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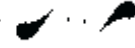
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Developing EAP Writing Skills Through Genre-Based Instruction: An Action Research

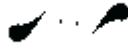
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Abstract

The primary aim of the present study is to reveal if Genre-Based Instruction improves the organization of theme analysis essays written by students as a part of the English Literature I course. Secondly, the study aims to put forth how Genre-Based Instruction is perceived by the participants in terms of its positives and negatives. The participants of the study are 28 volunteer students who take the course. The study has a quasi-experimental pretest-posttest design and the data is collected by means of a checklist developed by the researcher and an open-ended questionnaire. To compare the adherence of the participant essays to the checklist before and after the procedure, Wilcoxon Signed-Rank Test is utilized. McNemar Test is used to test the significance of change before and after the instruction. The findings suggest that the procedure has contributed positively to the participant essays in terms of their adherence to the checklist. Qualitative findings show that most participants perceive the procedure positively, while a few participants report several negatives. The findings are discussed in the conclusion section.

Keywords: Genre Theory, Genre-based Instruction, Argumentative Essay, Theme Analysis, English for Academic Purposes



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Introduction

Writing is a productive language skill which is a crucial need for students of higher education institutions since a great deal of their academic achievement is tested through this particular skill. This makes this particular skill slightly more ‘demanding’ than the others, since expressing themselves in written form is the students’ only chance to display their knowledge in a majority of their exams. For that reason, the teaching of writing becomes equally important.

One of the main issues in the teaching of writing is the orientation towards the process versus the product of writing. As the names suggest, product oriented teaching of writing focuses on the final product, having usually only the teacher as the audience. On the other hand, the process oriented approach to writing, in contrast with the product oriented approach, is concerned with how a piece of text is formed by the student, allowing them to discover and employ strategies for successful writing. Another issue within the framework of teaching writing is the cultural background of the students, which may cause differences in the expressions of the students and which should be valued and respected (Brown, 1994).

Although the teaching of writing should include the previously mentioned features, students of higher education who take content courses taught in English inevitably have a focus on the end products in written form, which are their exam papers through which they pass or fail courses. In other words, students do not write in order to learn writing in content courses, instead, they write in order to pass the course with an acceptable end product. On that matter, Leki and Carson (1997) reveal that the expectations from students in terms of successful writing are different in writing courses and content courses. Since the focus of content courses is on learning the content, Leki and Carson (1997) argue that English for Academic Purposes (EAP) programs should equip students with the skills required to make use of the new information provided in such courses. Thaiss and Zawacki’s (2006) findings confirm Leki and Carson’s (1997) argument in their research study, concluding that professors expect to see evidences of tenacity, openness and preparation along with reasonability and rationality in pieces of academic writing.

It may be inferred from Thaiss and Zawacki’s (2006) conclusions that what is expected of students in academic writing is adherence to ‘the genre of academic essay’, which aims to convey an idea in an evidence-based fashion (Kain, 1999). At this point, it may be useful to define the concept of genre. Briefly, a genre can be defined as “a class of structured communicative events” within a discourse community which share a common communicative purpose (Swales, 1990:45-47). Hyland (2004:35) emphasizes the volatile nature of genres by defining them as “stabilized-for-now forms of action that are open to change and subject to negotiation”.

Although there exist different approaches to genre such as the Systemic Functional Linguistic or New Rhetoric Approaches, the English for Specific Purposes (ESP) approach, which is usually directed towards non-native speakers of English (Hyon, 1996), is especially related to the teaching of English language. This approach to genre aims to meet the academic and professional needs of students through allowing them to make use of related genres with the purpose of raising their awareness of the communicative goals within their own discipline (Hyland, 2004).

The ESP approach to genre may also have the potential for the higher education students to equip them with the linguistic resources they need while also helping them analyse contextual information and use these resources successfully, which are the abilities that a competent writer has, according to Taguchi (2008). Moreover, the problems in acquiring these

abilities may be reduced to a minimum through genre-based instruction (GBI) by having the learners understand the connections between communicative purposes and textual features at different discoursal levels (Johns, 1997).

The Rationale for the Study and the Aims

Although the students who comprise the population of this study have taken academic writing courses in both their English preparatory year and the first year of the university, their written assignments in which they were required to analyse the theme of a given literary work did not produce satisfactory results. In their papers, it is seen that many of them overuse exemplification, as also observed by Hinkel (2002) among non-native speakers of English and Reppen (1995) among students, and do not establish a link between the examples and the topic of the essay, which may be considered as a sign of insufficient genre knowledge.

Within the context of the mentioned problem with the student papers and the literature related to L2 writing skills and GBI, the aim of this study is to implement a genre-based procedure to increase the academic essay writing performances of second-year ELT students in English Literature course, in whose exam they have to write literary theme or character analysis essays along with other tasks. The secondary aim of the study is to reveal the perceptions of the students regarding Genre-Based Instruction.

To meet the aim of the study, the following research question has been formulated:

- a) Does Genre-Based Instruction lead to a better organization in the theme analysis essays of the participants?
- b) What are the opinions of the participants regarding Genre-Based Instruction?

Methodology

The study has a quasi-experimental pre-test post-test design and no control group has been employed due to ethical issues, since the English Literature – I course is compulsory for the students of ELT.

The participants of the study are 28 second year students of ELT at a Turkish University, who take the compulsory English Literature I course. The gender distribution of the participants are 23 against 5 in favour of female students and the ages of the participants range from 19 to 27, with an average of 21.

The English Literature I course is compulsory for second year students of the department and the content includes the analysis of English history, literature and selected pieces from the Old English Period to the Restoration Period. After the classes and in the exams, the students are asked to write an essay analyzing a given theme in a literary work, therefore, theme analysis essays are an integral and important part of the course.

The GBI procedure implemented within the context of this study takes four weeks, each week involving a single part of an academic essay. The content of each week is as follows:

- a) Week 1: Introduction in Theme Analysis Essays
- b) Week 2: Main Body in Theme Analysis Essays
- c) Week 3: Conclusion in Theme Analysis Essays
- d) Week 4: Independent Construction of a Whole Theme Analysis Essay

For the instruction process, Osman's (2004) framework for the stages in GBI, which is presented below, is repeated each week for each part of the theme analysis essay.

“Stage 1: Exposing learners to models of the target genre

Stage 2: Guiding learners to analyse the structural patterns

Stage 3: Providing learners with practice to construct the genre

Stage 4: Assigning the learners to independently construct the genres” (Osman, 2004).

Two model essays are chosen among the successful student essays of the previous years and brought to the class by the teacher-researcher. The rhetorical moves in the relevant part of the first text is elicited from the participants. The relevant part of the second text is dealt with by the participants themselves in pairs. Following the pair-work, the conclusions of the students, along with their suggestions as for how the sample essays could be improved are discussed as the whole class. Later, the participants are asked to practice the moves in a given context. The procedure is repeated each week for the introduction, main body and conclusion parts of the model essays. In the fourth week, they are asked to produce the genre independently. This production process requires the participants to write a theme analysis essay between 400-600 words with clear introduction, main body and conclusion parts.

For the purpose of data collection, a checklist which attempts to measure the adherence of student essays to the genre of ‘theme analysis essay’ is developed (APPENDIX A) drawing upon the studies of Hyland (1990), Derewianka (1990), Tunceren and Çavuşgil (2006) and Gere et al. (2013). The checklist is a 14-item dichotomous checklist, with which the researcher evaluates student essays through their introduction, main body and conclusion parts. In introduction, the list is used to check whether the student provides background information regarding the literary work and presents a thesis statement. The main body part of the checklist is called ‘Argument’, since the aim of this particular part is to check if the participant presents, proves and concludes a given argument. The conclusion section is used to see if the participant consolidates the thesis and provides a closure. Each item is coded dichotomously, as absent (0) and present (1). The validity of the instrument is sought for with 6 raters, who are teachers of writing in the School of Foreign Languages of the university, through Content Validity Index and it is observed that the I-CVI values range between .83 and 1.00, while S-CVI/Ave value is .95, which indicates a high level of content validity (Lynn, 1986; Polit & Beck, 2004). The instrument is also a reliable one, having an acceptable Cohen’s Kappa Value for interrater reliability, which is statistically significant, $K = .72, p < .001$.

Pre-instruction data is collected through the first written assignment of the participants that required the participants to write an essay in the standards provided above, discussing the theme of ‘Heroism’ in ‘Beowulf’, which is regarded as one of the most important works of English Literature.

Post-instruction data, on the other hand, is collected by means of the participants’ second assignment, which required them to discuss the theme of ‘Vengeance’ in ‘Volpone’ by Ben Jonson, which is a satirical comedy written in the Jacobean Period in England.

The data related to the opinions of the students are collected by means of an open ended questionnaire, aiming to reveal their opinions related to the positives and negatives while also asking for their suggestions for the improvement of the procedure. The data is coded according to themes and topics and presented under those headings. According to the results of the analyses, this set of data also has an acceptable level of interrater reliability, $K = .73, p < .001$.

The checklist data is analysed through the computation of frequencies and percentages for pre-instruction and post-instruction data separately. Since the sample size does not meet the

assumption of normal distribution, non-parametric tests are used for analysis. In order to compare the overall adherence of the pre and post instruction data to the checklist, Wilcoxon Signed-Rank Test is utilized. For each Wilcoxon Signed-Rank test result, effect size is calculated by dividing the *Z* score into the square root of the number of total observations (Pallant, 2007). Individual items are compared in terms of the Present and Absent codes before and after the instruction by means of McNemar Test which is a non-parametric test used to test the significance of change with dichotomous data (Larson-Hall, 2009).

Findings

Table 1.

Frequencies and Percentages of the Present Moves

Item	Pretest		Posttest	
	<i>f</i>	%	<i>f</i>	%
1.The student provides background information related to the literary work.	18	64.29	28	100.00
1.1. The name of the literary work is stated.	25	89.29	28	100.00
1.2. The author of the literary work is stated.	2	7.14	28	100.00
1.3. The period in which the literary work was produced is stated.	14	50.00	26	92.86
1.4. The significance of the literary work is stated.	13	46.43	13	46.43
2. The student makes a thesis statement.	8	28.57	22	78.57
2.1. The way(s) that the theme is dealt with in the literary work is identified.	3	10.71	16	57.14
3. The student presents an argument.	13	46.43	23	82.14
3.1. The argument is stated.	12	42.86	21	75.00
3.2. The argument is elaborated on through specific examples from the text.	23	82.14	28	100.00
3.3. The argument is concluded through establishing a relation between the argument and examples.	12	42.86	21	75.00
4. The student consolidates the thesis supported by the arguments.	7	25.00	19	67.86
5. The student closes the essay.	14	50.00	22	78.57
5.1. The student states his/her personal opinions on the topic.	21	75.00	20	71.43

In order to see if the intervention has a statistically significant effect, Wilcoxon Signed-Rank Test is used on the sum of the frequency of the moves that are present for each item before and after the implementation of the procedure. The findings show that there is a statistically significant difference between the pre-instruction (*Mdn* = 13.00) and post-instruction (*Mdn* = 22.00) data according to the overall frequency of the moves for each item indicated in the checklist, $Z = -3.113$, $p = .002$, $r = .59$, indicating a large effect size.

For confirmatory purposes, the same analysis is run on the scores of the participants from the checklist, and the results of the Wilcoxon Signed-Rank Test shows that the checklist scores of the participants before (*Mdn* = 7.00) and after (*Mdn* = 11.50) the implementation are significantly different, indicating a large effect size, $Z = -4.346$, $p < .001$, $r = .59$.

Table 2.

Mcneemar Test Results by Item (Ordered Ascendingly by Probability)

Item	Pretest		Posttest		<i>P</i>
	Present	Absent	Present	Absent	
1.2. The author of the literary work is stated.	2	26	28	0	.000
2.1. The way(s) that the theme is dealt with in the literary work is identified.	3	25	16	12	.001
1. The student provides background information related to the literary work.	18	10	28	0	.002
1.3. The period in which the literary work was produced is stated.	14	14	26	2	.002
2. The student makes a thesis statement.	8	20	22	6	.003
4. The student consolidates the thesis supported by the arguments.	7	21	19	9	.008
3. The student presents an argument.	13	15	23	5	.013
3.1. The argument is stated.	12	16	21	7	.022
3.3. The argument is concluded through establishing a relation between the argument and examples.	12	16	21	7	.022
5. The student closes the essay.	14	14	22	6	.039
3.2. The argument is elaborated on through specific examples from the text.	23	5	28	0	.063
1.1. The name of the literary work is stated.	25	3	28	0	.250
1.4. The significance of the literary work is stated.	13	15	13	15	1.00
5.1. The student states his/her personal opinions on the topic.	21	7	20	8	1.00

Note: Statistically significant *p* values are marked in bold.

Mcneemar Test results are calculated item by item in order to see which items differ significantly before and after the procedure. The results show that there is a statistically significant difference in 10 out of 14 items after the implementation. According to the findings, the items which have the lowest significant *p* values are 1.2 ($p < .001$), 2.1 ($p = .001$), 1 ($p = .002$) and 1.3 ($p = .002$) while the items with the highest significant *p* values are 3.1 ($p = .022$), 3.3 ($p = .022$) and 5 ($p = .039$). Contingency tables related to the Mcneemar Test are provided in APPENDIX B.

The results show that the change, if any, is not statistically significant in items 1.1, 1.4, 3.2 and 5.1 before and after the procedure ($p > .05$).

Table 3.

Positives Related to the Procedure according to Participants

Topic	Participants
Genre Awareness	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11, P12, P14, P15
Increased Relevancy	P4, P7, P8, P9, P12, P14
Exposure to Sample Essays	P1, P3, P4, P7, P13
Individual Feedback	P3, P4, P9
Ease of Starting	P6, P14
Error Awareness	P1, P3
Practicing During the Course	P1, P3
Samples from Student Essays	P4, P13
Treating the Essay Part by Part	P3, P17
Increased Coherence	P16
Increased Quality	P8
Transferable to Other Topics	P13

The positives related to the procedure according to the participants are tabulated above in Table 3. According to the analysis of the qualitative data, most students feel that the procedure has increased their awareness of ‘Theme Analysis Essay’ as a genre. P11 elaborates on this issue by stating, *“I had a lot of question marks [before the procedure] as for what to write and how much detail there should be, since we had not written essays about literary works. I used to write on a random basis. Now I know what sort of information I should give in which order and how much detail I should include.”*. Moreover, the relevancy of the essays to the topic has increased after the procedure, according to six participants. P8 explains the increase in relevancy by saying, *“Now we focus on the theme and the theme only. This way, information pollution is prevented”*.

Apart from the two positives mentioned above, participants’ exposure to sample essays, exposure to student essays as samples, receiving individual feedback, practicing the moves during the course and treating the essays part by part are counted among the positives by the participants. The use of student essays as samples is affirmed by P13 with the following remarks, *“I believe that analysing student essays like ours is more positive than analysing error-free samples. Because this makes the procedure more understandable and allows us to notice our own errors, too”*.

As for the positive effects of the procedure, a few participants state that their awareness of their own errors have increased, which has increased the quality and coherence of their essays. Two participants state that the procedure has helped them to start their essays more easily and one participant says that the knowledge gained through the procedure is transferable to other topics.

Table 4.

Negatives Related to the Procedure according to the Participants

Topics	Participant
Treating the Essay Part by Part	P6, P16
A Sense of Delimitation	P11, P13
Timing	P5, P6
Difficulty in Transitions	P14

The negatives of the procedure are presented by the participants as treating the essay part by part, a sense of delimitation, timing and difficulty in transitions among the parts of the essay. On the first negative mentioned, P6 remarks, *“Since there is a different part [of the essay] each week, I forgot what I did in the previous parts when we came to the conclusion. This resulted in an irrelation among parts”*. Furthermore, the structured nature of the procedure is criticized by P11, who asserts, *“Thinking that there are structures I should follow affects the next sentence to a large extent. This delimits my imagination and leads to mistakes regardless of my knowledge of the topic”*. The timing of the procedure is also disapproved by two participants. On that matter, P6 says, *“I would rather begin this implementation in the first week of the semester so that our mid-term exam scores would also be [positively] affected”*. The last negative is indicated by a single participant, explained as having difficulties in making the transition between providing background information and explaining the theme.

Table 5.

Suggestions of the Participants regarding the Procedure

Topics	Participant
Implement in First Few Weeks	P3, P4, P6, P8, P9, P10, P12
Increase Duration	P9, P11
Increase Practice	P7, P9
Treating All Parts Together	P1, P16
Implement in Other Courses	P13
Implement in Prep Year	P15
Increase Teacher Talk	P2
More Time to Write	P2
Share Sample Essays	P1

The participants are also asked about their suggestions as for how the procedure could be improved. The findings reveal that seven students suggest the procedure be implemented in the first few weeks of the course. As a reason, P10 argues, *“If we learnt how an essay is formed together with its structure and the information to be given within the same week, we could have the chance to go through the techniques in each of our weekly assignments”*. P12 remarks in a similar vein, *“I believe this work should be done in the beginning of the semester, not towards the end so that we begin the course knowing what we should mention and where. This way, it could also improve our exam performance”*.

Apart from the suggestions related to the timing of the procedure, a few students suggest that the duration of the procedure should be more than four weeks and there should be more opportunities for practice, giving the participants more time to write. Several

participants suggest that all parts of the essay be treated together and a few of them suggest that the same procedure should be implemented in the preparatory year and other courses, too. One student proposes that more teacher talk be involved in the procedure and another one requests that the sample essays be shared with the participants.

Conclusion and Discussion

The present study aims to reveal if GBI leads to the better organization of Theme Analysis Essays written by students of ELT who take English Literature I as a compulsory course. The results of the study show that there has been a statistically significant increase in the use of communicative moves among the participants after the procedure, which included exposure to sample theme analysis essays, analysis of these essays, practicing writing parts of the essay and independent construction of the whole essay.

As for why the increase can be observed after the procedure, several reasons can be stated. Firstly, exposure to sample essays may have allowed the participants to build implicit knowledge related to the given genre (Tardy, 2006), and following the exposure, the genre-analysis conducted by the participants themselves may have made it possible for the participants to explore the generic structure of and linguistic variations in theme analysis essays (Paltridge, 1996). The third stage of the procedure, practicing the genre part by part, may have contributed to the increase in the use of communicative moves by the participants by familiarizing them with the process of writing for a particular communicative purpose, leading to an increased level of performance (Beaufort, 2004). Another contribution of the procedure to the increased use of communicative moves may be the oral interaction among peers and with the instructor carried out through the instruction, which may have helped the participants figure out the processes through which the discourse community undergo (Freedman & Adam, 1996). The increase is also in line with Gentil's (2005) study, which concludes that instructor feedback contributes to writers' knowledge claims in academic English, which is expected in theme analysis essays. In sum, the procedure appears to have increased the awareness of the participants in terms of the generic structures in a theme analysis essays and this awareness may have made it easier for the participants to organize and incorporate different elements to achieve their communicative goals, resulting in more elaborate products (Henry & Roseberry, 1998).

Item comparison results for pretest and posttest frequencies of the present and absent moves in the essays of the participants show that there is a significant increase in most of the items after the genre-based intervention. One of the significant findings of the comparison of the items is that there is a significant increase in the participants' structuring of their claims, which appears to be more focused on providing examples from the literary work in the pretest analysis. Posttest results show that the participants, while presenting their arguments, follow the sequence of stating, elaborating on and concluding the argument. The conclusion section also appears to have been positively affected by the procedure, in that more students consolidate their thesis in this part according to the posttest results.

According to the findings, the proportion of present and absent moves in pretest and posttest results are not statistically significant in providing specific examples from the literary text, stating the name and significance of the work in introduction and stating personal opinions on the topic in conclusion. The result that there is no significant increase in providing specific examples does not appear to be a problematic finding because, although the overuse of exemplification is stated among the research problems in this study, the significant increase in surrounding the examples with a statement and conclusion of an argument adds to them the function of serving as evidence to the arguments presented. Stating the name of the

literary work and personal opinions, on the other hand, already appear to be frequently used by the participants according to the pretest results, and the fact that there is no statistically significant difference in these items in pre and posttest results may be considered a positive finding in that the participants may be transferring their general prior knowledge regarding essay writing into theme analysis essays. Lastly, the non-significant result related to stating the significance of the literary work in introduction may be indicating that more effort should be put for the outcomes of this item during the instructional procedure.

Within the context of the present study, the participants are also asked to evaluate the instructional procedure in terms of its positives and negatives, and to make suggestions for the improvement of the procedure. According to the participants, the procedure has had a positive effect on their awareness of 'theme analysis essays', increasing the relevancy of their texts to the genre. The procedure's providing opportunity for the participants to be exposed to sample essays in the genre is also among the positives stated by the participants. Since the sample essays in this study are student essays from previous academic years, analyzing them, finding out the strengths and weaknesses of the students of previous years and discussing their work may have increased the confidence levels of the participants, resulting in the selection's being counted among the positives.

On the negative side, it is seen that a few students criticize the procedure for treating the essay part by part, delayed timing and creating a sense of delimitation. The first one of the negative issues indicated by the participants, treating the essay part by part, is criticized by a few participants implying that a more coherent whole would be achieved if the parts were treated in a single week. On the contrary, the same topic is among the positives according to a few other participants, showing that the procedure does not meet the individual learning needs of a few participants. In addition, several students argue that they feel delimited and cannot fully express their ideas when provided with explicit guidelines regarding their essays, which is also counted among the negatives of genre-based instruction by Coe (1994). Timing of the procedure is also denounced by a few participants, since the implementation was carried out after their mid-term exam. This negative issue actually shows that the procedure has had a positive effect on the participants, since they seem to believe that they would rather receive the instruction before their mid-term exam in order to increase their exam performance.

As for the suggestions of the participants to improve the procedure, most of them propose that the procedure implemented in the first few weeks of the semester so that they would be able to benefit from it during the course and in the exams. Moreover, several students suggest that the genre-based approach be employed in other courses as well, including the English preparatory year with increased practice opportunities. These findings may be signifying that the participants are aware of the different genre-based requirements of other courses, thus they would like to receive a similar sort of instruction within their contexts as well so that they could produce more organized texts, resulting in an increase in their performance.

To sum up, the findings of the present study reveal that a genre-based approach to theme analysis essays produce positive results in that the number of communicative moves appear to have increased following the instruction. Furthermore, most participants perceive the approach to have a positive effect on their written products although a few participants report negative effects. Taking into account the fact that the procedure has been carried out for an hour per week for four weeks within the English Literature – I course, the suggestion coming from the participants that the procedure be applied in other courses seems reasonable. It appears that their performance could be improved through a genre-based approach since many courses require the students to write expository/argumentative essays using the content

knowledge they receive throughout the courses. The findings of this study show that students can benefit from such an approach to express themselves in a more organized way, adhering to the requirements of a given written assignment.

Nevertheless, there is no control group in the study so as not to deprive that group of the potential positives of the procedure which is integrated to a compulsory course. Therefore, other factors which may have had a potentially positive effect on the results are not accessible within the context of this study. Moreover, the participants of the study volunteered to submit the written assignments without the feeling of obligation and this may mean that they are more motivated than the other students, which can be counted as a variable not controlled for in this study.

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APPENDIX A
Checklist For Theme Analysis Essays

THESIS	Present	Absent
1. The student provides background information related to the literary work.		
1.1. The name of the literary work is stated.		
1.2. The author of the literary work is stated.		
1.3. The period in which the literary work was produced is stated.		
1.4. The significance of the literary work is stated.		
2. The student makes a thesis statement.		
2.1. The way(s) that the theme is dealt with in the literary work is identified.		
ARGUMENT		
3. The student presents an argument.		
3.1. The argument is stated.		
3.2. The argument is elaborated on through specific examples from the text.		
3.3. The argument is concluded through establishing a relation between the argument and examples.		
CONCLUSION		
4. The student consolidates the thesis supported by the arguments.		
5. The student closes the essay.		
5.1. The student states his/her personal opinions on the topic.		

APPENDIX B - Contingency Tables of McNemar Test

Item	Contingency Table			<i>p</i>
1.The student provides background information related to the literary work.		Posttest		.002
	Pretest	Absent	Present	
	Absent	0	10	
	Present	0	18	
1.1. The name of the literary work is stated.		Posttest		.250
	Pretest	Absent	Present	
	Absent	0	3	
	Present	0	25	
1.2. The author of the literary work is stated.		Posttest		.000
	Pretest	Absent	Present	
	Absent	0	26	
	Present	0	2	
1.3. The period in which the literary work was produced is stated.		Posttest		.002
	Pretest	Absent	Present	
	Absent	1	13	
	Present	1	13	
1.4. The significance of the literary work is stated.		Posttest		1.00
	Pretest	Absent	Present	
	Absent	7	8	
	Present	8	5	
2. The student makes a thesis statement.		Posttest		.003
	Pretest	Absent	Present	
	Absent	3	17	
	Present	3	5	
2.1. The way(s) that the theme is dealt with in the literary work is identified.		Posttest		.001
	Pretest	Absent	Present	
	Absent	11	14	
	Present	1	2	
3. The student presents an argument.		Posttest		.013
	Pretest	Absent	Present	
	Absent	3	12	
	Present	2	11	
3.1. The argument is stated.		Posttest		.022
	Pretest	Absent	Present	
	Absent	5	11	
	Present	2	10	
3.2. The argument is elaborated on through specific examples from the text.		Posttest		.063
	Pretest	Absent	Present	
	Absent	0	5	
	Present	0	23	
3.3. The argument is concluded through establishing a relation between the argument and examples.		Posttest		.022
	Pretest	Absent	Present	
	Absent	5	11	
	Present	2	10	
4. The student consolidates the thesis supported by the arguments.		Posttest		.008
	Pretest	Absent	Present	
	Absent	6	15	
	Present	3	4	
5. The student closes the essay.		Posttest		.039
	Pretest	Absent	Present	
	Absent	4	10	
	Present	2	12	
5.1. The student states his/her personal opinions on the topic.		Posttest		1.00
	Pretest	Absent	Present	
	Absent	2	5	
	Present	6	15	