The effect of genre-based instruction on foreign language writing anxiety among pre-service English teachers

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Abstract

The present study aimed to find out if Genre-Based Writing Instruction had an effect on pre-service English teachers' foreign language writing anxiety levels. The research setting was a compulsory English Literature course in an English Language Teaching (ELT) department, in which a writing module adopting a Genre-Based Approach was integrated with the aim of teaching the literary analysis essay as a genre. The participants of the study were 78 2nd year undergraduate students of ELT who were taking the course. The study employed an Embedded Mixed Methods Design and writing anxiety was measured by means of the Second Language Writing Anxiety Inventory (Cheng, 2004). 3 measurements before (Week 1), during (Week 7) and after (Week 12) the intervention were taken from the participants for comparisons. The perceptions of the participants were also sought for by means of interview sessions. The perceptions of the participants were also sought for by means of interview sessions. Since the quantitative data was found to have been both normally distributed and spherical, a One-Way Repeated Measures of ANOVA was administered to reveal if there was any change in the writing anxiety levels of the participants. Pairwise comparisons were made by means of the Bonferroni Post Hoc criterion. The findings showed that the Genre-Based writing module may have had an effect on the writing anxiety levels of the participants and Genre-Based Writing Instruction can be an effective tool to promote positive psychology among pre-service English teachers.

1. Introduction

Even though writing is typically evaluated with respect to textual features such as complexity, accuracy or fluency, the emotional experience which the producer of the text undergoes has a crucial say in how complex, accurate or fluent a text is. Especially the extent to which this emotional experience is positive or negative determines the outcome of production as the positivity in one's emotions results in an increased attention span, fostering flexibility in cognition, creativity in thinking and depth in problem solving while negativity may result in avoidance behavior similar to a fight or flight response (Conway, Tugade, Catalino, & Fredrickson, 2013). Considering the fact that a longitudinal span of

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attention, cognitive flexibility, creative thinking and skillful problem solving, which are promoted by positive emotions, naturally aid in an increased level of writing performance (Dong, 2015), reduction of writing anxiety, a negative emotion, becomes a critical task for teachers of writing in order to allow learner-writers to perceive writing as a pleasant act.

The negativity of writing anxiety is well-embedded in Daly and Wilson's (1983) explication, in which the construct is defined as the psychological and somatic symptoms such as anger, fear, worry, blushing or sweating when an individual is obliged to get involved in the act of writing. Placing emphasis on the cognitive aspect of the emotion, Atay and Kurt (2006) state that writing anxiety can be defined as a learner's inclination to experience negative emotions when confronted with a writing task, resulting in a reduced ability to organize thoughts and generating ideas. Suggesting a more process-oriented definition, Jahin (2012) defines the construct as the experience of negative emotions with respect to one's writer-self, the context of writing or the writing task which distorts the processes involved in the act of writing. In brief, the definitions of writing anxiety in the relevant literature point at the constructs being a negative emotion which disrupts the process of writing by interfering with the cognitive capacity of the writer, resulting in undesired effects on the act of writing.

The sources of writing anxiety can be attributed to various factors with regards to competence, psychology and the context of writing. In terms of competence-related factors, perceived language competence in general and writing competence in particular can be stated (Abdel Latif, 2015). Psychologically, low levels of motivation, writing self-efficacy (Pajares, 2003), and degree of preparation as well as a high level of the fear of negative evaluation (Öztürk & Çeçen, 2007; Soo et al., 2013) can be counted. Contextually, the time allocated for a particular task, receiving peer feedback, competitive context, disinterest in the writing prompt (Lin & Ho, 2009) and the learner's writing ability (Cheng, 2002) have been reported as the sources of writing anxiety. In sum, competence-related, psychological and contextual factors appear to affect the level of writing anxiety through altering learners' emotional states.

A high level of writing anxiety might have detrimental effects on learners' cognition, performance and academic success. For instance, Grupe and Nitschke (2013) report that writing anxiety results in cognitive discomfort and emotional uncertainty. Moreover, Karadağ (2015) states that a high level of writing anxiety causes memory, cognition, language use and literacy skills to diminish temporarily. Similarly, Cheng (2004) states that writing anxiety interferes with both cognitive and somatic state of the learner, also resulting in avoidance behavior. In terms of performance, Boice and Johnson (1984) articulate that writing anxiety causes writer's block and thus reduces productivity in writing. In line with this, Onwuegbuzi (1997) points out that writing performance is affected negatively by a high level of writing anxiety. Finally, Martinez, Kock and Cass (2011) suggest that writing anxiety results in lower grades along with avoidance and procrastination behavior.

When these abovementioned negative effects of writing anxiety are considered, reducing the level of it becomes an important goal to be reached in educational contexts and several methods to reach that particular goal have been proposed in the relevant literature including web-based learning, which includes high-richness media (Lan, Hung & Hsu, 2011), self-regulated strategy development, utilization of peer feedback (Kurt & Atay, 2007) and collaboration among learners and with the teacher (Öztürk & Çeçen, 2007). In a methodological manner, theme-based instruction (Phonhan, Phusawisot & Praphan, 2015) and the process approach to the teaching of writing (Bayat, 2014) have been reported to be effective in reducing writing anxiety.

Even though the literature appears to be very well-documented in terms of the definitions, sources and effects of writing anxiety, the studies that are relevant to the construct in terms of the methodology of the teaching of L2 writing appears to be rather limited. To the researchers' knowledge, for instance,

there is only a single published study regarding one of the more recent methods in the teaching of L2 writing, namely Genre-Based Instruction (GBI), which treats texts as genres to be learned, in relation to writing anxiety (Han & Hiver, 2018) conducted in the Korean context. The study suggests that Korean middle school students experience an increase in their writing anxiety after GBI, making it difficult for them to participate in Genre-Based writing classes. However, taking the nature of Han and Hiver's (2018) study which is limited to middle school students, it appears necessary to study GBI further to obtain more generalizable findings as to the effect of this instructional method on writing anxiety.

As previously mentioned, GBI is an instructional method that treats texts as genres to be learned. Genre, as the core component of GBI, is defined as "a class of communicative events, the members of which share some set of communicative purpose" (Swales, 1990, p. 58), which represents fixed conventions (Bhatia, 1993) and the progressive knowledge produced within a discourse community (Wertsch, 2002) in social and cognitive terms (Hyland, 2008). These communicative events can be broken down into individual rhetorical moves, each of which achieves a rhetorical function (Kanoksilapatham, 2007) and allows for the serving of a communicative purpose (Henry & Rosenberry, 2001). When they come together, rhetorical moves constitute genres through communicating organized patterns of discourse within communities (Swales, 1990).

Taking this description of genre as its basis, Genre-Based Writing Instruction focuses on the social context of writing, which is manifested as the social exchanges within discourse communities (Hopkins & Dudley – Evans, 1998). However, the literature additionally suggests three different approaches to the concept of genre, i.e. English for Specific Purposes (ESP), Sydney School and New Rhetoric Genre (NRG) (Hyon, 1996), two of which are especially suitable to teaching purposes. The first one of these, the ESP approach, adopts Swale's (1990) definition of genre and proposes that genres can be explicitly learned and taught by analyzing rhetorical moves and having learners produce them in their texts of a particular genre (Bhatia, 1993; Hyland, 2007). The second one, the Sydney School approach, is concerned with the real use of language and draws on Halliday's (1985) Systemic-Functional Grammar, putting special emphasis on the use of language in context. According to Flowerdew (2002), the Sydney School of genre is also suitable for teaching and learning contexts as it can be used to deconstruct and reconstruct texts from a systemic functional perspective with pedagogical purposes. The third approach, NRG, takes on a more ethnographic stance with an attempt to reveal the ideological, power-related or political relationships between texts and the contexts to which they belong (Hyland, 2007). Being critical in nature, the NRG approach to genre has not been reported to be suitable for learning/teaching purposes.

Within the Turkish context, a few studies regarding GBI in higher education contexts can be seen. For example, Yaylı (2011) and Yaylı (2012) conclude that GBI results in increased genre awareness and L2 writing performance. In a similar context, Uzun (2016) reveals that GBI increases performance in terms of adherence to rhetorical conventions. In more comprehensive studies, it has also been found that GBI contributes to learners in terms of increasing their self-awareness, metacognitive awareness, motivation, course satisfaction (Almacıoğlu & Okan, 2018) or socio-pragmatic knowledge (Argıt & Özer-Griffin, 2015). While these studies focus on different cognitive and psychological constructs, it is also seen that GBI has not been dealt with in relation to writing anxiety within the Turkish context. In this respect, the present study can be said to differ from other studies conducted within the same context with respect to its focal point which is foreign language writing anxiety among pre-service English teachers, which does not appear to have been dealt with in previous studies.

Considering the well-documented literature on the definitions, sources and effects of writing anxiety, it is understood that decreasing the writing anxiety levels of learners indicate a potential in terms of promoting positive psychology, productivity and improved cognitive activity. In relation to this, reducing the foreign language writing anxiety levels among prospective language teachers may have positive effects on their teaching practices in the future, increasing the quality of teaching and learning

over time. However, a gap in the literature appears to exist regarding the potential effect of GBI on foreign language writing anxiety as there seems to be only one study, which is that of Han and Hiver (2018), studying the effects of GBI on writing anxiety. Since that particular study is limited to middle school students, it does not appear possible to generalize its findings to other contexts, which necessitates further studies in different participant groups and contexts. Also considering the fact that there seems to be no study within the Turkish context on the anxiety-related effects of GBI, this study aims to fill a gap in the literature by revealing if a genre-based approach to foreign language writing has any effect on pre-service teachers' levels of foreign language writing anxiety.

1.1. Purpose and Theoretical Rationale

Taking into account the significant effect of writing anxiety on writing performance and the gap in the literature with respect to the issue, the present study aims to find out if GBI adopting the ESP Approach to genre, which is a rarely addressed issue in foreign language teacher education, has an effect on the level of writing anxiety among the pre-service English teachers.

Among the three approaches to genre, namely the Sydney School, NRG and ESP, the ESP approach was deemed suitable for the purposes of the study as this particular approach is considered to be a suitable one for language teaching purposes (Cheng, 2006; Flowerdew, 2002). As explained previously, the ESP approach regards genre as a set of rhetorical moves which a particular discourse community utilizes in common (Swales, 1990). These communicative moves in the samples of a particular genre can be analysed to raise learners' awareness on their features, subsequently allowing for the reproduction of the same moves by learners (Hyland, 2007). Since these subsequent stages make the explicit teaching and learning of genres possible (Bhatia, 1993), the ESP approach to genre was placed in the centre of the GBI within the context of the study.

1.2. Research questions

To fulfill the aims of the study, the following research questions were developed:

RQ1. Does GBI affect the level of foreign language writing anxiety over time?

RQ2. What are the perceived effects of GBI on foreign language writing anxiety among pre-service English teachers?

2. Method

The study employed an embedded mixed method design in order to find out if GBI had any effect on foreign language writing anxiety (FLWA) over time. In this type of design, the researchers make use of both quantitative and qualitative research methods in an intervention program in a real-life context to find out the effects of a particular intervention and the researcher is interested in understanding both the effects of the intervention and the opinions and perceptions of the participants with respect to the intervention (Creswell, 2014). Due to the fact that the present study aimed to explore the effects of a GBI intervention on FLWA along with the perceptions of the participants, the embedded mixed method design was chosen to meet the aims of the study with the goal of measuring FLWA on a quantitative basis, detecting possible fluctuations in FLWA over time and identifying participant perceptions with respect to the effects of the intervention on FLWA and the perceived reasons behind these effects. A graphical representation of the design can be seen below in Figure 1.
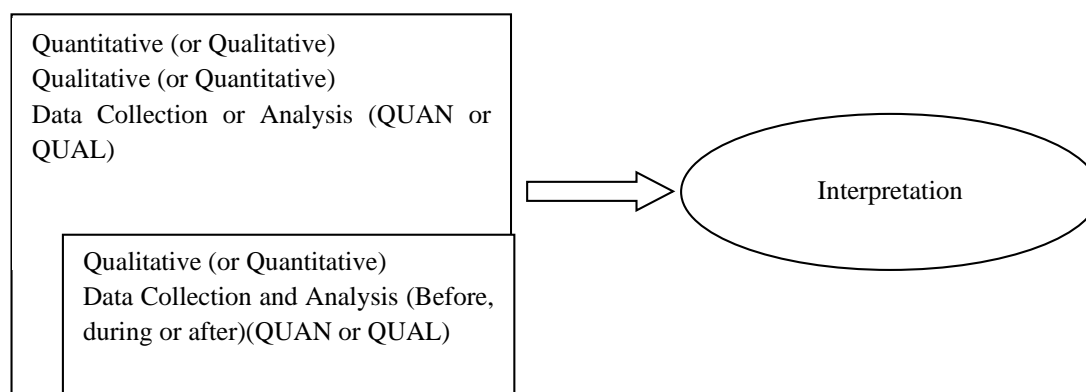
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Figure 1. The Embedded Mixed Methods Design Procedure (Cresswell, 2014, p. 272)

2.1. Participants

The participants of the study were 78 undergraduate students of ELT in a public university in Turkey. The ages of the participants were between 18 and 36 ($M = 20.37$, $SD = 2.37$) and 49 (62.82%) of them were female while 29 (37.18%) of them were male. The length of language learning among the participants was between 12 and 240 months ($M = 111.08$, $SD = 42.94$). 49 (62.82%) of the participants were exempted from the Prep School and 29 (37.18%) of them attended the Prep School for a year, meaning they had taken approximately 600 hours of B2 level English as a foreign language education before their first year at the university.

2.2. Research Context

The study was conducted in the English Language Teaching (ELT) department of a public university in Turkey. In general, ELT departments in the Turkish context are first-cycle programs which aim to train English teachers by equipping them with the necessary theoretical knowledge and practical teaching skills through courses in the domains of educational science, linguistics and applied linguistics. Within this framework, the research context was a compulsory English Literature I course, taken in the 2nd year of studies, during which a historical overview of English Literature was introduced. Throughout the course, which was 3 hours per week for 1 semester, the students went through the history of English Literature from the Old English Period to the Restoration Period, studying the corresponding historical and social events as well as one of the major works of each period in the form of poems or drama works, as those were the dominant forms of fiction between the aforementioned periods. At the end of each literary period studied in the class, the students were assigned to write short literary analysis essays, which were 400 – 600 words in length, to analyze the themes or characters of the literary work of the week or respond to an essay prompt/question regarding that work (e.g. How does Geoffrey Chaucer criticize the Prioress character in The Canterbury Tales?).

Within the context of the study, a typical literary analysis essay, in other words the genre that the students were taught to use through GBI in this study, includes an introduction paragraph in which the writer introduces the background to a given literary work and states a thesis with respect to the essay prompt or question provided for the assignment. A main body in which the thesis is extended and the arguments within the thesis are supported with evidence from the literary work at hand follows the introduction. Lastly, the conclusion paragraph of the literary analysis essay includes the restatement or consolidation of the thesis which precedes the subjective opinions of the writer in regards to the essay topic.

The students took the course in three groups, each one made up of 25-30 students, in different days and hours of the week.

2.3. The Intervention

The intervention of the study was an implementation of GBI for 12 weeks with respect to the literary analysis essay as a genre. Integrated into the English Literature course, the participants first received in-class GBI for three weeks, each week including one part of the Literary Analysis Essay as introduction, main body and conclusion. Every week during the in-class GBI, the participants investigated 4 previously written literary analysis essays as model texts and were asked to identify the rhetorical moves within the part of the Literary Analysis Essay relevant to the week. For the joint construction of the identified moves, the participants were asked to reproduce the rhetorical moves to produce them on a given topic, collaborating with their peers in class. Following the joint construction, the participants received take-home assignments every two weeks with different essay prompts, for which they received genre-focused feedback, which concentrated on the production of the rhetorical moves of a literary analysis essay. After receiving feedback, the participants revised their drafts and resubmitted them in the following week. The in-class GBI ended in the 3rd week of the intervention while the assignments and their revisions continued until the 12th, which was the last week of the intervention. The processes involved in the intervention were tabulated in Appendix A.

2.4. Data Collection

The quantitative data was collected in the form of a pretest (Week 1), a midtest (Week 7) and a posttest (Week 12). The data collection instrument was the Second Language Writing Anxiety Inventory (SLWAI), developed and validated by Cheng (2004). The scale is a 5-point Likert-type scale, measuring the level of second language writing anxiety by means of three subscales, namely Cognitive Anxiety (e.g. While writing in English, I'm not nervous at all.), Somatic Anxiety (e.g. I tremble or perspire when I write English compositions under time pressure.) and Avoidance Behavior (e.g. I do my best to avoid situations in which I have to write in English.). According to its developer, the scale has construct validity, internal consistency and test-retest reliability, producing a Cronbach's Alpha value of .91 for the scale, .87 and .88 for Somatic Anxiety, .85 and .88 for Avoidance Behavior and .82 and .83 for Cognitive Anxiety in two measurements.

Since the scale was in English language, which was a foreign language for the participants, and there could have been issues with understanding some of the items, SLWAI was piloted in English with 153 participants from the same department, who were not going to participate in the study. The collected data were subjected to exploratory and confirmatory factor analyses. Since the items 1, 4, 6, 7, 11, 15, 18, 19, 21 and 22 were either loaded on multiple factors or had factor loadings less than .30, they were taken out of the scale. As a result, the adaptation of SLWAI to the research context yielded 12 items with 3 subscales as Cognitive Anxiety, Somatic Anxiety and Avoidance Behavior, identical to the original scale, producing a CMIN/DF of 1.149, CMIN of 56.306, DF of 49, GFI of .942, NFI of .909, CFI of .987 and an RMSEA of .031, indicating acceptable fit (Brown, 2015). The adapted version of SLWAI produced Cronbach's Alpha values of .86, .90 and .88 for the pretest, midtest and posttest respectively.

The qualitative data were collected by means of semi-structured interviews in which the participants were asked what effect the intervention had had on their levels of FLWA and the reason why it had had that particular effect. Out of 78, 20 participants volunteered to be interviewed. The interview sessions, which lasted approximately 6 minutes per participant, were recorded and transcribed for coding and analysis. Since prolonged engagement with the participants was achieved and extracts from raw data

were presented as suggested by Lincoln and Guba (1985), the qualitative data collected within the context of the study was considered to be trustworthy.

2.5. Data Analysis

For data analysis, assumptions of parametric analyses were initially tested. Anderson – Darling Test results for normality revealed that the pretest ($A = .308$, $p = .553$), midtest ($A = .539$, $p = .162$) and the posttest ($A = .396$, $p = .362$) residuals were normally distributed. Following the tests of normality, Mauchley's Test of Sphericity showed that the data was spherical ($W = .960$, $\chi^2 = 3.139$, $df = 2$, $p = .208$), confirming that parametric tests could be conducted using the available data. Taking the results of the assumption tests into account, a one-way repeated measures of ANOVA was run to see if the mean writing anxiety scores differed throughout the semester as measured in the pretest, midtest and posttest. Bonferroni Post-Hoc tests were administered following the ANOVA to find out which means in particular differed significantly. The effect sizes were also measured in the analyses and reported as the Partial Eta Squared for the ANOVA and Cohen's d for Bonferroni tests. On the other hand, the qualitative data was coded with respect to the perceived effect of the intervention on the writing anxiety levels of the participants and the reason why a particular effect had occurred according to the interviewee. Since some participants reported multiple reasons for the same perceived effect, the responses were reported with respect to the frequency of mentions. Interview excerpts were reported by participant codes (from P1 to P20) to preserve anonymity.

3. Results

The first research question aimed to find out if GBI resulted in any change in the level of writing anxiety among the participants over time. The descriptive findings with respect to the writing anxiety levels in the pretest, midtest and posttest were presented below in Table 1.

Table 1. Writing Anxiety Levels in the Pretest, Midtest and Posttest (N = 78)

Measurement	*M*	*SD*	*Min*	*Max*
Pretest	2.68	.83	1.00	4.36
Midtest	2.40	.83	1.00	4.67
Posttest	2.23	.73	1.00	4.17

As seen in the findings, the mean writing anxiety was 2.68 (*SD* = .83) in the pretest with a minimum of 1.00 and a maximum of 4.36. In the midtest, the mean writing anxiety was computed to be 2.40 (*SD* = .83) and the minimum writing anxiety was measured to be 1.00 while the maximum value was 4.67. Lastly, the posttest results produced a mean writing anxiety value of 2.23 (*SD* = .73) with a minimum of 1.00 and a maximum of 4.17. The descriptive findings with respect to the level of writing anxiety seemed to indicate a declining trend over time and the maximum value across three measurement points was observed in the midtest.

The results of the comparison of mean writing anxiety levels over time by means of a one-way repeated measures of ANOVA were given below in Table 2.

Table 2. Comparison of Mean Writing Anxiety Levels over Time (N = 78)

Factor	SS	df	MS	F	p	η^2_p
Time	8.314	2	4.157	20.080	**< .001**	.21
Residual	31.883	154	.210			

Note. Type III Sum of Squares

According to the findings, there was a statistically significant main effect of time on writing anxiety as measured in three time points as pretest, midtest and posttest ($F = 20.080$, $p < .001$, $\eta^2_p = .21$), indicating a large effect. However, since the analysis of variance requires post-hoc tests in order to tell which means in particular significantly differ, Bonferroni post-hoc analyses were administered on the data as the follow-up tests.

The findings regarding the Bonferroni Post Hoc comparisons to find out which mean values were significantly different from one another were tabulated below in Table 3.

Table 3. Bonferroni Post-Hoc Analyses Results (N = 78)

Comparison	t	p	d
Pretest > Midtest	2.563	**.037**	.29
Midtest > Posttest	3.968	**< .001**	.45
Pretest > Posttest	5.766	**< .001**	.65

According to the findings, the mean writing anxiety in the pretest ($M = 2.68$, $SD = .83$) was significantly higher than the mean writing anxiety in the midtest ($M = 2.40$, $SD = .83$), indicating a small effect ($t = 2.563$, $p = .037$, $d = .29$). In addition, the mean writing anxiety in the midtest ($M = 2.40$, $SD = .83$) was found to be significantly higher than the mean writing anxiety in the posttest ($M = 2.23$, $SD = .73$), indicating a small effect ($t = 3.968$, $p < .001$, $d = .45$). Lastly, the mean writing anxiety in the pretest ($M = 2.68$, $SD = .83$) was observed to be significantly higher than the mean writing anxiety in the posttest ($M = 2.23$, $SD = .73$), indicating a medium effect ($t = 5.766$, $p < .001$, $d = .65$). In sum, writing anxiety decreased significantly across each measurement point according to the findings and the effect of the significant difference was larger in the period between the midtest and the posttest in comparison to the period between the pretest and the midtest.

The second research question attempted to reveal the perceptions of the participants with regards to the effects of the GBI intervention on their FLWA levels. The results obtained through the face-to-face interview sessions were presented below in Table 4.

Table 4. Perceived Effects of the GBI Intervention on FLWA among the Participants (n = 20)

Effect	Reason	Frequency of Mentions
Decrease	Improved Genre Awareness	8
	Receiving Feedback	5
	Increase in Self-Efficacy	4
	Persistent Writing Practice	4
	Increase in Content Knowledge	1
	Reduced L1 interference	1
	TOTAL	23
No Effect	Prolonged Low Anxiety Level	5
	Prolonged High Anxiety Level	2
	TOTAL	7
Increase	Poor Performance	2
	Time Limitations	1
	TOTAL	3

As seen in Table 4, a decrease in the level of FLWA was the most frequently reported effect by the interviewees predominantly due to the perceived increase in the level of genre awareness, the feedback component of the intervention and a perceived increase in the level of Writing Self-Efficacy. The increased awareness of the genre was explained by P14 as follows:

I may still feel anxious, but less than before. Because I know how to plan it [the essay] now... I know what to do... In terms of both the genre and content... Very quickly, I can plan what to do and where [as a part of which rhetorical move]. Like I'll do this [rhetorical move] here, I'll do that [rhetorical move] there... I can plan it in my mind easily.

As understood from the interview excerpt, the participant reported a perceived decrease in terms of FLWA due to the increased level of genre awareness as a result of the intervention. Also facilitating the planning process, this increase resulted in the perception of improved performance in actualizing the rhetorical moves present in a literary analysis essay, causing the decrease in the level of anxiety.

The feedback component of the intervention was also reported to have been among the reasons behind the perceived decrease in FLWA. P7 explained the decrease in anxiety due to receiving feedback as *"I am not afraid of it [writing literary analysis essays] anymore. Consistent feedback... Receiving feedback, seeing my mistakes thanks to it and trying again and again helped me a lot in terms of conquering my fear"*. As seen in the quotation, this participant indicated that the feedback provided for the participants during the intervention had helped them work on the problematic parts of their texts, reducing their level of anxiety over time.

Another reported reason as to the decrease in FLWA throughout the intervention was the perceived increase in writing self-efficacy. P11 briefly elaborated on the relationship between two constructs as *"In the beginning, I used to feel a bit anxious especially due to time constrains. Especially in exams... But I've seen that I can do it, so I feel more relaxed"*. Apparently, this participant had had performance-related concerns before the intervention, however, the increase in the level of writing self-efficacy resulted in a perceived decrease in the level of writing anxiety.

Even though the majority of the interview participants reported a perceived decrease in their levels of FLWA, qualitative findings also showed that a few participants perceived no change in their levels of writing anxiety as a result of the intervention due to a prolonged perception of low or high levels of

writing anxiety. Moreover, a few participants were also seen to have mentioned an increase in the level of writing anxiety due to the perception of poor performance and the existence of deadlines and time limits for the submissions of the assignments.

Having considered both quantitative and qualitative findings, the GBI intervention was seen to have had a decreasing effect in the level of FLWA among the participants due to the perceived increase in the levels of genre awareness and writing self-efficacy as well as the feedback component of the intervention according to their self-reports. Moreover, effect size calculations revealed that the effect of the decrease followed a growing trend throughout the intervention. As a result, the intervention was concluded to have been an effective way of decreasing FLWA among the participants.

4. Discussion

The present study aimed to discover if GBI adopting an ESP approach had any effect on the foreign language writing anxiety levels of 2nd-year undergraduate students of English Language Teaching. Within the context of the study, a 12-week GBI implementation, which was integrated into a compulsory English Literature course, was carried out with respect to the teaching of the literary analysis essay as a genre and the learners were assigned to write a literary analysis essay every two weeks, receiving genre-focused feedback, revising their essays and resubmitting them in one week after the submission of the first draft. The findings revealed a declining trend in second language writing anxiety over the pretest, midtest and posttest, signaling that the intervention may have been effective in terms of reducing the level of writing anxiety among the participants of the study. In these comparisons, it was also seen that the effect size of the difference between the midtest and posttest was larger than the difference between the pretest and midtest. Another notable finding of the study was that the highest level of writing anxiety reported by the participants was measured in the midtest. The qualitative findings were seen to be in line with their quantitative counterparts in that a majority of the interview participants reported a perceived decrease in the level of FLWA due to a perceived increase in the levels of genre awareness and writing self-efficacy, receiving feedback and having frequent practice opportunities throughout the intervention.

The findings of the study indicated that GBI may have had a positive effect on the level of writing anxiety among the participants of the study. In terms of contributing positively to learners, the findings can be considered to be in line with the findings of Almacıoğlu and Okan (2018), Argıt and Özer-Griffin (2015), Uzun (2016), Yaylı (2011) and Yaylı (2012) with the difference that none of those studies conducted in similar contexts had writing anxiety as their focal point. On the other hand, this particular finding contradicted that of Han and Hiver (2018), who found that GBI resulted in an increased level of writing anxiety, even though both studies were conducted in English as a Foreign Language contexts. Despite this similarity, the fact that Han and Hiver's (2018) study had middle school children as its participants and the present study had undergraduate young adults may have accounted for the difference in the findings of two studies. Having 4 cognitively-intensive phases to be undergone, GBI may have been too demanding for middle school children while young adults may have had less difficulty with the analytical nature of GBI. In addition, being abstract in nature, the concept of genre might not have been perceived thoroughly by the participants in the study of Han and Hiver (2018) as they were in an earlier developmental stage than the participants of the present study. In this respect, the age gap between the participant groups of two studies may have accounted for the differences in the findings.

In the quantitative test comparisons, it was also seen that the effect size of the significant difference between the pretest and midtest was lower than the effect size of the significant difference between the midtest and posttest. Since the beginning of the GBI intervention was the first experience of the learners in writing literary analysis essays, they may have lacked sufficient knowledge to feel confident in

completing the tasks initially, gradually overcoming the problems they may have experienced in the beginning of the intervention. Considering that the internalization of newly acquired knowledge requires time (Regan, 2007), the participants may have started to feel more confident and efficacious in their writing as they also reported in the interview sessions, which may helped decrease their levels of writing anxiety. Since writing self-efficacy is a correlated construct with writing anxiety (Pajares, 2003), a gradual increase in the participants' levels of writing self-efficacy through the positive feedback received as well as the correction of recurrent errors over time may have contributed to the decrease in writing anxiety. In brief, a larger effect in the comparison of midtest and posttest measurements of writing anxiety than the pretest and midtest measures may have been observed due to the positive changes in other psychological constructs, which interact with writing anxiety, throughout the intervention.

The last finding of the study worthy of note was that the highest level of writing anxiety was measured in the midtest. Even though the mean writing anxiety level in the midtest was significantly lower than the pretest, the fact that the highest writing anxiety value belonged to the midtest measurement may have indicated that test anxiety may have interfered with FLWA, since the midtest measurement was taken 1 week before the midterm exam unlike the pretest and the posttest. Being correlated both with writing anxiety and writing performance (Cheng, 2004), a higher than usual level of test anxiety may have resulted in the temporary increase in writing anxiety in the midtest due to its timing, resulting in a marginal value only in that particular test.

The qualitative findings were also found to have been in agreement with the quantitative ones since a perceived decrease in writing anxiety as a result of the intervention was reported by a majority of the interview participants due the perceived increase in genre awareness, writing self-efficacy and receiving feedback. these findings also appeared to be in line with the literature in that increased genre awareness (Yaylı, 2011, Uzun, 2016) and writing self-efficacy (Han & Hiver, 2018) were among the constructs previously reported in the literature as some of the potential outcomes of GBI. In this respect, the qualitative findings of the study were confirmative of other findings in the literature as well as being parallel to the quantitative findings of the present study.

The major finding of the study, which indicated a steady decrease in the level of writing anxiety over time, can be attributed to individual, social and external factors surrounding the context of the study. Individually, the learners were initially asked to analyze previously written essays with respect to the rhetorical moves constituting the literary analysis essay. This analytical approach may have increased the genre awareness levels of the participants, empowering them to perform the rhetorical moves required in a Literary Analysis Essay consciously and increasing their levels of writing self-efficacy, resulting in a lower level of writing anxiety. In addition, the rhetorical analysis may have allowed for discovery learning, which has been documented to have a reductive effect on writing anxiety (Wynne, 2014). Furthermore, the participants of the study received genre-focused feedback individually, which was also reported to have been an anxiety-reducing component of the intervention in the interview sessions. As also suggested by Tsiplakides and Keramida (2009), the individual nature of the feedback received by the participants during the intervention may have had a positive effect on the level of writing anxiety. In social terms, the participants were encouraged to collaborate throughout the intervention and the joint construction phase of the in-class GBI involved extensive peer feedback. As Öztürk and Çeçen (2007) as well as Yastıbaş and Yastıbaş (2015) argue, collaboration opportunities during writing and receiving feedback from peers aid in the reduction of writing anxiety, which may also have been the case in the present study. Regarding external factors, time to complete the task is considered to have an effect on writing anxiety (Andrade & Evans, 2013). Considering the fact that the participants had approximately one week to submit the first draft and the same amount of time to submit the revised version of their literary analysis essays, having sufficient time to complete both the task and the revision

may have contributed to the decrease in writing anxiety among the participants. To sum up, the nature of GBI promoting an analytical approach, individual attention and social collaboration as well as the ruling out of time as an anxiety-inducing factor appears to have contributed to the observed decrease in writing anxiety throughout the intervention.

5. Conclusions

Based on the results, it can be concluded that a genre-based approach to the teaching of writing, the ESP approach in particular, demonstrates potential to reduce the level of writing anxiety among pre-service English teachers in foreign language contexts. By reducing the level of writing anxiety and increasing genre knowledge, which may contribute to the positive perception of writing and an increased writing performance, the ESP approach may foster second language writing and help learners perceive the act of writing as a pleasant one, also resulting in improvements such as motivation or writing self-efficacy. In other words, the ESP approach to genre seems to be an instrumental approach in promoting positive psychology in L2 writing environments.

It should also be noted that, although the findings of the study bear potential with respect to alleviating the negative experiences in L2 writing, the pre-experimental design of the study comes out as a limitation. In order to reach more conclusive results, an experimental design comparing the effects of the process, product and genre-based approaches to the teaching of writing on FLWA should be utilized. Such a design may provide more comprehensive results in terms of the comparative effects of different approaches to the teaching of writing on writing anxiety. Moreover, all participants in the present study received instruction and feedback from one of the researchers, who was also the teacher of the English Literature I course, which was the context of the study. In this respect, the teaching skills of the researcher as well as the attitudes of the participants towards the researcher may have interacted with the participants' learning, which was another limitation of the study. In a replication study, these two values can be controlled for in order to see how much of the findings can be explained by the teaching skills of the instructor and the attitudes of the participants towards the teacher. Lastly, the interpretation mentioned in the discussion section, which states that the age of the language learners may account for how GBI effects learner psychology, can be empirically tested to find out if younger learners are negatively affected by GBI in terms of writing anxiety.

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Appendix A. The Intervention and Data Collection

Table 5. Intervention and Data Collection Schedule

Week	GBI	Assignments	Measurement
1		Essay 1	Pretest - SLWAI
2	Introduction in Literary Analysis Essays	Revision of Essay 1	
3	Main Body in Literary Analysis Essays	Essay 2	
4	Conclusion in Literary Analysis Essays	Revision of Essay 2	
5		Essay 3	
6		Revision of Essay 3	Midtest - SLWAI
7	Midterm Exams		
8			
9		Essay 4	
10		Revision of Essay 4	
11		Essay 5	
12		Revision of Essay 5	Posttest – SLWAI & Interviews

Tür temelli öğretimin yabancı dilde yazma kaygısı üzerindeki etkisi

Öz

Bu çalışma, Tür Temelli Yazma Öğretimi ve Tür Temelli Dönüt'ün öğrenenlerin Yabancı Dilde Yazma Kaygısı düzeyleri üzerinde bir etkisi olup olmadığını incelemeyi amaçlamaktadır. Araştırma İngilizce Öğretmenliği bölümlerinde zorunlu ders olarak okutulan İngiliz Edebiyatı dersi boyunca devam etmiş ve bir tür olarak Edebi Analiz Kompozisyonu'nun öğretilmesini amaçlayan bir yazma modülü ders ile bütünleştirilerek müdahale araştırması gerçekleştirilmiştir. Araştırmanın katılımcıları dersi alan 78 2. Sınıf İngilizce Öğretmenliği öğrencisidir. Araştırma Gömülü Karma Desen kullanılarak gerçekleştirilmiş ve Yazma Kaygısı İkinci Dilde Yazma Kaygısı Envanteri (Cheng, 2004) kullanılarak ölçülmüştür. Ölçek, müdahale araştırmasına katılmayacak olan 153 katılımcıya uygulanarak araştırma bağlamına uyarlanmıştır. Ölçümler, Tür Temelli Öğretim müdahalesinden önce (1. Hafta), müdahale esnasında (7. Hafta) ve müdahale sonrasında (12. Hafta) olmak üzere 3 kez gerçekleştirilmiştir. Katılımcı görüşlerinin alınması için ise yüzyüze görüşmeler yapılmıştır. Nicel verinin normal dağıldığı ve küresel olduğu görüldüğünden, katılımcılarının yazma kaygılarında değişim olup olmadığının saptanması için tek yönlü tekrarlı ölçümler varyans analizi kullanılmıştır. Ölçümlerin çiftler halinde

karşılaştırılması için ise Bonferroni Post Hoc analizinden faydalanılmıştır. Bulgular her ölçüm için Yazma Kaygısı bakımından anlamlı ve küçük – orta etkili bir azalma gösterdiğinden, Tür Temelli Öğretim'in Yazma Kaygısı üzerinde olumlu etkisi olduğu sonucuna ulaşılmıştır.

Anahtar sözcükler: Tür Temelli Öğretim; Yabancı Dilde Yazma Kaygısı; Edebi Analiz Kompozisyonu

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