class. They were more willing to participate in classroom activities. Therefore, instructors should consider the fact that the important part of teaching is not what instructors teach students but how instructors prepare students to receive that knowledge.

5.5 Limitations of the study

1. This study was mixed-method research which employed a one-group pre-test post-test design. Without a comparison group, there was a possibility that the observed changes in the students' writing ability and perceived self-efficacy, may have actually resulted from mere exposure to the writing instruction, whether the instruction was the genre awareness instruction or not.

2. The present research was conducted with an intact group of students assigned by the university with no use of randomization in sample selection. Therefore, the findings may not be generalized to other group of first-year undergraduate students.

3. As the present study was conducted during a summer break, the amount of time that the students had been exposed to the writing treatment was very limited. The students were exposed to the genre awareness instruction for two hours out of three hours every class for 12 classes, and since the course was an integrated skill course, the students would still have to learn the other English skills during the remaining contact hours. Therefore, the development of the students' writing ability and perceived

writing self-efficacy may not have been solely resulted from the genre awareness instruction.

4. The instruments used to collect data in this study were mostly self-report instruments. Generally, when self-report instruments are used, it may be difficult to determine with confidence whether the students' responses are accurate or true or not as the students may want to save face or please the researcher with the responses they think the researcher expects. Moreover, the students' interpretation of self-report instrument may vary due to personal backgrounds and experiences. Therefore, data gathered with self-report instruments need to be interpreted with caution.

5.6 Recommendations for further research

1. Experimental research with a two-group pre-test post-test design should be undertaken as the use of a comparison group would enable researchers to better determine the effectiveness of the genre awareness instruction on development of students' writing ability and perceived writing self-efficacy. Also, a delayed post-test should be used to shed more light on the students' retention of writing ability and perceived writing self-efficacy after exposure to the genre awareness instruction.

2. A longitudinal study should be conducted to gain more empirical evidence on the long-term effects of the genre awareness instruction on the students' writing ability and perceived writing self-efficacy. With a longer duration of research, the students may

reach a higher level of writing ability and be better equipped with a stronger sense of perceived writing self-efficacy.

2. Research should also be carried out with students with different levels of proficiency to further explore the effects of the genre awareness writing instruction on development of writing ability and perceived writing self-efficacy of students with low, mid, and high levels of proficiency to gain more understanding of the effectiveness of the genre awareness instruction implemented with different groups of students.

3. In future research, various data collection instruments should be utilized to triangulate the findings and confirm the findings elicited from self-report instruments so as to ensure their validity and reliability such as classroom observations, teachers' diaries, students' logs, etc. In addition, a writing rubric should be constructed, validated, and tried out before it is used in the study to make sure that it can be utilized to validly, reliably, and comprehensively assess the students' genre-based pieces of writing.



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APPENDIX

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Appendix A
Pre- and post-writing tests
Pre-writing tests

Informative texts

Instructions: Write an informative text based on the situation given. Include the purposes of the invention, descriptions of the invention, ways to use the invention, and advantages and disadvantages of the invention. The maximum words are 250 words. Then, please identify the genres' elements (organizations, purposes, contents, and etc.) of the text and fill out the table below.

Situation:

Situation: You are entering the first round of a science fair competition. You need to come up with an invention that helps solving the problems today and send it to the dean of the faculty. To enter the first round, you need to write no more than 250 words essay describing your invention including the purposes, descriptions, usages, advantages and disadvantages of the invention to the dean of the faculty.

Check	Elements	Answers
	Genre name ประเภทงานเขียน	
	Purpose จุดประสงค์	
	Context บริบท	
	Writer's role บทบาทของผู้เขียน	
	Audience บทบาทของผู้อ่าน	
	Content เนื้อหา	

Persuasive texts



Instructions: Write a persuasive text based on the situation given. Support your ideas with the two sources given. Select only the information that is relevant to the situation. The maximum words are 250. Students cannot add more information than it is stated in the situation.

Situation:



Every year, the first-year student will have a chance to go gain more experiences in the UK to participate in the conference. At the conference, the students can choose to go to the technology fair, the student's forum, or the poster presentation section. Since you graduated from Chulalongkorn University, you may have some thoughts about a place to stay in London, UK. Normally, the first-year students will be staying at the Grand Hotel. However, this year, many students do not agree with this idea because they are worried about the hotel renovation of the swimming pool and the expenses. Therefore, you need to write a letter to the first-year student representative to propose the London Park Hotel as a new place to stay.

Check	Elements	Answers
	Genre name ประเภทงานเขียน	
	Purpose จุดประสงค์	
	Context บริบท	
	Writer's role บทบาทของผู้เขียน	
	Audience บทบาทของผู้อ่าน	
	Content เนื้อหา	

Source 1

Grand Hotel	<ul style="list-style-type: none"> - No discount for students - 5,000 baht per room - Near the malls 	<ul style="list-style-type: none"> - Small smoking room - Reopening of swimming pool after next year 
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Source 2

London Park Hotel	<ul style="list-style-type: none"> - Big swimming pools - 15% discount for students with ID 	<ul style="list-style-type: none"> - Both fan and air-conditioning room - Game room 24/7 - 2,000 baht per room 
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Post-writing test

Informative texts

Instructions: Write an informative text based on the situation given. Include the purposes of the invention, descriptions of the invention, ways to use the invention, and advantages and disadvantages of the invention. The maximum words are 250 words.

Situation:

Situation: To enter the first round of a science fair competition, you, as a student, need to come up with an invention that helps solving the problems today. It is a requirement to write no more than 250 words essay describing your invention including the purposes, the descriptions, usages, advantages and disadvantages of the invention. Then, you need to send it to the Committee Board for consideration.

Check	Elements	Answers
	Genre name ประเภทงานเขียน	
	Purpose จุดประสงค์	
	Context บริบท	
	Writer's role บทบาทของผู้เขียน	
	Audience บทบาทของผู้อ่าน	
	Content เนื้อหา	

Persuasive texts


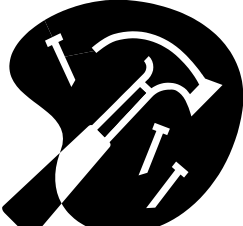
Instructions: Write a persuasive text based on the situation given. Support your ideas with the two sources given. Select only the information that is relevant to the situation. The maximum words are 250. Students cannot add more information than it is stated in the situation.

Situation:

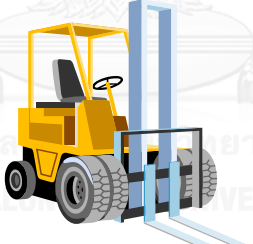

Now, you are the graduate of Chulalongkorn University, you may have some thoughts about a place to stay in Japan for the conference. Every year, the first-year student will have a chance to go gain more experiences in Japan to participate in the conference. At the conference, students can choose to go to the student's forum, the technology fair, or the poster presentation section. Normally, the first-year students will be staying at the White Hotel. However, this year, many students do not agree with this idea because they are worried about the expenses and the renovation of the hotel's swimming pool. Therefore, you need to write a letter to the first-year student representative to propose the Grey Hotel as a new place to stay.

Check	Elements	Answers
	Genre name ประเภทงานเขียน	
	Purpose จุดประสงค์	
	Context บริบท	
	Writer's role บทบาทของผู้เขียน	
	Audience บทบาทของผู้อ่าน	
	Content เนื้อหา	

Source 1

White Hotel	<ul style="list-style-type: none"> - Small smoking room - 5,000 baht per room - Reopening of swimming pool after next year 	<ul style="list-style-type: none"> - Near the malls - No discount for students 
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Source 2

Grey Hotel	<ul style="list-style-type: none"> - Big swimming pools - Both fan and air-conditioning room 	<ul style="list-style-type: none"> - 2,000 baht per room - 15% discount for students with ID - Game room 24/7 
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Appendix B

Rating scale

Trait	Score	Descriptor
Syntactic knowledge	9-10	Excellent control of language use with a variety of sentence structures, no grammatical errors that interfere with the meaning; only unobtrusive errors
	7-8	Good control of language use with vary sentence structures, a few errors
	5-6	Fair control of language use with an adequate number of sentence structures, considerable errors
	3-4	Some control of language use with some sentence structures, errors dominate
	0-2	Poor control of language use with no variety of sentence structures

Trait	Score	Descriptor
Vocabulary knowledge	9-10	Excellent use of vocabulary with a wide variety of lexical items, excellent control of word form, only unobtrusive errors
	7-8	Good use of vocabulary with an adequate variety of lexical items, good control of word form, a few errors
	5-6	Fair use of vocabulary with limited variety of lexical items, fair control of word form, considerable errors
	3-4	Poor use of vocabulary with poor variety of lexical items, poor control of word form, errors dominate

Trait	Score	Descriptor
	0-2	Very poor or no use of vocabulary with no variety of lexical items, no control of word form, errors dominate, most obtrusive errors

Trait	Score	Descriptor
Textual knowledge	9-10	All required moves are included based on the target genre.
	7-8	Most required moves are included based on the target genre.
	5-6	Some required moves are included based on the target genre.
	3-4	A few required moves are included based on the target genre.
	0-2	One move or no move is included.

Remarks:

- 'Move' refers to a pattern or a structure that could be found in a target genre.
- Informative texts: The informative texts in the present study comprised six paragraphs, which were the background knowledge and thesis statement in introduction, the topic sentence and support detail in each paragraph of the four bodies, and the restatement and the comment in the conclusion under the scope of invention. The samples included the topic of purpose of the invention, the description, how to use, and advantages and disadvantages.
- Persuasive texts: The persuasive texts in the present study comprised four paragraphs, which were the background information and the aims in the introduction, the argument and supporting reasons in the first body, the persuasion and supporting reasons in the second body, and the complimentary close in the conclusion paragraph under the scope of hotel reservation. The

persuasive texts included the topic of the general situation, the agreed hotel, the disagreed hotel, and the conclusion.

Trait	Score	Descriptor
Sociolinguistic knowledge	9-10	Excellent language used based on writers' roles, audiences, and contexts
	7-8	Good language use based on writers' roles, audiences, and contexts, contain a few inappropriate language uses
	5-6	Relevant language use based on writers' roles, audiences, and contexts, contain considerable inappropriate language uses
	3-4	Poor language use based on writers' roles, audiences, and contexts, inappropriate language use dominates
	0-2	Very poor or no language use based on writers' roles, audiences, and contexts

Remarks:

- Some examples of excellent language used based on writers' roles, audiences, and contexts were as follows.
 - When a student wrote a letter to the faculty's dean, the greeting should be 'dear', not 'hi'. The sentence structures should show more complex sentences than normal writing style. Also, the contractions were not allowed. These examples showed the formal writing style.
- Some examples of very poor language used based on writers' roles, audiences, and contexts were as follows.
 - When a student wrote a letter to the faculty's dean, the greeting was 'hi, what's up', not 'dear'. The sentence structures were very simple. The

contractions could be used. These examples showed the informal writing style in the formal situation

- Vocabulary knowledge could also be used as a demonstration of formal and informal language. For example, the word 'to do again' could be changed to 'to repeat' in a formal context or the word 'material' could be changed to 'stuff' in an informal context.
- The third personal pronoun was often used in a formal writing style rather than first or second personal pronoun.

Trait	Score	Descriptor
Functional knowledge	9-10	Excellent expression for the purpose of each move in the writing and show the great knowledge of function of the required move
	7-8	Good expression for the purpose of each move in the writing and show good knowledge of function of the required move
	5-6	Relevant expression for the purpose of each move in the writing and show the relevant knowledge of function of the required move
	3-4	Poor expression for the purpose of each move in the writing and show poor knowledge of function of the required move
	0-2	Very poor or no expression for the purpose of each move in the writing and show no knowledge of function of the required move

Remarks

- Each move had its own purpose. Students needed to be able to write an appropriate content to match the purpose of each move. For example, students

should write some sentences indicating 'stating the aim' in the stating the aim move, not in other moves in the text.

Trait	Score	Descriptor
Content knowledge	9-10	Contain clear, logical, and complete content for the writing based on the prompts provided
	7-8	Contain relevant, logical, but miss a few; one or more of the whole content for the writing based on the prompts provided
	5-6	Contain some, somewhat logical, miss some; two or more of the whole content for the writing based on the prompts provided
	3-4	Contain poor, poor logical, miss several; three or more of the whole content for the writing based on the prompts provided
	0-2	Contain unclear, illogical, miss most of the content for the writing based on the prompts provided

Remarks

- Content knowledge referred to all of the contents that should be included in the texts. For example, for informative texts, students needed to include the purposes, the descriptions, usages, and advantages and disadvantages. As for the persuasive texts, students needed to include the general situation, the agreed hotel, the disagreed hotel, and the conclusion.

Appendix C
Scoring sheet

Student name:.....

Student identification number & name	Grammatical knowledge	Vocabulary knowledge	Textual knowledge	Sociolinguistic knowledge	Functional knowledge	Content knowledge	Total 60

Appendix D

Pre- and post-perceived writing self-efficacy questionnaire

Instructions: Please use the percentage scale below to respond to the following statements.

0	10	20	30	40	50	60	70	80	90	100
Cannot do at all	Moderately can do									Completely certain can do

Do you understand or recognize what the informative text and persuasive texts are?

YES

NO (Please ask the instructor for an explanation)

Before/after taking the course.....

No.	Statements	Percentage
1.	I have confidence, motivation, and willingness to write the informative and persuasive text types. ฉันมีความมั่นใจ มีแรงจูงใจและความตั้งใจ ที่จะเขียนงานเขียนแบบให้ข้อมูล และโน้มน้าวใจ	
2.	I have confidence in writing a variety of sentences for the persuasive text types. ฉันมีความมั่นใจในการใช้รูปแบบประโยคหลายๆแบบสำหรับเขียนงานเขียนรูปแบบโน้มน้าวใจ	
3.	I am motivated to write a variety of sentences for the persuasive text types. ฉันมีแรงจูงใจในการใช้รูปแบบประโยคหลายๆแบบสำหรับเขียนงานเขียนรูปแบบโน้มน้าวใจ	
4.	I have willingness to write a variety of sentences for the persuasive text types. ฉันมีความตั้งใจที่จะใช้รูปแบบประโยคหลายๆแบบสำหรับเขียนงานเขียนรูปแบบโน้มน้าวใจ	

No.	Statements	Percentage
5.	<p>I have confidence to write all the required organizations in the persuasive text types.</p> <p>ฉันมีความมั่นใจในการเขียนงานเขียนแบบโน้มน้าวใจให้มีส่วนประกอบทางรูปแบบครบถ้วน</p>	
6.	<p>I am motivated to write all the required organizations in the persuasive text types.</p> <p>ฉันมีแรงจูงใจที่จะเขียนงานเขียนแบบโน้มน้าวใจให้มีส่วนประกอบทางรูปแบบครบถ้วน</p>	
7.	<p>I have willingness to write all the required organizations in the persuasive text types.</p> <p>ฉันมีความตั้งใจในการเขียนงานเขียนแบบโน้มน้าวใจให้มีส่วนประกอบทางรูปแบบครบถ้วน</p>	
8.	<p>I have confidence to use a wide variety of lexical items based on the writers' roles, audiences, contexts, or genres' elements in the persuasive text types.</p> <p>ฉันมีความมั่นใจในการใช้คำศัพท์ที่หลากหลายตามบทบาทของผู้เขียน ผู้อ่าน บริบท หรือ ส่วนประกอบของงานเขียนประเภทโน้มน้าวใจ</p>	
9.	<p>I am motivated to use a wide variety of lexical items based on the writers' roles, audiences, contexts or genres' elements in the persuasive text types.</p> <p>ฉันมีแรงจูงใจที่จะใช้คำศัพท์ที่หลากหลายตามบทบาทของผู้เขียน ผู้อ่าน บริบท หรือ ส่วนประกอบของงานเขียนประเภทโน้มน้าวใจ</p>	

No.	Statements	Percentage
10.	<p>I have willingness to use a wide variety of lexical items based on the writers' roles, audiences, contexts or genres' elements in the persuasive text types.</p> <p>ฉันมีความตั้งใจที่จะใช้คำศัพท์ที่หลากหลายตามบทบาทของผู้เขียน ผู้อ่าน บริบท หรือ ส่วนประกอบของงานเขียนประเภทโน้มน้าวใจ</p>	
11.	<p>I have confidence in writing a variety of sentences for the informative text types.</p> <p>ฉันมีความมั่นใจในการใช้รูปแบบประโยคหลายๆแบบสำหรับเขียนงานเขียนรูปแบบการให้ข้อมูล</p>	
12.	<p>I am motivated to write a variety of sentences for the informative text types.</p> <p>ฉันมีแรงจูงใจในการใช้รูปแบบประโยคหลายๆแบบสำหรับเขียนงานเขียนรูปแบบการให้ข้อมูล</p>	
13.	<p>I have willingness to write a variety of sentences for the informative text types.</p> <p>ฉันมีความตั้งใจที่จะใช้รูปแบบประโยคหลายๆแบบสำหรับเขียนงานเขียนรูปแบบการให้ข้อมูล</p>	
14.	<p>I have confidence to write all the required organization in the informative text types.</p> <p>ฉันมีความมั่นใจในการเขียนงานเขียนแบบให้ข้อมูลให้มีส่วนประกอบทางรูปแบบครบถ้วน</p>	
15.	<p>I am motivated to write all the required organization in the informative text types.</p> <p>ฉันมีแรงจูงใจที่จะเขียนงานเขียนแบบให้ข้อมูลให้มีส่วนประกอบทางรูปแบบครบถ้วน</p>	

No.	Statements	Percentage
16.	<p>I have willingness to write all the required organization in the informative text types.</p> <p>ฉันมีความตั้งใจในการเขียนงานเขียนแบบให้ข้อมูลให้มีส่วนประกอบทางรูปแบบครบถ้วน</p>	
17.	<p>I have confidence to use a wide variety of lexical items based on the writers' roles, audiences, contexts or genres' elements in the informative text types.</p> <p>ฉันมีความมั่นใจที่จะใช้ใช้คำศัพท์ที่หลากหลายตามบทบาทของผู้เขียน ผู้อ่าน บริบท หรือ ส่วนประกอบของงานเขียนประเภทให้ข้อมูล</p>	
18.	<p>I am motivated to use a wide variety of lexical items based on the writers' roles, audiences, contexts or genres' elements in the informative text types.</p> <p>ฉันมีแรงจูงใจที่จะใช้ใช้คำศัพท์ที่หลากหลายตามบทบาทของผู้เขียน ผู้อ่าน บริบท หรือ ส่วนประกอบของงานเขียนประเภทให้ข้อมูล</p>	
19.	<p>I have willingness to use a wide variety of lexical items based on the writers' roles, audiences, contexts or genres' elements in the informative text types.</p> <p>ฉันมีความตั้งใจที่จะใช้ใช้คำศัพท์ที่หลากหลายตามบทบาทของผู้เขียน ผู้อ่าน บริบท หรือ ส่วนประกอบของงานเขียนประเภทให้ข้อมูล</p>	
20.	<p>I can use this perceived writing self-efficacy to be applied to other type of texts.</p> <p>ฉันสามารถนำความรู้สึกต่อความสามารถทางการเขียนของตนเองไปใช้กับงานเขียนอื่นๆได้</p>	

Appendix E
Attitude questionnaire

Instructions: Please tick (/) in the blanks in each item.

Score 5 means strongly agree เห็นด้วยอย่างยิ่ง

Score 4 means agree เห็นด้วย

Score 3 means neutral เฉย ๆ

Score 2 means disagree ไม่เห็นด้วย

Score 1 means strongly disagree ไม่เห็นด้วยอย่างยิ่ง

Content	Strongly disagree ไม่เห็นด้วย อย่างยิ่ง 1	Disagree ไม่เห็น ด้วย 2	Neutral เฉย ๆ 3	Agree เห็นด้วย 4	Strongly agree เห็นด้วย อย่างยิ่ง 5
1. I think that this type of writing instruction can help me write English better. ฉันคิดว่าการสอนเขียนในรูปแบบนี้ช่วยให้ฉันเขียนภาษาอังกฤษได้ดีขึ้น					
2. I like this kind of writing instruction. ฉันชอบการเรียนการสอนในรูปแบบนี้					

Content	Strongly disagree ไม่เห็นด้วยอย่างยิ่ง 1	Disagree ไม่เห็นด้วย 2	Neutral เฉยๆ 3	Agree เห็นด้วย 4	Strongly agree เห็นด้วยอย่างยิ่ง 5
3. I think I learn a lot about writing English from this instruction. ฉันคิดว่าฉันเรียนรู้การเขียนภาษาอังกฤษได้มากขึ้นจากการสอนในรูปแบบนี้					
4. I understand every step of the writing instruction. ฉันเข้าใจทุกขั้นตอนในการสอนเขียนในรูปแบบนี้					
5. I think that the teaching steps really help me to write better. ฉันคิดว่าขั้นตอนในการสอนเขียนในรูปแบบนี้ช่วยให้ฉันเขียนได้ดีขึ้น					

Content	Strongly disagree ไม่เห็นด้วยอย่างยิ่ง 1	Disagree ไม่เห็นด้วย 2	Neutral เฉยๆ 3	Agree เห็นด้วย 4	Strongly agree เห็นด้วยอย่างยิ่ง 5
<p>6. I think the activity during contextualizing helps my understanding of how to write better.</p> <p>ฉันคิดว่ากิจกรรมระหว่างขั้นตอน contextualizing หรือช่วงกิจกรรมเตรียมความพร้อม ช่วยให้ฉันเข้าใจในการเขียนได้ดีขึ้น</p>					
<p>7. I think the activity during modeling helps my understanding of how to write better.</p> <p>ฉันคิดว่ากิจกรรมระหว่างขั้นตอน modeling หรือช่วงกิจกรรมตัวอย่าง ช่วยให้ฉันเข้าใจการเขียนได้ดีขึ้น</p>					

Content	Strongly disagree ไม่เห็นด้วยอย่างยิ่ง 1	Disagree ไม่เห็นด้วย 2	Neutral เฉยๆ 3	Agree เห็นด้วย 4	Strongly agree เห็นด้วยอย่างยิ่ง 5
8. I think the activity during negotiating helps my understanding of how to write better. ฉันคิดว่ากิจกรรมระหว่าง negotiating หรือ ช่วงกิจกรรมฝึกฝน ช่วยให้ฉันเข้าใจการเขียนได้ดีขึ้น					
9. I think the activity during constructing helps my understanding of how to write better. ฉันคิดว่ากิจกรรมระหว่าง constructing หรือ ช่วงกิจกรรมลงมือทำ ช่วยให้ฉันเข้าใจการเขียนได้ดีขึ้น					

Content	Strongly disagree ไม่เห็นด้วยอย่างยิ่ง 1	Disagree ไม่เห็นด้วย 2	Neutral เฉยๆ 3	Agree เห็นด้วย 4	Strongly agree เห็นด้วยอย่างยิ่ง 5
<p>10. I think the activity during connecting helps my understanding of how to write better.</p> <p>ฉันคิดว่ากิจกรรมระหว่าง connecting หรือ ช่วงกิจกรรมต่อยอด ช่วยให้ฉันเข้าใจการเขียนได้ดีขึ้น</p>					
<p>11. The writing awareness checklist helps me to understand how to write better.</p> <p>รายการการรับรู้เชิงประเภทช่วยให้ฉันเข้าใจการเขียนมากขึ้น</p>					

Content	Strongly disagree ไม่เห็นด้วยอย่างยิ่ง 1	Disagree ไม่เห็นด้วย 2	Neutral เฉยๆ 3	Agree เห็นด้วย 4	Strongly agree เห็นด้วยอย่างยิ่ง 5
<p>12. The reflection worksheet really helps me to reflect what I have learned.</p> <p>เอกสารงานสะท้อนความคิดช่วยให้ฉันได้คิดทบทวนว่าฉันได้เรียนอะไรไปบ้าง</p>					
<p>13. The language exercise really helps me to review what I have learned.</p> <p>แบบฝึกหัดด้านภาษาช่วยให้ฉันได้ทบทวนว่าฉันได้เรียนอะไรไปบ้าง</p>					
<p>14. The writing assignments really help me to practice what I have learned to authentic task.</p> <p>แบบฝึกหัดด้านการเขียนช่วยให้ฉันได้ฝึกฝนสิ่งที่ฉันเรียนในห้องไปสู่งานเขียนของจริง</p>					

Content	Strongly disagree ไม่เห็นด้วยอย่างยิ่ง 1	Disagree ไม่เห็นด้วย 2	Neutral เฉยๆ 3	Agree เห็นด้วย 4	Strongly agree เห็นด้วยอย่างยิ่ง 5
<p>15. The texts to be analyzed in class help me to write better, gain more perceived writing self-efficacy, and apply what I have learned to other text types.</p> <p>เอกสารต่างๆที่ได้วิเคราะห์ไปในห้องช่วยให้ฉันเขียนงานได้ดีขึ้น มีความมั่นใจ แรงจูงใจ และตั้งใจมากขึ้น และประยุกต์สิ่งที่เรียนในห้องไปสู่งานเขียนประเภทอื่นๆ</p>					

Appendix F
Interview protocol
Pre-Interview questions

แนวทางคำถามสัมภาษณ์มีดังต่อไปนี้

1. นิสิตอยากให้การสอนเขียนเป็นรูปแบบไหน อย่างไร ชอบส่วนไหนของการสอนเขียนที่เคยเรียนมามากที่สุด เพราะอะไร ถ้าไม่ ไม่ชอบส่วนไหนมากที่สุด เพราะอะไร
2. ที่ผ่านมามีปัญหาเกี่ยวกับการสอนเขียนหรืออยากให้ปรับปรุงเกี่ยวกับการสอนเขียนใหม่อย่างไร
3. นิสิตคิดว่า องค์ประกอบของงานเขียนควรมีอะไรบ้าง มีความสำคัญอย่างไร ส่งผลกระทบต่องานเขียนอย่างไร
4. ในขั้นตอนของการเขียน นิสิตคิดว่าควรมีขั้นตอนอย่างไร
5. นิสิตคิดว่าสามารถนำความรู้การเขียนที่เคยเรียนไปใช้กับงานเขียนประเภทอื่นได้ไหมอย่างไร
6. นิสิตคิดว่าตัวเองมีความมั่นใจ ความอยาก ความมุ่งมั่นในความสามารถทางการเขียนของตัวเองหรือไม่ อย่างไร

Post-Interview questions

แนวทางคำถามสัมภาษณ์มีดังต่อไปนี้

1. นิสิตชอบหรือไม่ชอบการสอนแนวนี้ อย่างไร ถ้าชอบ ชอบส่วนไหนมากที่สุด เพราะอะไร ถ้าไม่ ไม่ชอบส่วนไหนมากที่สุด เพราะอะไร
2. นิสิตมีปัญหากับการสอนเขียนหรือมีข้อเสนอแนะเกี่ยวกับการสอนประเภทนี้ไหม
3. หลังจากได้เรียนการสอนแนวนี้ นิสิตคิดว่า การเขียนควรมีองค์ประกอบอะไรบ้าง องค์ประกอบแต่ละอย่างคืออะไร และมีความสำคัญอย่างไร ส่งผลกระทบต่องานเขียนอย่างไร
4. นิสิตสามารถอธิบายขั้นตอนการเขียนได้หรือไม่ อย่างไร
5. นักเรียนคิดว่าสามารถนำความรู้การเขียนไปใช้กับงานเขียนประเภทอื่นได้ไหม อย่างไร
6. หลังจากได้เรียนการสอนแนวนี้ นิสิตคิดว่าตัวเองมีความมั่นใจ มีแรงผลักดัน ความตั้งใจ ในความพัฒนาสามารถทางการเขียนของตัวเองมากน้อยแค่ไหน อย่างไร

Appendix G

Course syllabus

Course description

The genre awareness instruction intended to develop the students' writing ability in two different genres, which were informative and persuasive texts and to strengthen the students' perceived writing self-efficacy. The students had an opportunity to analyze a variety of text types in different contexts in order to develop an understanding behind the choice of words, organizations, contents, and grammatical features in the texts.

Course objectives

- Students should be able to identify types of informative texts including background knowledge and thesis statement in the introduction paragraph, the topic sentence and support detail in each paragraph, the restatement and the comment in the conclusion paragraph in the four well-organized paragraph.
- Students should be able to write the informative texts using the appropriate structures, expressions, contents, and grammatical features to match the situational contexts.
- Students should be aware of the genres' elements in the informative texts.
- Students should be able to identify types of persuasive texts including the background information and the aims in the introduction, the argument and supporting reasons in the first body, the persuasion and supporting reasons in the second body, and the complimentary close in the conclusion paragraph.
- Students should be able to write the persuasive texts using the appropriate structures, expressions, contents, and grammatical features to match the situational contexts.
- Students should be aware of the genres' elements in the persuasive texts.
- Students' perceived informative and persuasive texts writing self-efficacy in terms of the appropriate structures, expressions, contents, and grammatical features to match the situational contexts should be strengthened.

Course materials

Writing awareness checklist, language exercises, writing assignments, reflection worksheets, and several texts to be analyzed

Course contents

Week	Contents/Aims	Assignments/Activities
1	<u>Introduction</u> -Course orientation -Ice-breaking activities	-Explaining the course syllabus, contents, materials, and assessment -An introduction activity
2	<u>Pre-test</u> -Pre-writing test on informative and persuasive text -Pre-perceived writing self-efficacy questionnaires -Interviews	-Pre-writing test on informative and persuasive texts -Pre-perceived writing self-efficacy questionnaires -Interviews
3	<u>Unit 1: Invention</u> - Setting a shared knowledge on the target genre text type -Raising the background knowledge -Learning vocabulary related to describing things and inventions -Learning active and passive voice -Learning parallelism -Formal-informal language -Learning the move of the target genre -Reflecting on what they have learned about writing	-Asking the students to think about the concept of text types, writers' roles, audiences, contexts, purposes, and contents of the target genre in a small group -Rearranging the part of informative texts activities -Teaching the language features in the context of use -Writing a reflection on a reflection worksheet concerning what the students have learned about writing
4	<i>University sports week</i>	<i>University sports week</i>

Week	Contents/Aims	Assignments/Activities
5	<p><u>Unit 1: Invention</u></p> <ul style="list-style-type: none"> -Showing an example of a good model text in a target genre text type -Learning vocabulary related to describing things and inventions -Learning model verb -Learning much, little, amount, many, few and number -Formal-informal language -Learning the move of the target genre -Reflecting on what they have learned about writing 	<ul style="list-style-type: none"> -Analyzing the model text in a target genre based on writing awareness checklist within a small group -Analyzing the model text in a target genre based on writing awareness checklist with an instructor -Teaching the language features in the context of use -Writing a reflection on a reflection worksheet concerning what the students have learned about writing
6	<p><u>Unit 1: Invention</u></p> <ul style="list-style-type: none"> -Constructing a target genre text with an instructor as well as learning to evaluate the texts -Learning vocabulary related to describing things and inventions -Learning a future simple tense -Learning adverb -Formal-informal language -Learning the move of the target genre -Reflecting on what they have learned about writing 	<ul style="list-style-type: none"> -Writing a target genre text with an instructor based on the writing awareness checklist -Evaluating the instructor's text with the class -Teaching the language features in the context of use -Writing a reflection on a reflection worksheet concerning what the students have learned about writing

Week	Contents/Aims	Assignments/Activities
7	<u>Unit 1: Invention</u> -Constructing a target genre text without any help -Learning vocabulary related to describing things and inventions -Learning a present continuous tense -Learning adjective -Formal-informal language -Learning the move of the target genre -Reflecting on what they have learned about writing	-Writing a target genre text without any help -Teaching the language features in the context of use -Writing a reflection on a reflection worksheet concerning what the students have learned about writing
8	<u>Unit 1: Invention</u> -Applying what the students have learned to other text type; exchanges, procedures, and story texts -Reflecting on what they have learned about writing	-Applying genre awareness knowledge to other text types under the same scope of topic -Writing a reflection on a reflection worksheet concerning what the students have learned about writing
9	<i>Midterm examination week</i>	<i>Midterm examination week</i>

Week	Contents/Aims	Assignments/Activities
10	<p><u>Unit 2: Hotel reservation</u></p> <ul style="list-style-type: none"> - Setting a shared knowledge on the target genre text type -Raising the background knowledge -Learning vocabulary related to hotel reservation -Learning present simple tense -Formal-informal language -Learning the move of the target genre -Reflecting on what they have learned about writing 	<ul style="list-style-type: none"> -Asking the students to think about the concept of text types, writers' roles, audiences, contexts, purposes, and contents of the target genre in a small group -Rearranging the part of persuasive texts activities -Teaching the language features in the context of use -Writing a reflection on a reflection worksheet concerning what the students have learned about writing
11	<p><u>Unit 2: Hotel reservation</u></p> <ul style="list-style-type: none"> -Showing an example of a good model text in a target genre text type -Learning vocabulary related to hotel reservation -Learning present perfect tense -Formal-informal language -Learning the move of the target genre -Reflecting on what they have learned about writing 	<ul style="list-style-type: none"> -Analyzing the model text in a target genre based on writing awareness checklist within a small group -Analyzing the model text in a target genre based on writing awareness checklist with an instructor -Teaching the language features in the context of use -Writing a reflection on a reflection worksheet concerning what the students have learned about writing

Week	Contents/Aims	Assignments/Activities
12	<p><u>Unit 2: Hotel reservation</u></p> <ul style="list-style-type: none"> -Constructing a target genre text with an instructor as well as learning to evaluate the texts -Learning vocabulary related to hotel reservation -Learning conditional clauses -Formal-informal language -Learning the move of the target genre -Reflecting on what they have learned about writing 	<ul style="list-style-type: none"> -Writing a target genre text with an instructor based on the writing awareness checklist -Evaluating the instructor's text with the class -Teaching the language features in the context of use -Writing a reflection on a reflection worksheet concerning what the students have learned about writing
13	<p><u>Unit 2: Hotel reservation</u></p> <ul style="list-style-type: none"> -Constructing a target genre text without any help -Learning vocabulary related to hotel reservation -Learning past simple tense -Formal-informal language -Learning the move of the target genre -Reflecting on what they have learned about writing 	<ul style="list-style-type: none"> -the language features will be taught in the language of use -Writing a target genre text without any help -Teaching the language features in the context of use -Writing a reflection on a reflection worksheet concerning what the students have learned about writing

Week	Contents/Aims	Assignments/Activities
14	<u>Unit 2: Hotel reservation</u> -Applying what the students have learned to other text type; exchanges, procedures, and story texts under the same scope of topic -Reflecting on what they have learned about writing	-Applying genre awareness knowledge to other text types under the same scope of topic -Writing a reflection on a reflection worksheet concerning what the students have learned about writing
15	<u>Post-test</u> -Post-writing test -Post-perceived writing self-efficacy questionnaires -Attitude questionnaire -Interviews	-Post-writing test -Post-perceived writing self-efficacy questionnaires -Attitude questionnaire -Interviews
16	<i>Course wrap-up & evaluation</i>	<i>Course wrap-up & evaluation</i>



Appendix H

Writing awareness checklist

Genre name: What is this text called (its genre name)? What do you think you already know about what a text from this genre looks like? For example, how should the text be organized? Pattern?

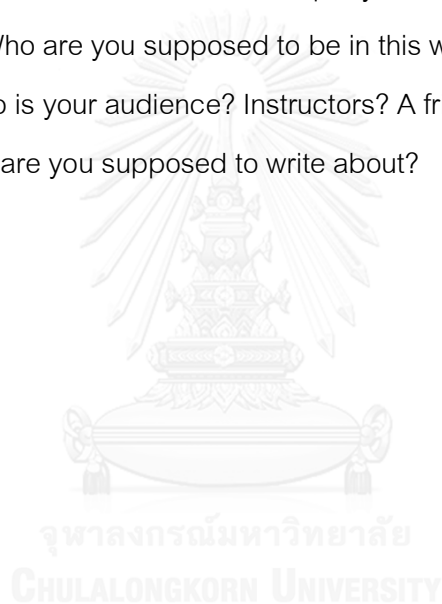
Purpose: What are you supposed to do as a writer to complete this task? Are you asked to make an argument? To inform? To describe or list?

Context: What is the relationship between a writer and a reader? Where should this writing be taken place? In school? In a company?

Writer's role: Who are you supposed to be in this writing? A student? A teacher?

Audience: Who is your audience? Instructors? A friend?

Content: What are you supposed to write about?



For example: An invention text

Check	Elements	Examples
√	Genre name ประเภทงานเขียน	<i>An information text</i>
	Purpose จุดประสงค์ที่เกี่ยวกับลักษณะงาน	<i>To describe about the invention</i>
	Context บริบท	<i>A description of the target invention to a customer in the fair/...</i>
	Writer's role บทบาทของผู้เขียน	<i>A seller</i>
	Audience บทบาทของผู้อ่าน	<i>A customer</i>
	Content เนื้อหา	<i>To explain about the purpose, description, way to use, and advantages and disadvantages of the invention</i>

For example: A hotel text

Check	Elements	Examples
√	Genre name ประเภทงานเขียน	<i>A persuasive text</i>
	Purpose จุดประสงค์ที่เกี่ยวกับลักษณะงาน	<i>To propose a solution in four paragraph</i>
	Context บริบท	<i>A letter from a student to a teacher in the school</i>
	Writer's role บทบาทของผู้เขียน	<i>A student</i>
	Audience บทบาทของผู้อ่าน	<i>A teacher</i>
	Content เนื้อหา	<i>To state the reasons why you disagree with the previous hotel and suggest a new one because the last one is not good in terms of</i>

Please identify the genres' elements (organizations, purposes, contents, and etc.) of the texts based on this checklist and discuss with the class and the instructor.

โปรดระบุส่วนประกอบของประเภทงานเขียนเหล่านี้ (บริบท, จุดประสงค์ที่เกี่ยวกับลักษณะงาน, เนื้อหา, และ อื่นๆ) โดยอิงจากรายชื่อส่วนประกอบงานเขียนที่ให้ หลักจากนั้นนำไปถกเถียงกับเพื่อนในห้องและครู

Check	Elements	In the text
	Genre name ประเภทงานเขียน	
	Purpose จุดประสงค์ที่เกี่ยวกับลักษณะงาน	
	Context บริบท	
	Writer's role บทบาทของผู้เขียน	
	Audience บทบาทของผู้อ่าน	
	Content เนื้อหา	



Appendix I

Language exercises

Language exercise 1

Vocabulary

Please fill in the blank with the word in the 'Magic Soap' text you have just read. Please use the sentence to help you decide the meaning of the underlined word.

1. If you are accepted to go to this school, there are both that you should consider. First, you can meet a lot of new friends but you will live far away from home.
2. We are living in the era of where everything is easily connected by internet.
3. I really like this phone because of its It is amazingly small!
4. Exercising is very for your good health.
5. My dad is looking for a phone with multiple

Grammar

Active and passive voice

Active: Subject + verb + object

- When you know the subject of an action.
- When the subject is the main emphasized.
 - When the subject is the doer.

I invented the Iphone.

Passive: Object + verb. to be + verb + (by + subject)

- The object of an action becomes the subject.
- When you do not know the subject or when the subject cannot perform the action by itself.
 - When the subject is not the doer.

This building is constructed by him.

Parallelism

The word or clause in a sentence must have the same grammatical structures.

I like to eat, to drink, and to run.

Underline the correct use of verbs in a sentence

1. The building builds/is built by my mother.
2. I eat/am eaten sandwich for breakfast.
3. My brother starts smoking, swimming, and drinking/to drink.

Circle the expression that match the writer-reader

1. More formal: Most of the attention has been paid to this issue/ this is important
2. More informal: Let's talk about it later/the essay aims to describe....

Put a number in front of the below statements in the correct order

-General statement
- Supporting ideas in each paragraph
-Conclusion
- Thesis statement
- Topic sentence in each paragraph

Please identify the genres' elements (organization, purpose, content, and etc.) of the texts based on this checklist and discuss with the class and the instructor. โปรดระบุ ส่วนประกอบของประเภทงานเขียนเหล่านี้ (บริบท, จุดประสงค์ที่เกี่ยวกับลักษณะงาน, เนื้อหา, และ อื่นๆ) โดยอิงจากรายชื่อส่วนประกอบงานเขียนที่ให้ หลักจากนั้นนำไป ถกเถียงกับเพื่อนในห้องและอาจารย์

Check	Elements	Examples
√	Genre name ประเภทงานเขียน	<i>An information text</i>
	Purpose จุดประสงค์ที่ เกี่ยวกับลักษณะ งาน	<i>To describe about the invention</i>
	Context บริบท	<i>A description of the target invention to a customer in the fair/...</i>
	Writer's role บทบาทของผู้เขียน	<i>A seller</i>

	Audience บทบาทของผู้อ่าน	<i>A customer</i>
	Content เนื้อหา	<i>To explain about the purpose, description, way to use, and advantages and disadvantages of the invention</i>

Check	Elements	In the text
	Genre name ประเภทงานเขียน	
	Purpose จุดประสงค์ที่เกี่ยวกับลักษณะงาน	
	Context บริบท	
	Writer's role บทบาทของผู้เขียน	
	Audience บทบาทของผู้อ่าน	
	Content เนื้อหา	

Language exercise 2

Vocabulary

Please fill in the blank with the word in the 'Wake-up Clock' text you have just read.

Please use the sentence to help you decide the meaning of the underlined word.

1. You are very small! You areas a feather.
2. These.....will help you to read in the dark.
3. Computer is the greatestof all times. Without the computer, we cannot connect to the world.
4. I don't care what other people say about my skirt. I don't think it is that

GrammarModel verb

- Model verb (should, could, can, must, will, would, need, may shall, etc.) + Verb
in simple present form
 - Can: to express ability or to request permission
 - May: to express possibility or to request permission
 - Must: to express obligation
 - Should: to give advice
 - Would: to request or to offer
- They are used to indicate ability, permission, or obligation.

I can drive a car.

Would you mind open that window?

I must go to school tomorrow.

You should apologize to your father today.

May I go to the restroom please?

Much, little, amount, many, few, and number

Much, Little, Amount + Noun (Uncountable noun)

Will the exercise take much time?

Little research has been conducted in this field.

Many, Few, Number + Noun (Countable noun)

I give many books to the library.

Fewer people applied for the faculty of Political Science this year.

Underline the correct use of verbs in a sentence

1. I can/must eat beef. I'm not allergic to it.
2. I would/could like to propose a new solution.
3. There are much/many tables in the room.
4. She could save large amount/number of money from her salary.

Circle the expression that match the writer-reader

1. More formal: Usually/ Generally speaking
2. More informal: Through serious consideration/thinking for a long time....

Put a number in front of the below statements in the correct order

- Topic sentence in each paragraph
- Supporting ideas in each paragraph
- General statement
- Thesis statement
- Conclusion

Please identify the genres' elements (organizations, purposes, contents, and etc.) of the texts based on this checklist and discuss with the class and the instructor. โปรดระบุ ส่วนประกอบของประเภทงานเขียนเหล่านี้ (บริบท, จุดประสงค์ที่เกี่ยวกับลักษณะงาน, เนื้อหา, และ อื่นๆ) โดยอิงจากรายชื่อส่วนประกอบงานเขียนที่ให้ หลักจากนั้นนำไป ถกเถียงกับเพื่อนในห้องและอาจารย์

Check	Elements	Examples
√	Genre name ประเภทงานเขียน	<i>An information text</i>
	Purpose จุดประสงค์ที่ เกี่ยวกับลักษณะ งาน	<i>To describe about the invention</i>
	Context บริบท	<i>A description of the target invention to a customer in the fair/...</i>

	Writer's role บทบาทของผู้เขียน	<i>A seller</i>
	Audience บทบาทของผู้อ่าน	<i>A customer</i>
	Content เนื้อหา	<i>To explain about the purpose, description, way to use, and advantages and disadvantages of the invention</i>

Check	Elements	In the text
	Genre name ประเภทงานเขียน	
	Purpose จุดประสงค์ที่เกี่ยวกับลักษณะงาน	
	Context บริบท	
	Writer's role บทบาทของผู้เขียน	
	Audience บทบาทของผู้อ่าน	
	Content เนื้อหา	

Language exercise 3

Vocabulary

Please fill in the blank with the word in the 'Screaming Clock' text you have just read.

Please use the sentence to help you decide the meaning of the underlined word.

1. I did not have a chance to study for the final exam., I got F.
2. My first was the fact that I got a Science degree from this university last year.
3. Many people research on this issue because a.....will change the world.
4. When someone is playing music when you are trying to sleep is a good example of a

GrammarFuture simple tense

- 'Will' is used for the coming future, a promise or a fact.
- 'Be going to' describes intentions or plans.

I will be late to class this afternoon.

I am going to wait here until my sister wakes up.

Adverb

Adverb is used to modify a verb, an adjective, or an adverb.

He drives a car slowly.

He drove a very fast motorcycle.

He walked quite slowly.

Underline the correct use of verbs in a sentence

1. I am going/am to be a doctor when I am 30.
2. The bus will/was stop if there is a storm coming tomorrow.
3. I promise that I will/am going to love you till the end of time.

Circle the expression that match the writer-reader

1. From a student to a teacher: We look forward to receiving your reply.../tell me about it later...
2. From a close chairman to a chairman: I don't mind,.../ if it is possible, would you mind...

Put a number in front of the below statements in the correct order

-General statement
- Thesis statement
-Conclusion
- Topic sentence in each paragraph
- Supporting ideas in each paragraph

Please identify the genres' elements (organizations, purposes, contents, and etc.) of the texts based on this checklist and discuss with the class and the instructor. โปรดระบุ ส่วนประกอบของประเภทงานเขียนเหล่านี้ (บริบท, จุดประสงค์ที่เกี่ยวกับลักษณะงาน, เนื้อหา, และ อื่นๆ) โดยอิงจากรายชื่อส่วนประกอบงานเขียนที่ให้ หลักจากนั้นนำไป ถกเถียงกับเพื่อนในห้องและอาจารย์

Check	Elements	Examples
√	Genre name ประเภทงาน เขียน	<i>An information text</i>
	Purpose จุดประสงค์ที่ เกี่ยวกับ ลักษณะงาน	<i>To describe about the invention</i>
	Context บริบท	<i>A description of the target invention to a customer in the fair/...</i>
	Writer's role บทบาทของ ผู้เขียน	<i>A seller</i>
	Audience บทบาทของ ผู้อ่าน	<i>A customer</i>

	Content เนื้อหา	<i>To explain about the purpose, description, way to use, and advantages and disadvantages of the invention</i>
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Check	Elements	In the text
	Genre name ประเภทงานเขียน	
	Purpose จุดประสงค์ที่เกี่ยวกับลักษณะงาน	
	Context บริบท	
	Writer's role บทบาทของผู้เขียน	
	Audience บทบาทของผู้อ่าน	
	Content เนื้อหา	

Language exercise 4

Vocabulary

Please fill in the blank with the word in the 'Memory Boost Device' text you have just read. Please use the sentence to help you decide the meaning of the underlined word.

1. In the classroom, my teacher always uses the..... to show the slide.
2. My mother always told me to turn on the phone
So, she can find me when I get lost.
3. This car can up to 250 km. It is very fast!
4. This is a.....good deal. You should take it!
5. There is.....shop a couple of blocks away. Do you want to go if there is a plate you like?
6. Wow! This is.....the last one!

GrammarPresent continuous tense

- To explain that something is happening now.
- To explain that something is in the process of doing of a longer action (months, years, and etc.)
 - To explain that something will or will not happen in the future.
 - V.tobe +V.ing

I am studying.

I'm drinking.

I'm eating after class.

Adjective

Adjective is a word that is used to describe a noun by giving more information.

This is a beautiful girl.

You will like this pink dress.

Underline the correct use of verbs in a sentence

1. Now, I am eating/eat.
2. She is swimming/ swims at the moment.

3. He has a black/run belt.

Circle the expression that match the writer-reader

1. From an employer to an employee: Hey/Dear
2. From a brother to a sister: Love ya/ with respect

Put a number in front of the below statements in the correct order

- Thesis statement.
- Conclusion
- Supporting ideas in each paragraph
- General statement
- Topic sentence in each paragraph

Please identify the genres' elements (organizations, purposes, contents, and etc.) of the texts based on this checklist and discuss with the class and the instructor. โปรดระบุ ส่วนประกอบของประเภทงานเขียนเหล่านี้ (บริบท, จุดประสงค์ที่เกี่ยวกับลักษณะงาน, เนื้อหา, และ อื่นๆ) โดยอิงจากรายชื่อส่วนประกอบงานเขียนที่ให้ หลักจากนั้นนำไป ถกเถียงกับเพื่อนในห้องและอาจารย์

Check	Elements	Examples
√	Genre name ประเภทงานเขียน	<i>An information text</i>
	Purpose จุดประสงค์ที่ เกี่ยวกับลักษณะ งาน	<i>To describe about the invention</i>
	Context บริบท	<i>A description of the target invention to a customer in the fair/...</i>
	Writer's role บทบาทของผู้เขียน	<i>A seller</i>
	Audience บทบาทของผู้อ่าน	<i>A customer</i>
	Content เนื้อหา	<i>To explain about the purpose, description, way to use, and advantages and disadvantages of the invention</i>

Check	Elements	In the text
	Genre name ประเภทงานเขียน	
	Purpose จุดประสงค์ที่เกี่ยวกับลักษณะงาน	
	Context บริบท	
	Writer's role บทบาทของผู้เขียน	
	Audience บทบาทของผู้อ่าน	
	Content เนื้อหา	

Language exercise 5

Vocabulary

Please fill in the blank with the word that matches with the given pictures based on the 'Mart's and Prof. Mart's trip' text you have just read

Fill in the gap with the word that matches with the sentence based on the Mart's trip and Prof. Mart's trip text you have just read

1. I'm not sure whether I will go to her house tonight. If I go, I will.....
2. This hotel is very nice but.....
3. My mom thinks that this house is too old to start a life....., I think it is still fine.
4., you got fired last year, right?
5. If you don't like the room we provided,.....
6. After your dog died,.....it has been hard for you.
7., how are you?

Grammar

Present simple tense

It refers to facts that are always true, a schedule or a timetable.

For example, Water boils at 100 degree Celsius.

Train arrives tomorrow at 8 pm.

Underline the correct use of verbs in a sentence

1. The sun rises/rose in the East.
2. The plane arrives/will arrive tomorrow at 10 in the morning.
3. This company and that company are/were similar in many ways.

Circle the expression that match the writer-reader

1. From a teacher to a student: Dear/Hi
2. From a friend to a friend: As reference to what we have agreed,.../ From what I know,...

Put a number in front of the below statements in the correct order

.....the other side's statement

.....the situation

.....conclusion

.....greeting

.....the aims of the text

.....the opinion to the other's side statement

.....the argument's reasons

.....the argument's statement

Please identify the genres' elements (organizations, purposes, contents, and etc.) of the texts based on this checklist and discuss with the class and the instructor. โปรดระบุ ส่วนประกอบของประเภทงานเขียนเหล่านี้ (บริบท, จุดประสงค์ที่เกี่ยวกับลักษณะงาน, เนื้อหา, และ อื่นๆ) โดยอิงจากรายชื่อส่วนประกอบงานเขียนที่ให้ หลักจากนั้นนำไป ถกเถียงกับเพื่อนในห้องและอาจารย์

Check	Elements	Examples
√	Genre name ประเภทงานเขียน	<i>A persuasive text</i>
	Purpose จุดประสงค์ที่ เกี่ยวกับลักษณะ งาน	<i>To propose a solution in four paragraph</i>
	Context บริบท	<i>A letter from a student to a teacher in the school</i>
	Writer's role บทบาทของผู้เขียน	<i>A student</i>
	Audience บทบาทของผู้อ่าน	<i>A teacher</i>
	Content เนื้อหา	<i>To state the reasons why you disagree with the previous hotel and suggest a new one because the last one is not good in terms of</i>

Check	Elements	In the text
	Genre name ประเภทงานเขียน	
	Purpose จุดประสงค์ที่เกี่ยวกับลักษณะ งาน	
	Context บริบท	
	Writer's role บทบาทของผู้เขียน	
	Audience บทบาทของผู้อ่าน	
	Content เนื้อหา	

Pictures references

<http://bit.ly/1EFcr8S>

<http://bit.ly/1svuMjD>

<http://bit.ly/1D1YWOC>

<http://bit.ly/1rm32sj>

<http://bit.ly/1s3Tczb>

<http://bit.ly/1xAcJJb>

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Language exercise 6

Vocabulary

Please fill in the blank with the word that matches with the given pictures based on the 'Noon's trip' text you have just read





<i>Room type</i>	1 May. -31 Oct.	1 Nov. -19 Dec.	20 Dec. -10 Jan.	11 Jan. -30 Mar.	1 Apr. -30 Apr.
Beach Front Bungalow	3,500	7,000	7,700	7,000	5,700
Sea View Bungalow	2,250	5,500	6,200	5,500	4,500
Deluxe Room	1,850	4,700	5,000	5,100	3,500
Superior Seaview	1,450	3,900	4,600	4,800	2,900
Standard Mountain	1,300	3,500	4,200	4,500	2,500



Fill in the gap with the word that matches with the sentence based on the text you have just read

1.reserving a seat for me. I am really appreciated it.
2. I like this airline very much because these seats are bigger than other airline'....., I can get a free drink!
3. A: I bought you an orange juice.
B: Oh!.....I already bought it but I guess I can have another drink.

Thank you!

GrammarPresent perfect tense

- Is used when an action happens in the past for duration of time
 - Is used when an action in the past has just finished
 - Is used when an action in the past affects the present

He remembered their previous meeting.

She had told him her life story.

I have just finished writing the email.

Underline the correct use of verbs in a sentence

1. I finished/have finished writing the report now.
2. If I have not taken/take this course, I would have failed the exam.
3. They told me that they have studied/ study Thai language for six months.

Circle the expression that match the writer-reader

1. From an employer to an employee: With respect/ with love
2. From a brother to a sister: I would like to discuss this.../Let see this....

Put a number in front of the below statements in the correct order

.....the situation

.....the aims of the text

.....the other side's statement

.....the opinion to the other's side statement

.....the argument's statement

.....the argument's reasons

.....conclusion

.....greeting

.....closing

Please identify the genres' elements (organizations, purposes, contents, and etc.) of the texts based on this checklist and discuss with the class and the instructor. โปรดระบุ ส่วนประกอบของประเภทงานเขียนเหล่านี้ (บริบท, จุดประสงค์ที่เกี่ยวกับลักษณะงาน, เนื้อหา, และ อื่นๆ) โดยอิงจากรายชื่อส่วนประกอบงานเขียนที่ให้ หลักจากนั้นนำไป ถกเถียงกับเพื่อนในห้องและอาจารย์

Check	Elements	Examples
✓	Genre name ประเภทงานเขียน	<i>A persuasive text</i>
	Purpose จุดประสงค์ที่ เกี่ยวกับลักษณะ งาน	<i>To propose a solution in four paragraph</i>
	Context บริบท	<i>A letter from a student to a teacher in the school</i>
	Writer's role บทบาทของผู้เขียน	<i>A student</i>
	Audience บทบาทของผู้อ่าน	<i>A teacher</i>
	Content เนื้อหา	<i>To state the reasons why you disagree with the previous hotel and suggest a new one because the last one is not good in terms of</i>

Check	Elements	In the text
	Genre name ประเภทงานเขียน	
	Purpose จุดประสงค์ที่เกี่ยวกับลักษณะ งาน	
	Context บริบท	
	Writer's role บทบาทของผู้เขียน	
	Audience บทบาทของผู้อ่าน	
	Content เนื้อหา	

Pictures references

<http://bit.ly/1uV3fZL>

<http://bit.ly/ZkfbY8>

<http://bit.ly/1C5xTzN>

<http://bit.ly/1nh50z6>

Language exercise 7

Vocabulary

Please fill in the blank with the word that matches with the given pictures based on the 'Kaew's trip' texts you have just read



Fill in the gap with the word that matches with the sentence based on the text you have just read

1.you read this book, you will pass the exam.
2. You agree with me,.....?
3. Have you heard.....this place before?

GrammarConditional clauses

Conditional sentences usually have the condition and the result.

- The zero conditional describes something that is or was generally true:

If + present tense + present tense or If + past tense, past tense

If I eat fish, I get ill.

- The first conditional describes real or probable future situations:

If + present tense, will + infinitive

If it rains, I will not go out.

- The second conditional describes imaginary or unlikely situations:

If + past tense, would + infinitive

If I knew, I would tell you.

- The third conditional describes something that is impossible to happen because the action happens in the past.

If + past perfect, would+ have+ past participle

If I had found her books, I would have sent it back to her.

Underline the correct use of verbs in a sentence

1. If the water boils/will boil, the water is/will be hot.
2. If I drink/drank coca-cola, I will get/got dizzy.
3. If I knew/know, I would tell/will tell you.
4. If I had found/ found her books, I would have sent it back to her.

Circle the expression that match the writer-reader

1. From a girlfriend to a boyfriend: As a consequence / So
2. From a staff to a customer: Sorry for the inconvenience, I would like.../Hey, sorry but do you want to try this instead?

Put a number in front of the below statements in the correct order

-the situation
- closing
- the opinion to the other's side statement
- the other side's statement
- the argument's reasons
- the argument's statement
-conclusion
-greeting
- the aims of the text

Please identify the genres' elements (organization, purpose, content, and etc.) of the texts based on this checklist and discuss with the class and the instructor. โปรดระบุ ส่วนประกอบของประเภทงานเขียนเหล่านี้ (บริบท, จุดประสงค์ที่เกี่ยวกับลักษณะงาน, เนื้อหา, และ อื่นๆ) โดยอิงจากรายชื่อส่วนประกอบงานเขียนที่ให้ หลักจากนั้นนำไป ถกเถียงกับเพื่อนในห้องและอาจารย์

Check	Elements	Examples
✓	Genre name ประเภทงานเขียน	<i>A persuasive text</i>
	Purpose จุดประสงค์ที่ เกี่ยวกับลักษณะ งาน	<i>To propose a solution in four paragraph</i>
	Context บริบท	<i>A letter from a student to a teacher in the school</i>
	Writer's role บทบาทของผู้เขียน	<i>A student</i>
	Audience บทบาทของผู้อ่าน	<i>A teacher</i>
	Content เนื้อหา	<i>To state the reasons why you disagree with the previous hotel and suggest a new one because the last one is not good in terms of</i>

Check	Elements	In the text
	Genre name ประเภทงานเขียน	
	Purpose จุดประสงค์ที่เกี่ยวกับลักษณะ งาน	
	Context บริบท	
	Writer's role บทบาทของผู้เขียน	
	Audience บทบาทของผู้อ่าน	
	Content เนื้อหา	

Pictures references

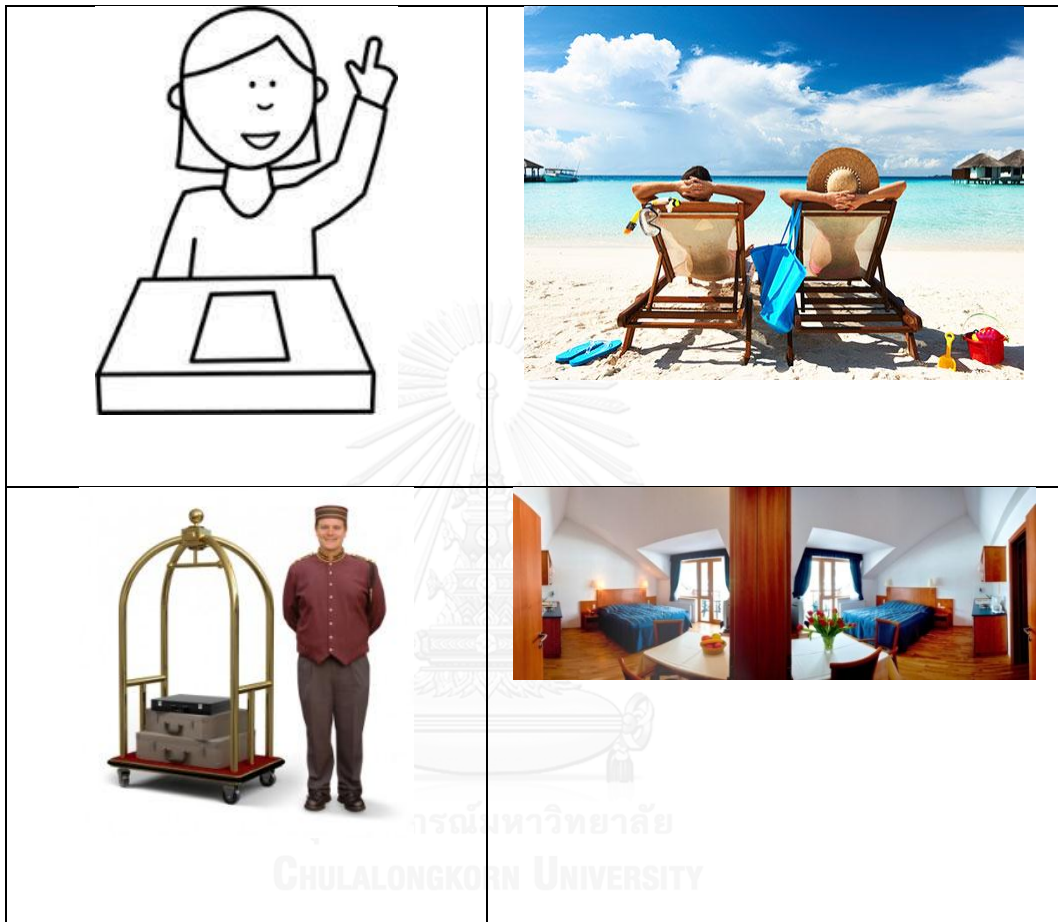
<http://bit.ly/1srcl0x>

<http://bit.ly/1xCC4Cq>

Language exercise 8

Vocabulary

Please fill in the blank with the word that matches with the given pictures based on the 'Amp's trip' text you have just read



Fill in the gap with the word that matches with the sentence based on the text you have just read

1., you broke up with her last week.
2.to propose a solution to your problem.

GrammarPast tense

- Is used to talk about the past actions

I went to a flower shop.

- Is used for repeated past actions

I always talked on the phone with her every night.

Underline the correct use of verbs in a sentence

1. Yesterday, I go/went to school
2. I bought/buy this book, last year.

Circle the expression that match the writer-reader

1. From a friend to a friend: So/therefore
2. From a friend to a mother: I want/I would like

Put a number in front of the below statements in the correct order

-the situation
- closing
-the other side's statement
- conclusion
-the argument's statement
-the argument's reasons
- the aims of the text
-greeting
- the opinion to the other's side statement

Please identify the genres' elements (organizations, purposes, contents, and etc.) of the texts based on this checklist and discuss with the class and the instructor. โปรดระบุ ส่วนประกอบของประเภทงานเขียนเหล่านี้ (บริบท, จุดประสงค์ที่เกี่ยวกับลักษณะงาน, เนื้อหา, และ อื่นๆ) โดยอิงจากรายชื่อส่วนประกอบงานเขียนที่ให้ หลักจากนั้นนำไป ถกเถียงกับเพื่อนในห้องและอาจารย์

Check	Elements	Examples
√	Genre name ประเภทงานเขียน	<i>A persuasive text</i>
	Purpose จุดประสงค์ที่ เกี่ยวกับลักษณะ งาน	<i>To propose a solution in four paragraph</i>
	Context	<i>A letter from a student to a teacher in the school</i>

	บริบท	
	Writer's role บทบาทของ ผู้เขียน	<i>A student</i>
	Audience บทบาทของผู้อ่าน	<i>A teacher</i>
	Content เนื้อหา	<i>To state the reasons why you disagree with the previous hotel and suggest a new one because the last one is not good in terms of</i>

Check	Elements	In the text
	Genre name ประเภทงานเขียน	
	Purpose จุดประสงค์ที่เกี่ยวกับลักษณะงาน	
	Context บริบท	
	Writer's role บทบาทของผู้เขียน	
	Audience บทบาทของผู้อ่าน	
	Content เนื้อหา	

Pictures references

<http://bit.ly/1o56ZHe>

<http://bit.ly/1syejv5>

<http://bit.ly/1sp9LXH>

<http://bit.ly/Zkl7Ak>

Appendix J
Writing samples
Samples of informative texts
The magic soap

Instructions: Students will be given two situations of the same content and two mixing parts of the two essays that correspond to the two situations to be rearranged. Students must rearrange the mixing parts of the two essays to match the two situations given.

Situation1:

You are a student entering the first round of a science fair competition. You need to come up with an invention that helps solving the problems today. To enter the first round, you need to write no more than 300 words essay describing your invention including the purposes, the description, how to use, advantages and disadvantages of the invention and send it to the Dean of the Science Ministry office.

✂	In the globalization world, the language is very important. However, in order to be competent language speakers, it takes a lot of time and effort.
✂	Therefore, the Magic Soap is invented to solve this problem. This essay aims to describe about the purposes, what it looks like, way to use, and usages and limitations.
✂	The main purpose of the Magic Soap invention is to help the learners to learn language very fast.
✂	Normally, people will have to spend about two or three years to learn one language. This invention will help the language learners to learn new language in only one day to match the world of globalization where everything is going really fast.
✂	The invention is very small, pocket-size, and easy to use.



This invention is only five inches long and three inches width. It comes in many colors such as pink, purple, blue, etc.



This invention can be used easily.



The language soap should be cut into a one centimeter cube in order to be eaten by the users. After that, the users can speak any language that they want to speak.



This invention has many advantages and disadvantages.



The advantages of this invention are easy to use, easy to carry, and not expensive. However, this invention is not perfect. It comes with only one function, which is to be able to speak foreign languages. Moreover, sometimes, it can make the language learners feel dizzy and headache.



In conclusion, I still think that this invention is essential for anyone who is interested in learning a new language very fast and effortless.

The Magic Soap

Instructions: students will be given two situations of the same content and two mixing parts of the two essays that correspond to the two situations to be rearranged. Students must rearrange the mixing parts of the two essays to match the two situations given.

Situation2:

You are a first year student in Thailand feeling the need to come up with an invention that helps solving the problems today. You start writing an essay with no more than 300 words describing your invention including the purposes, the description, how to use, advantages and disadvantages of the invention in order to share it with your friends.

✂	As you know, Language is very important, right?. You need to be able to speak more than one language to fit into today's world.
✂	So, the Magic Soap is here to help you with the language problem. I will talk about the detail later.
✂	The language soap will help you to learn language really fast.
✂	You don't need to spend two or three years in school. You can speak a new language within a day.
✂	The invention is created in mini size.
✂	It is only five inches long. So, don't worry about space.
✂	You can easily use it...
✂	...by cutting it into one centimeter cube, then take, it. That's it! You can speak any

language you want to.
✂ There are many good sides of this Magic Soap.
✂ It is easy to use and to carry but, sometimes, it can give you dizzy and headache.
✂ Anyhow, I still think that this invention is pretty good for anyone who wants to learn new languages very fast and effortless.



Samples of persuasive texts

Mart's trip

Instructions: Students will be given two situations of the same content and two mixing parts of the two essays that correspond to the two situations to be rearranged. Students must rearrange the mixing parts of the two essays to match the two situations given.

Situation3

Mart is Mint's best friend. He went to study abroad for five years now. He is coming back to Thailand for five days. He would like to go to Chiangmai and stay for two nights there. His mother is thinking about booking a room at the Linchoya Hotel, which is a very luxurious hotel. The facilities of this hotel such as mini-bar, swimming pool, shuttle bus, and etc are perfect. However, Mint thinks that the Wiriya house would be a better idea since it is closer to town and has a peaceful environment. So, Mint has to propose a new hotel.

✂	To: Mart (A friend)	From: Mint (A friend)	Subject: a place to stay in Chiangmai
✂	Hey,		
✂	I know that you're trying to find a place to stay overnight in Chiangmai next month.		
✂	So, here is what I think.		
✂	From what I know, your mother wants you to stay at Linchoya hotel in Chiangmai.		
✂	It's a very good hotel if you want to be surrounded by luxurious environment. Is that what you want? This hotel also has all the basic facilities you need such as a swimming pool, a night bar, and a car to pick you up or drop you at the airport.		
✂			

Anyhow, I don't think this hotel is a good choice. This hotel is very far from the town and it is a bit noisy at night. I'm sure you'll feel very uncomfortable.



So, I've another place in mind, Wiriya house.



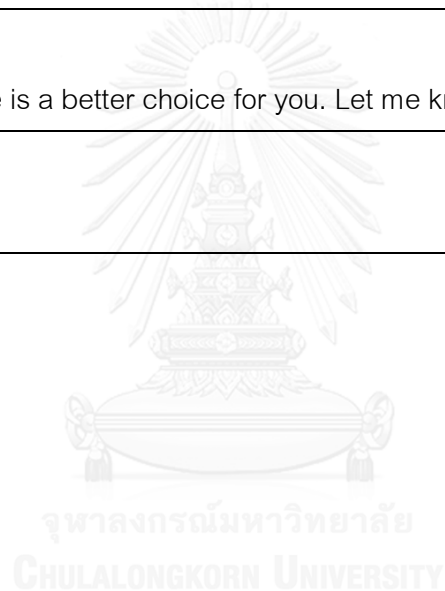
Although it's pretty close to the night market, the place is amazingly peaceful. The hotels are surrounded by trees. Also, I know that you like to walk around the night market. So, why don't you stay here? It's better!



I think Wiriya house is a better choice for you. Let me know what you think.



Mint



Prof. Mart's trip

Situation4

Prof. Mart is Pink's instructor. He is coming to visit Thailand for fourteen days. He would like to go to Chiangmai and stay for two nights there. Normally, he would be staying at the Linchoya Hotel. The university committee of Prof. Mart has decided that the Linchoya hotel is a good idea because of its facilities such as mini-bar, swimming pool, shuttle bus, and etc. However, Mint disagrees with this idea because she is concerned with the hotel environment and location. So, Mint has to propose a new hotel.

✂	To: Prof. Mart (A teacher)	From: Pink (A student)	Subject: Asking a place to stay in Chiangmai
✂	Dear,		
✂	With reference to what we all have agreed about the accommodation during your stay in Chiangmai, the annual hotel would be at Linchoya hotel.		
✂	There are two objectives to this letter: first is to explain the situation, and second, to propose you a new place.		
✂	Annually, you will be arranged to stay at Linchoya hotel.		
✂	It is a pretty good hotel in terms of the basic facilities such as a swimming pool, a night bar, and a car to pick you up or drop you at the airport.		
✂	However, this year, we do feel that this arrangement is not going to be achieved because the hotel is moved to be located somewhere out of town and the new		

location is filled with many buildings.
✂ To arrange a new hotel, we would like to propose the Wiriya house.
✂ This hotel provides a natural environment and peaceful scenario. It is perfect for relaxation. Although it is pretty close to town, it still can provide a peaceful environment.
✂ We look forward to receiving your reply. If there are any questions, please do not hesitate to let us know.
✂ With respect, Mint



Appendix K

Models

Informative Text: The Wake-up Clock

Situation:

You are entering the first round of a science fair competition. You need to come up with an invention that helps solving the problems today. To enter the first round, you need to write no more than 250 words essay describing your invention including the purposes, the description, how to use, advantages and disadvantages of the invention and send it to the head of the Science Department in your school.

Have you ever experienced the feeling of sleepiness in the morning? You may try really hard to change your behavior of sleeping habit by sleeping really early or drinking coffee in the morning. However, you still cannot come across this challenge. Thus, I would like to introduce you to the Wake-up Clock. Firstly, I will begin with the purpose, description, usages, and advantages and disadvantages respectively.

The purpose of the Wake-up Clock invention is to help everyone who faces the problems of sleepiness in the morning to wake up with freshness feeling instead. Generally speaking, people who wake up really early usually feel tired. However, with the discovery of this invention, people will not have to face this problem anymore. The normal clock will be become an obsolete object.

This invention is very light and small. This invention is only ten centimeters in height and width. It is only 2 grams. It is not wrong to say that this invention has been through serious consideration.

As for the usage, this invention is not difficult to use. The way to use the Wake-up Clock does not differ from the normal clock. The only difference is when this invention wakes you up. It will spray the lavender scent to you room, which will make you wake up with freshness.

However, there are both advantages and disadvantages for this invention. The advantages of this innovation are easy to use and unique. However, this invention may

create the disturbance to someone who is allergic to lavender scent since it comes in only one scent.

As a consequence, this invention may not be the best yet but with the crucial leap of this invention compared to others, it would be said that this is first accomplishment to fill the world with this convenient gadget.

Persuasive Text: Noon's trip

Situation:

Noon is Boss's student. Noon is coming back from Korea for one week after she has been staying in Korea for two years. She would like to go to the Coral Resort, Phuket since the Coral Resort is well known for its scenario. She wants to stay there for three nights. However, Boss disagrees with this idea because, at the moment, some parts of the Coral Resort are under renovation and the price is getting higher. So, Boss has to propose a new hotel for her, which is the Phuket Sand Hotel.

To: Noon (A student) From: Boss (A teacher) Subject: a place to stay in Phuket
Hi,

From what I understand, you're coming back from Korea for a few days and you would like to go to Phuket, right? There are both good news and bad news.

Actually, the Coral Resort has a very beautiful view. However, I went to the Coral Resort's website and saw that the resort's gym and swimming pool are under renovation and the rate goes up unreasonably from 500 baht to 10,000 baht per night.

If you are okay, the Phuket Sand Hotel is a better choice. The view is fantastic and the price is reasonable. It's only 1,000 baht per night including breakfast

Please let me know if there are any problems.

Boss

Appendix L

Writing assignments

Writing assignment 1

Instructions: Write an informative text based on the situation given. Include the purpose of the invention, description of the invention, way to use the invention, and advantages and disadvantages of the invention. The maximum words are 300 words.

Situation:

You are a student who is going to the invention competition. The first round of this competition is to send the essay about your invention to the committee to read. Your job is to write an invention essay including the purpose of the invention, description of the invention, way to use the invention, and advantages and disadvantages of the invention. The maximum words are 300 words.

Writing assignment 2

Instructions: Write an informative text based on the situation given. Include the purpose of the invention, description of the invention, way to use the invention, and advantages and disadvantages of the invention. The maximum words are 300 words.

Situation:

You are a tutor who is going to teach nine years old students. You need to explain about your invention to your students into a written text. You need to include the basic description, good and bad, and the purpose of the invention.

Writing assignment 3

Instructions: Write a 200-250-word persuasive texts based on the situation given. Support your ideas with the sources given. Select only the information that is mentioned in the situation.


Situation:

Kaew is a big sister of Khem. She is coming back from Japan for ten days. She would like to go to Ratchburi and stay for three nights there. She wants to stay at the Mountain Hotel. However, Khem disagrees with this idea because of her requests. She would like to stay at a hotel where there are sheep to play with and can check-out after two in the afternoon. These requests cannot be met at the Mountain Hotel. So, Khem has to give her more choices by proposing the Sheep Hotel.

Source 1

<p>Mountain Hotel</p>	<ul style="list-style-type: none"> - Check-in time: 14.00 - Check-out time: 12.00 - Large swimming pool - Near the river 	<ul style="list-style-type: none"> - Many cows to milk and to play with - Near the road - No enough space for raise a flock of sheep 
-----------------------	--	---

Source 2

<p>Sheep Hotel</p>	<ul style="list-style-type: none"> - Check-out time: 15.00 - Double bed in every room 	<ul style="list-style-type: none"> - Many sheep to play with - Sheep feeding time is from 10.00-18.00 everyday
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Writing assignment 4

Instructions: Write a persuasive text based on the situation given. Support your ideas with the two sources given. Select only the information that is mentioned in the situation. The maximum words are 250 words.



Situation:

Amp is the CEO of a company where Ohm is working. Amp wants to take a vacation and goes somewhere for one week. She decides to go to Huahin. So, she asks her assistance, Ohm, to book a room for her. Normally, Ohm will book the Market Hotel. However, there are a few requests from Amp this time. She wants an adjoining room in case her friends decide to come with her. Also, she wants a hotel that can provide her with a 24-hours service. These requests cannot be met at the Market Hotel. So, Ohm has to propose a new hotel.

Source1

<p>Beach Hotel</p>	<ul style="list-style-type: none"> - Full-time bellboy - Near the market 	<ul style="list-style-type: none"> - Indoor pool - 80 percent deposit - Adjoining rooms 
--------------------	--	--

Source 2

<p>Market Hotel</p>	<ul style="list-style-type: none"> - Pick up car at the bus station - Queen size bed in every room 	<ul style="list-style-type: none"> - No adjoining room - Bellboy 1-3 p.m. 
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Appendix M

Inappropriate model

Informative Text: The Screaming Clock

Instructions: Students need to find the errors from this inappropriate text by using the knowledge that they have learned earlier in class including the grammar points, vocabulary, language style, and organization. There are about 20 errors in the text.

Situation:

You need to explain about your invention to your close friends at home by writing a text through email. The essay needs to be no more than 300 words. You need to include the basic description, good and bad, and the purpose of the invention into a written text.

Nowadays, much people in the modern world usually should have the same problems, which is the feeling of dizziness in the morning due to over work or personal problems. People have tried really hard to solve this problem. However, the finish line will be still not near. Thus, I would like to introduce you to the screaming clock. Firstly, I will begin with the purpose, description, to use, and advantages and disadvantages.

The purpose of the screaming clock invention was helped everyone who faces the problems of dizziness in the morning to wake up with freshness feeling. Generally speaking, people who wakes up early usually feel tired and to exhausted. However, with the breakthrough of this invention, people do not have to face this problem anymore.

xxxThis gadget is in a medium size. This invention is about 20 centimeters in height and width. In contrast to its size, it comes only 5 grams. It is not wrong to say that this invention has been through serious consideration.

This invention is not difficult to use. The way to use the screaming clock does not differ from the normal clock. The only difference is when this invention wakes you up. It is screaming so loud that you are be going to feel fresh in the morning.

There are both advantages and disadvantages. The advantages of this innovation are its easy to use and uniqueness. However, this invention small may create the disturbance to much people ears.

As consequence, this invention may not be the best invention of all times. In addition, it would be said that this is first accomplishment in the field.

Persuasive Text: Oh's trip

Instructions: Students need to find the errors from this inappropriate text by using the knowledge that they have learned earlier in class including the grammar points, vocabulary, language style, and organization. There are about 15 errors in the text.

Situation:

Oh is a diplomat who is coming back from Korean for five days. Air is his secretary. As for this trip, he would like to go to Trang and stay for two nights there. One suggestion is to arrange the Island Hotel for him. He loves this hotel when he stayed at this hotel last year. However, Air disagrees because if it is possible, Oh would like to stay at a hotel where there is a free wifi in the room and an indoor swimming pool. Unfortunately, the Island Hotel cannot provide him with what he prefers. So, Air has to propose the Sea-sand Hotel.

To: Oh (A diplomat) From: Air (A secretary) Subject: a place to stay in Trang

Yo Oh,

I know that you were coming back from Korean next week and I have sured that you want to go to Trang. You want to play, to swim, and eat. There are some problems about the place you sent to me last time. So, may be, you were interested in a new one.

If you still want to go to Trang to stay overnights, how about the Sea-sand Hotel? There are free wifi in the room and the indoor swimming pool as you want.

You wanted to go to Island hotel, right? It is a good hotel because there are free wifi in the lobby and outdoor swimming pool. However, I would not have think you want to go to this place this year because of the wifi limitation. It's only available two hours/day. Also, there is only outdoor swimming pool.

Let me know.

Air

Appendix N

Reflection worksheet

Please complete the following questions with the minimum of 50 words. You can write in Thai or English.

กรุณาตอบคำถามที่อยู่ข้างล่างนี้โดยมีจำนวนคำอย่างต่ำ 50 คำ ในทุกๆข้อ นิสิตสามารถเขียนตอบเป็นภาษาไทย หรือภาษาอังกฤษ

1. What have you learned in the contextualizing step? How can you apply what you have learned in this step into writing?
นักเรียนได้เรียนอะไรบ้างจากการสอนเขียนในช่วง contextualizing หรือช่วงกิจกรรมเตรียมความพร้อม และนิสิตสามารถนำความรู้ที่ได้ไปใช้ได้ในการเขียนอย่างไร
2. What have you learned in the modeling step? How can you apply what you have learned in this step into writing?
นักเรียนได้เรียนอะไรบ้างจากการสอนเขียนในช่วง modeling หรือช่วงกิจกรรมตัวอย่าง และนิสิตสามารถนำความรู้ที่ได้ไปใช้ได้ในการเขียนอย่างไร
3. What have you learned in the negotiating step? How can you apply what you have learned in this step into writing?
นักเรียนได้เรียนอะไรบ้างจากการสอนเขียนในช่วง negotiating หรือช่วงกิจกรรมฝึกฝน และนิสิตสามารถนำความรู้ที่ได้ไปใช้ได้ในการเขียนอย่างไร
4. What have you learned in the constructing step? How can you apply what you have learned in this step into writing?
นักเรียนได้เรียนอะไรบ้างจากการสอนเขียนในช่วง constructing หรือช่วงกิจกรรมลงมือทำ และนิสิตสามารถนำความรู้ที่ได้ไปใช้ได้ในการเขียนอย่างไร
5. What have you learned in the connecting step? How can you apply what you have learned in this step into writing?
นักเรียนได้เรียนอะไรบ้างจากการสอนเขียนในช่วง connecting หรือช่วงกิจกรรมต่อยอด และนิสิตสามารถนำความรู้ที่ได้ไปใช้ได้ในการเขียนอย่างไร
6. Do you think that you have more confidence, motivation, and willingness in your ability to write from this writing instruction?
นักเรียนคิดว่า นักเรียนมีความรู้สึกมั่นใจ มีแรงจูงใจ และตั้งใจมากขึ้นในความสามารถ การเขียนของตัวเองจากการเรียนการเขียนวิธีนี้ อย่างไร

7. How can you use the knowledge of what you have learned to other type of texts?

นักเรียนคิดว่า นักเรียนสามารถนำความรู้ที่ได้เรียนจากการเขียนในห่องไปใช้ที่อื่นได้หรือไม่ อย่างไร



Appendix O

Different text types worksheet

Informative text: Invention

Instructions: Students need to read all of the three texts below. Then, discuss the differences and similarities among the texts in class with your instructor and peers.

Exchange

Situation: There is an innovation fair competition, which A and B really want to join.

A: I really want to join this competition. Should we come up with something new? Like a breakthrough in the science field?

B: Yeah! That sounds good to me.

A: How about...this? The microchip that can be implanted in human since birth! So, no one will ever get lost again.

A: Nahhh....let's find a new one.

Procedures

Situation: The CEO of the company you are working at is a bit confused with the new technology.

First, sir, you need to put your information into this program. Then, save it into this folder.

After that, you go back to the program that you want this file to appear. Later, you take this file and put into your invention. Finally, your invention will follow your command.

Story text

Situation: You just came back from a science convention. You are eager to tell your friends about the invention that helps you win the convention.

Guys, I want to tell you all about what I have done. It is a small gadget that I believe that it will make your life easier. This invention is called 'a magic door'. Let me ask you something. Do you like to travel with the speed of sound? Do you like to save all that transportation cost and spend it on a great hotel or the expensive activities instead? If your answer is yes, then, Voila! Your solution is here, 'a magic door'. All you have to do is closing your eyes and imagine where you wanna go. Then, open the door! It's great! Isn't it?

Persuasive text: Hotel

Instructions: Students need to read all of the three texts below. Then, discuss the differences and similarities among the texts in class with your instructor and peers.

Exchange

Situation: A is coming back to Thailand and wants to go to Hua Hin.

A: I will be back to Thailand next month. I want to go to Hua Hin. Can you take me there?

B: Sure!

A: Is it okie if I want to stay in a hotel with the private beach and breakfast in bed?

B: Yeah, how about Ramniya hotel? This hotel has everything you ask for?

A: Great! How many days do you want to stay?

B: Umm.. How about three days?

A: Got it!

Procedures

Situation: Finding a way to do a 'student camp'...

If you want to find a place to do a 'student camp' with your friends for school English club this summer, first, I think you need to find a magazine about hotel. Second, read it then decide what hotel you want to stay. Third, you should think about what kind of a hotel you want to stay? A hotel with both indoor and outdoor swimming pool? Or something else? Later, I can book the hotel for you. Otherwise, I don't know what you want.

Story text

Situation: Telling a story about what he/she has been...

Guys, I have been to this hotel before. Two months ago, my family wants to go to the beach. So, we decide that we will go to Hua Hin. The hotel that we chose is Poppu hotel. It's pretty nice if you ask me. There are two swimming pools. The food is great!! Also, the hotel owns a private beach and breakfast in bed. How great is that! If you have time I think you should go to this hotel!

Appendix P

Examples of pre- and post-writing tests

Below is an example of the pre-writing test of informative text, which received the lowest writing test mean score:

The people we inventions there must be several factors. The factors to keep in mind what the color quality of work as much as possible, and can also meet the needs of the people most.

An example of the pre-writing test of informative text, which received the highest writing test mean score:

The sustained shoes. As you know from the movie The Matrix, the human body can generate electricity but a small quantity. It's turbo boost help people move faster. It can moving speed 10 km/hr. besides it's help saving times and help disabled. I think it's good invention for every one. But if it's rain, the invention might be dangerous and you not use the invention when you use the stairs. How to use: we can charging mobile phone by USB plugs with the invention and we can control the speed by choose the levels of speed. When you walking or running it's Auto charging. I think it's benefits for all people to every day life because it's convenient and use be easy.

Below is an example of the pre-writing test of persuasive text, which received the lowest writing test mean score:

Every year, the first-year student will have a chance to go gain more experiences in the UK to participate in the conference. The first-year student will be staying at the Grand Hotel. But, this year, many students do not agree with this idea because they are concerned with the hotel rental of the swimming pool and the expenses. I think they will representative to London Park Hotel. Because Hotel have big swimming pools and 15% discount for students with ID and both fan and air conditioning room, 2000 baht per room.



An example of the pre-writing test of persuasive text, which received the highest writing test mean score:

The first-year student is very important to find more experience. When I graduate of Chulalongkorn University, I will stay in London, UK. that the most popular country that students choose to go to the technology fair, the student's forum and the poster presentation section. In my opinion, the London Park hotel is better than the Grand Hotel.

First, the London park hotel has 15 % discount for students with ID. Normally, the price of room is 2000 baht per room. If you have a student with ID. The room is 1700 baht per room. Different from Grand hotel. they don't have any discount for student. In addition, the room is 3000 baht per room. It's too expensive for students.

Second is facilities. The London park hotel has a convenience. That is a Big swimming pool. After school student can get relax from swimming pool. However, the Grand hotel is renovating of swimming pool and reopening after next year. It's been a long time.

In conclusion, The London Park hotel is more livable than the Grand hotel. All convenience and the price are good. If you want to go to London, Don't forget to stay at the London Park hotel.

Below is an example of the post-writing test of informative text, which received the lowest writing test mean score:

I made invention that can solve traffic jam
in rush. We invention 'flying motorcycle' that
can ride on the road and fly on the sky when
the traffic jam. There have good solving
the traffic jam there is save your time. There
is reduce using petrol, clean energy and there
is that don't effect to environment.

An example of the post-writing test of informative text, which received the highest writing test mean score:

Invention

Nowadays, there are many beginning musician. Most can play the music and write down notes of songs precisely after listening to the music but some cannot interpret the music to write the notes. Therefore, we create the invention called "the recorder" to help them. We'll tell you about our objectives, appearance, using, benefit and limitation of our invention.

We invented "The Audiotape" to help some musicians that transcribe the music inaccurately. Also, it helps the musicians that always write their songs several pages. Moreover, it can record the melody and feelings of the music deeply.

The Audiotape look like a normal printer, but it is installed a speaker that can record and give out sound.

Using, First, press "on" button to start up the machine then put on a blank paper. Second, press "Record" button to record the sound. Next, press "pause" button to pause recording and press "print" button to print the notes of sound automatically.

The Audiotape provides the convenience to the musicians that cannot write down the notes after listening to the music. Also, it help the composers spend less time writing their songs. In addition, it's lightweight, takes less electrical power and resist the hit greatly. BUT the musician cannot get more knowledge and prove their skill after using the machine. It has a big size and their spares are rare to fix when it get ruined

Below is an example of the post-writing test of persuasive text, which received the lowest writing test mean score:

As you know, you may have some thoughts about a place to stay in Japan for the conference. There are two objective to this proposal: First is to comment on a previously suggestel hotel and second, to in trodeceay idea of my own.

to my understanding students will be staying at the white hotel. I don't feel that this is be cause. There are Reopening of swimming pool after next year and the expenses for white hotel is 5,000 baht per room so 15% discount for students with ID

I hope that my proposal I will be given serious consideration and I look forward to discussing my ideas with you at a convenient time

An example of the post-writing test of persuasive text, which received the highest writing test mean score:

Persuasive

As you know, the first-year student will have a chance to participate in the conference in Japan and will have to find the place to stay there. There are two objectives to this proposal: first is to comment on a previously suggested place and second, to introduce an idea of my own.

In my understanding, the first-year student will stay at White Hotel every year. I do not feel that this is the good choice because many student are concerned with the price of this hotel, it is 5,000 bath per room without discount for students. Moreover, the hotel's swimming pool is under renovation and will be opened after next year.

I would like to propose Grey Hotel because the cheaper price, it is only 2,000 bath per room with 15% discount for students. This hotel has big swimming pools that everyone can enjoy. I think it is a good place to stay.

I hope that my proposals will be given a serious consideration. I look forward to discussing my ideas with you at a convenient time.

VITA

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