Effects of Integrating Process Approach with Genre Teaching-Learning Cycle on EFL Students' Writing Development

Xiaoxiao Fu[1], Noor Mala Binti Ibrahim[2]

ARTICLE INFO	ABSTRACT
	Purpose This study aimed to provide a new process-genre teaching framework that might serve as a guide for teachers in the classroom and evaluate its effectiveness in enhancing students' writing performance. **Design / methodology / approach** In this research, a quasi-experimental study was conducted to evaluate the effectiveness of this teaching framework in developing the writing skills and writing self-efficacy of EFL college-level students. Participants were drawn from classes of 30 students each at a private university in a less developed region of China. This study's instruments included pre- and post-test writing assessments and a writing self-efficacy scale. The pre-and post-test essays of the students were graded according to an analytical rubric comprising content, organization, grammar, vocabulary, and mechanics. In addition, their pre-test and post-test writing self-efficacy were evaluated using an established writing self-efficacy scale.

Findings The experimental group demonstrated a statistically significant improvement in the five post-test dimensions. In addition, after the intervention, students' writing self-efficacy increased dramatically, which plays a vital role in the writing development of EFL students. **Practical implications** Practically, this study provides practitioners with valuable insights for fostering the writing development of EFL students. By emphasizing students' writing abilities and writing self-efficacy, teachers can improve students' writing performance. Therefore, the findings of this study are essential for formulating writing development strategies for EFL students. **Originality / value** In terms of the writing development of EFL students, the current study is an essential contribution to the existing body of literature. Integration of process approach and genre teaching-learning cycle has been studied infrequently in previous research. Similarly, this study is a quasi-experimental study representing an additional methodological contribution to the body of knowledge.

---

[1] Corresponding Author, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia (UTM), Johor Bahru, Malaysia. Email: xiaoxiao1986@graduate.utm.my, ORCID: https://orcid.org/0000-0002-4866-9323
[2] Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia (UTM), Johor Bahru, Malaysia. Email: m-nmala@utm.my, ORCID: https://orcid.org/0000-0002-0581-1772

1. Introduction

Writing in English has always been difficult for teachers and students in English as a Second Language (ESL) and English as a Foreign Language (EFL) settings. After several years of English study, the English writing skills of college students in mainland China are still relatively low. This is especially true for argumentative essays, the most essential and frequently assessed academic form. They are deficient in coherent and logical reasoning skills (Sang, 2017) and lack genre-specific linguistic expertise. They lack confidence when writing in English as a result. Low self-confidence leads to low writing self-efficacy, which is the self-evaluation of one's capacity to do writing assignments (Bandura, 1977). Writing self-efficacy is a well-known factor that can influence students' writing performance and attitudes (Sun & Wang, 2020). Therefore, appropriate measures should be made to enhance students' writing self-efficacy.

The weak English writing skills and lack of students' writing confidence can be related to improper instructional methods. In the past decade, the paradigm of writing instruction shifted from the product and process approaches to the genre approaches (Huang & Jun Zhang, 2020). The product approach views language acquisition as a process of habit creation (Richards & Rodgers, 2014). This strategy promotes using mentor exemplars as language input to facilitate the English language learning of ESL and EFL students. However, it neglects the development of students' creative thought and self-expression to focus on language precisión (Blackstone & Fuhr Jr, 2019). Thus, the method of teaching writing shifts to teaching the writing process. The process is writing perspective views writing as a complicated, recursive, inventive, and problem-solving activity (Tribble, 1996). It emphasizes the instruction of cognitive processes involved in writing. As a method coming from the setting of English as a First Language (L1), in which students are skilled in the language, it is illogical to apply the process approach to ESL and EFL students who lack linguistic understanding. Given the drawbacks of the process approach, the genre approach is regarded as the most effective method for teaching writing abilities (Jambulingam, 2018). It is highlighted by explicit genre knowledge education. Genre academics provide a Teaching and Learning Cycle (TLC) model when using a genre approach. Its three phases are modelling, cooperative, and independent construction (Hyland, 2007). TLC is an excellent method for learning English writing (Caplan, 2017). However, TLC mainly focuses on teaching genre knowledge and awareness, which may be very prescriptive, limiting students' creative writing. Researchers feel that the combination of the process approach and genre approach inherits the benefits of both techniques and could be a practical choice in the writing classroom (Badger & White, 2000).

While the process-genre approach (PGA) has been supported by numerous researchers in both ESL and EFL contexts, few empirical studies have been done to evaluate its efficacy in actual classroom settings. Moreover, there was scant literature on how to apply ideas to classroom instruction (Huang & Jun Zhang, 2020; Racelis & Matsuda, 2013). Badger and White (2000) presented a PGA teaching approach that included the instruction of genre knowledge and process writing abilities. However, because their approach was developed in the L1 environment, it may not be applicable in other circumstances. Consequently, while adopting these imported pedagogies in a local context, it is necessary to make the essential social and cultural adjustments. The purpose of this study is to propose a PGA teaching framework by integrating a process approach with a genre TLC framework and then to apply

this framework to actual classroom instruction to assess its effectiveness in enhancing students' writing skills and writing self-efficacy (Todorova, 2019). Taking into account the vacuum in the literature, this study sought to answer the following research questions:

1. What are the PGA framework's effects on developing students' argumentative genre writing skills, as proposed in this study?
2. What are the PGA framework's effects on developing students' writing self-efficacy, as proposed in this study?

The significance of the current research stems from its remarkable contribution to the body of knowledge. Moreover, the implications of this research are a significant contribution determined by its findings. In addition, the study suggests future directions for scholars to explore additional literature and contribute to the literature.

2. Literature Review

2.1 Process Approach

Zamel (1976) established process pedagogy to teach English writing skills to students in the 1980s. Cognitive psychology provides the theoretical framework for this technique. Flower and Hayes (1981) identified the writing process of experienced writers through their verbalization of thought while composing. They discovered that the writing process included the task environment, the writer's long-term memory, and several cognitive processes. In addition, they hypothesized that the task environment was determined by the writing assignment (the topic and the audience) and the text produced thus far; that writers' long-term memory included knowledge of the topic, knowledge of the audience, and stored writing plans; and that the cognitive process of writing was the most critical component, which could be broken down into three cognitive processes: planning, translating thoughts into text, and reviewing. They concluded that their capacity for self-monitoring could determine the patterns of a writer's writing process.

In addition, Zamel (1983) argued that writing is "a recursive, exploratory, and generative process in which writers discover and reformulate ideas while attempting to approximate meaning." In other words, the writing process was cyclical and varied from writer to writer. There were numerous descriptions of the writing process's stages. According to Tribble (1996), the typical writing process consists of four steps: pre-writing, drafting, revising, and editing.Hassan, Kazi, and Asmara Shafqat (2020) cite White and Arndt (1991), who illustrated a diagram depicting the cyclical process.
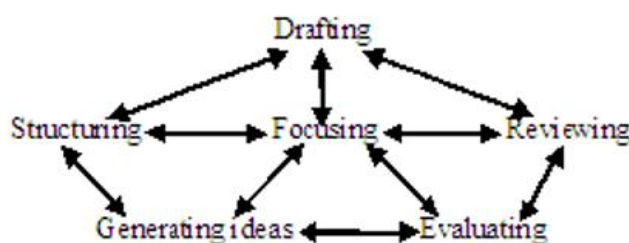

Figure 1. *Process Writing Model (White & Arndt, 1991, p.4)*

In this model, White and Arndt (1991) recommended that process writing instruction should begin with the idea generation stage, which includes students' collection of writing materials and determination of the writing's theme and genre. Teachers should encourage students to participate actively in activities such as brainstorming, free association, note-taking, questioning, and outlining. After collecting sufficient writing resources, writing instruction moved on to drafting. At this stage, students were asked to organize their ideas in writing, with less focus placed on the clarity of their thinking and the fluency of their language expression. After drafting, students should evaluate the texts they have created thus far. At this point, the key to developing a quality text is revision. In addition, students can update their work based on the comments they receive from teachers and peers. Teachers and classmates may submit multiple comments until they are satisfied with the final output.

Ferris and Hedgcock (2004) identified two categories of process approach: expressivism and cognitivism. The traditional approach views writing as a journey of self-discovery in which pupils can freely express themselves. This strategy emphasizes writers' voices and writing fluency more. Therefore, it is believed that emphasizing the use of more flexible genre types, such as journal writing, can be beneficial for enhancing students' writing. On the other hand, the cognitivism method places greater emphasis on the development of writers' cognitive understanding of the aforementioned non-linear process and sub-processes. Researchers discovered that inexperienced authors exhibited deficiencies in the writing process. Accordingly, they moved from one process to another, which may have caused a cognitive overload. They felt that by enough training in these stages, beginner writers would finally be able to govern the writing process independently.

Studies have demonstrated the usefulness of process-based instruction in increasing students' writing skills (Hassan et al., 2020; Kadmiry, 2021; Mehr, 2017; Muncie, 2002; Zhou, 2015). According to these findings, students can communicate with teachers and classmates in the recursive teaching-learning process. Sharing thoughts and receiving feedback from one another enhanced their comprehension of a well-written essay.

2.2 Genre TLC

Teaching Learning Cycle (TLC) is a genre teaching methodology developed by Systemic functional linguistics (SFL) genre specialists to teach writing skills to Australian primary school pupils in classroom settings (Figure 2). According to SFL researchers, the genre is "a staged and goal-oriented social process" (Martin & Rose, 2008). They asserted that writers' aims and reader-writer interaction could influence written texts. They investigated the lexico-grammatical characteristics of the most prevalent genre kinds in schools and designed the TLC instructional model to stimulate students' writing learning explicitly.

TLC consists of three phases in practice: modeling, joint construction, and independent building. Children may not be able to undertake genre writing tasks at the modelling stage independently. Therefore, teachers should assist students in comprehending the aim of writing and identifying the defining characteristics of the target genre by analyzing mentor exemplars. After students acquire genre knowledge, cooperative construction is the second level of classroom instruction. At this stage, teachers collaborate with students to produce a text in the focus genre. The joint construction step can be accomplished by whole-class collaborative writing exercises, such as students working in groups to generate the same essay or collaborating with teachers to compose the exact text (Mauludin, 2020). This step

can also be accomplished by assigning writing assignments to the entire class. Teachers can divide pupils into multiple groups to create identical pieces cooperatively. When a negotiation issue emerges during a group writing assignment, their teachers provide students with a valuable scaffold to help them resolve it. At the independent construction stage, pupils are required to compose another text of the same genre. They can apply the genre information gained in phases one and two to their writing. According to Hyland (2007), the first two stages functioned as scaffolding for students' acquisition of genre. The ultimate goal of writing instruction was to remove all scaffoldings provided by peers and teachers so that students could apply their newly acquired knowledge to their writing. In addition, he remarked that the performance of pupils during the independent building stage is one-way teachers can evaluate their writing skills. If insufficient writing skills are found, teachers should repeat the three stages of instruction and learning until pupils have mastered the genre knowledge.
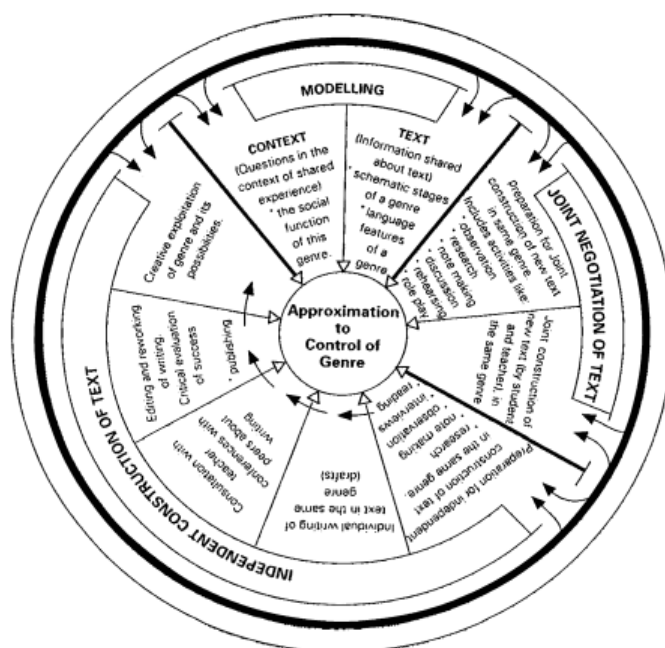
Figure 2. *Teaching Learning Cycle (Feez & Joyce, 1998)*

Existing research on the implementation of TCL in several worldwide contexts has demonstrated its beneficial effect on developing students' writing skills. Ahn (2012), for instance, explained how the SFL-inspired genre approach was utilized to teach report and essay writing to Australian elementary school students. He described how each stage of TLC was implemented in a model lesson and demonstrated the efficacy of this instructional strategy by comparing one student's pre- and post-writing samples. He found that students' genre structure and genre-specific language skills improved. Similarly, Chen and Su (2012) examined the effect of a genre approach implemented through TLC on the summary writing of 41 undergraduate sophomores. They discovered that their overall performance on both content and organization improved substantially.

Some researchers investigated the function of genre TLC's stages, and their findings were contradictory. Hermansson et al. (2019) conducted a quasi-experimental study at a primary school in Sweden to investigate the effect of TLC's joint construction stage. Their findings revealed that this stage did not affect the development of students' narrative writing skills, indicating that joint construction added no value to this cycle. Similar results were reported in a separate study conducted by Mauludin. In his research, the experimental group was instructed to use the complete stages of genre TLC.

In contrast, the control group was instructed to use TLC without the joint construction stage. Comparing the pre-and post-test writing scores of the two groups revealed no significant differences. However, the findings of the two studies mentioned above contradict those of Caplan (2017), who asserted that joint construction played a crucial role in this cycle. He implemented genre TLC at a private university in the United States. He discovered that the joint construction stage exposed students to linguistic choice, rhetoric choice, and strategic choice of target genre, which stimulated their internalization of genre knowledge and facilitated the transfer of learning to independent writing. The studies mentioned above suggested that additional research should be conducted to examine the function of genre TLC. Although this cycle is effective at developing students' writing skills, the individual stages of this cycle require further study.

2.3 Process-Genre Approach

Badger and White suggest the process-genre Approach (PGA). They proposed a PGA model (Figure 3) and argued that the process and genre approaches are not incompatible but can be combined. They suggested that there were three knowledge input sources under the PGA model: teachers, peer students, and mentor exemplars. These resources can assist students with writing conventions of particular discourse communities, linguistic resources, and the writing process. Teachers could, for instance, not only help students understand writing context and purpose but also assist with analyzing genre exemplars; students can also discuss writing context and purpose with their peers; model texts can provide sufficient linguistic input, which is essential for language learning.
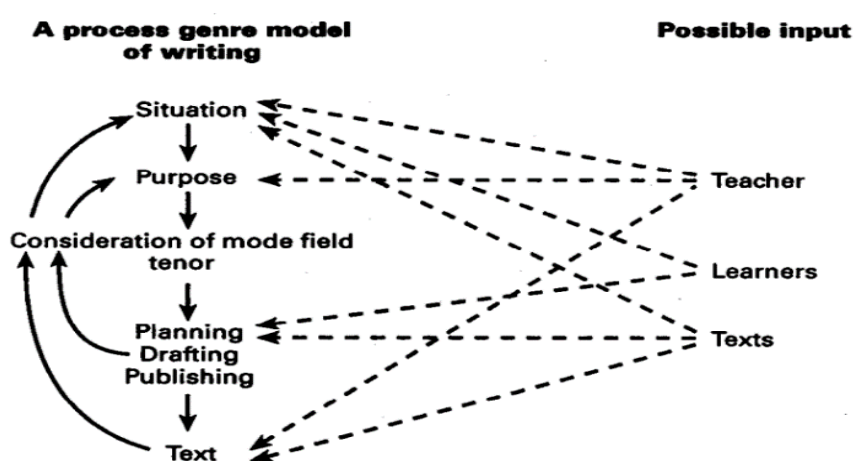

Figure 3. *Process Genre Approach (Badger & White, 2000)*

In a similar spirit, Racelis and Matsuda (2013) emphasized that the process approach and genre approach should not be viewed as competing paradigms; each represents a distinct component of writing. They asserted that the genre method could acquaint beginning authors with textual materials, but the process approach can give them tools to create texts. Consequently, PGA inherited the benefits of both techniques, supporting students' acquisition of process writing strategies and genre-specific discourse characteristics.

Since its inception, PGA has grown in popularity. Numerous studies have proved the effectiveness of PGA in teaching English writing skills to pupils (Gao, 2007; Kim & Kim, 2005). They reasoned that diverse feedback kinds, a balance between language form and purpose, and explicit teaching of genre elements could give learners sufficient scaffolding, allowing them to communicate their meaning by repeating the regular linguistic patterns characteristic of the genre type. However, most studies produced only a few teaching principles, and there were no standardized teaching models to guide classroom instruction. Consequently, no empirical evidence was offered to support their theoretical development.

Other academics intended to build PGA teaching models based on the PGA method's core idea (Frith, 2000; Nordin, 2017; Racelis & Matsuda, 2013; Rusinovci, 2015; Sari & Saun, 2013; Tuyen et al., 2016). For instance, Frith (2000) created a PGA teaching approach in which he constructed a sequence of contextual and textual awareness tasks around numerous exemplars of the target genre type to sensitize students to genre knowledge. Then, during the learning process, he utilized process writing methodologies. Using the fundamental notion of PGA, Nordin (2017) also built a writing unit to teach students how to write recommendation reports in a technical writing classroom. In his approach to instruction, teachers assisted students in recognizing the social-cultural context and purpose of writing. Students were then required to relate context and purpose to selecting content, reader-writer interaction, and text organization. Tuyen et al. (2016) have designed a PGA teaching approach for teaching undergraduate Vietnamese English majors how to write academic papers. Their PGA model consisted of three steps: pre-writing, during writing, and after the report. At the pre-writing stage, teachers imparted sufficient genre information, including the schematic structure and linguistic characteristics, by analyzing textual examples of the target genre. Teachers then instructed pupils to produce and record ideas, keywords, organization, and informational order. At the while-writing stage, teachers instructed students to undertake genre writing assignments collectively or individually by translating the previously developed plans and thoughts onto paper. Teachers instructed pupils to review and alter their initial drafts during the post-writing stage. Students then updated their reports and evaluated their writing using the revision checklist supplied for self-evaluation.

Although this research implemented the core concepts of the PGA design, the actual teaching techniques differed, causing teachers to be hesitant to apply PGA in ESL and EFL settings. In addition, the studies mentioned above did not give any empirical data for evaluating the proposed PGA model's impacts. In conclusion, existing literature on how to implement PGA in the classroom context is inadequate. There is no defined sequence of instruction when PGA is implemented in a real classroom, posing a problem for writing teachers who intend to employ this novel technique. This study aims to fill the void by building a PGA instructional framework by merging the primary teaching processes of both process writing and genre TLC and assessing the efficacy of this framework on increasing students' writing performance.

2.4 Writing Self-efficacy

Writing self-efficacy might be considered a subfield of self-efficacy research. Bandura (1977) asserts that self-efficacy is a domain-specific construct that "must be adjusted to the individual domain of functioning". According to self-efficacy, writing self-efficacy might be characterized as a person's confidence in their writing ability. Researchers have diverse perspectives regarding the subcomponents of writing self-efficacy. McCarthy, Meier, and Rinderer (1985) examined students' writing self-efficacy by asking them to rate their confidence in their ability to employ specific writing abilities when writing expository essays. They discovered that students' writing scores were substantially connected with their grammatical skills.Shell, Murphy, and Bruning (1989) created a two-dimensional writing self-efficacy scale consisting of writing skills self-efficacy and writing tasks self-efficacy to test the writing self-efficacy of undergraduate students at an American university. They defined writing task self-efficacy as one's perceived confidence in completing various writing tasks and writing skills self-efficacy as perceived confidence in utilizing writing abilities in the actual writing. They evaluated the scale's validity and dependability, and the results were satisfactory. Bruning, Dempsey, Bruning et al. (2013) developed a three-dimensional writing self-efficacy scale, which includes idea generation, writing conventions, and self-regulation, in response to the findings mentioned above and the cognitive writing theory developed by Flower and Hayes (1981). Writing self-efficacy on self-regulation was the writers' confidence in guiding themselves through complex writing tasks.

Existing research indicates a correlation between writing self-efficacy, various affective characteristics, and writing performance. Woodrow (2011) investigated the interaction between three factors: writing self-efficacy, anxiety, and the writing performance of university students at a Chinese university. He discovered that writing self-efficacy mediated the association between writing anxiety and writing performance. In addition, pupils with a higher level of self-efficacy did better in writing activities and were willing to exert more effort while learning. Similarly, Tang and Xu (2011) investigated the relationship between writing self-efficacy and writing performance and discovered a moderate correlation between the two variables.

Given the relevance of self-efficacy in mediating the relationship between student's emotional characteristics and writing performance, it is vital to investigate classroom-based strategies for enhancing students' writing self-efficacy. Schunk (1984) observed that students' perception of self-efficacy may be connected to their classroom instruction. He proposed employing appropriate instructional strategies to boost students' sense of efficacy. Rarely has research been conducted on the effects of classroom instruction on the development of students' writing self-efficacy. Miller et al. (2015) compared the impact of two writing instructional methodologies on building the writing self-efficacy of a group of undergraduate nursery majors at an American institution. The experimental group was instructed using a method that included the instruction of multiple genres, whereas the control group was conducted using a typical curriculum method. After the intervention, the experimental group outperformed the control group regarding writing ability and the majority of writing self-efficacy measures. They asserted that changes in students' writing self-efficacy as a result of classroom teaching mediated the development of students' writing competence. Similarly, Zhang (2018) investigated the change in writing self-efficacy among Chinese postgraduate students after attending a research paper writing course using the PGA instructional approach. He discovered that students' self-efficacy levels significantly increased after a 14-week classroom intervention.

To present, no study in the Chinese context evaluates the change in writing self-efficacy among students with lower English proficiency levels following PGA teaching. Most English language learners in China's tertiary-level English education are non-English majors. Given the significance of writing self-efficacy as a mediator of performance, it is vital to investigate the development of writing self-efficacy and writing performance in the classroom.

2.5 *Proposed Process-Genre Writing Framework in This Study*

Following Figure 4, the researchers in this study designed a three-stage PGA architecture. The initial phase is known as modelling. Similar to what is taught in the genre TLC model, teachers provide students with multiple mentor exemplars of the target genre and guide their understanding of the social purpose, reader-writer relationship, and genre characteristics of the written texts. Students are carefully instructed in the target genre's organizational structure and language characteristics. This stage's objective is to develop students' schema of the target genre. Students are encouraged to evaluate these samples alone or in small groups to determine the structure of the chosen genre. Teachers can also facilitate genre analysis exercises with pupils.

After students acquire genre knowledge in the first step, the second stage of classroom activity involves collaborative process writing. Teachers explain the recursive writing process, which encompasses pre-writing, drafting, rewriting, and editing, by demonstrating what experienced writers do throughout the process. In addition, tools for process writing, such as brainstorming, mind mapping, and outlining, are presented. The class then collaborates to compose the exact text in the focus genre. In the pre-writing stage, using the writing knowledge and genre knowledge acquired in the previous stage, students recall prior knowledge on content and organization, negotiate its viability, and outline the text's structure. Based on their consensus, they create the initial draft. Teachers and students then collaborate to provide feedback on the initial draft. They can provide input on the text's content, organization, grammar, and other aspects. Students then collaborate to revise the text before submitting it to the teacher. The instructor may provide additional feedback on genre structures and linguistics.

Independent process writing is the third stage. Students can apply the writing process of pre-writing, drafting, feedback, rewriting, and editing to their writing and focus on the generic structure and linguistic aspects. It should be noted that this 3-staged PGA instructional paradigm is not rigid and may be utilized flexibly: teachers can leap into any step of the model based on their judgment of students' writing abilities, and they can return to earlier stages if students' writing performance is deemed inadequate. The suggested PGA instructional framework considers process writing strategies and genre knowledge equally essential parts of writing activity. It inherits the strengths of the genre approach, including explicit teaching of genre knowledge, genre awareness, and peer collaboration activities, while including process writing tactics, such as pre-writing, drafting, feedback, and revision. In this model, students have ample opportunities to engage in systemically designed classroom activities: they work collaboratively to understand the genre characteristics and writing strategies, and they internalize the knowledge acquired during the collaborative process writing and independent process writing stages. In response to the call for a more detailed empirical study to examine the hybrid process and genre writing teaching approach, this study intends to design an intervention study. Does it

initiate the following research questions: (1) What are the effects of the PGA framework, as proposed in this study, on the development of students' argumentative genre writing skills? (2) What impact does the PGA framework provided in this study have on the development of students' writing self-efficacy?
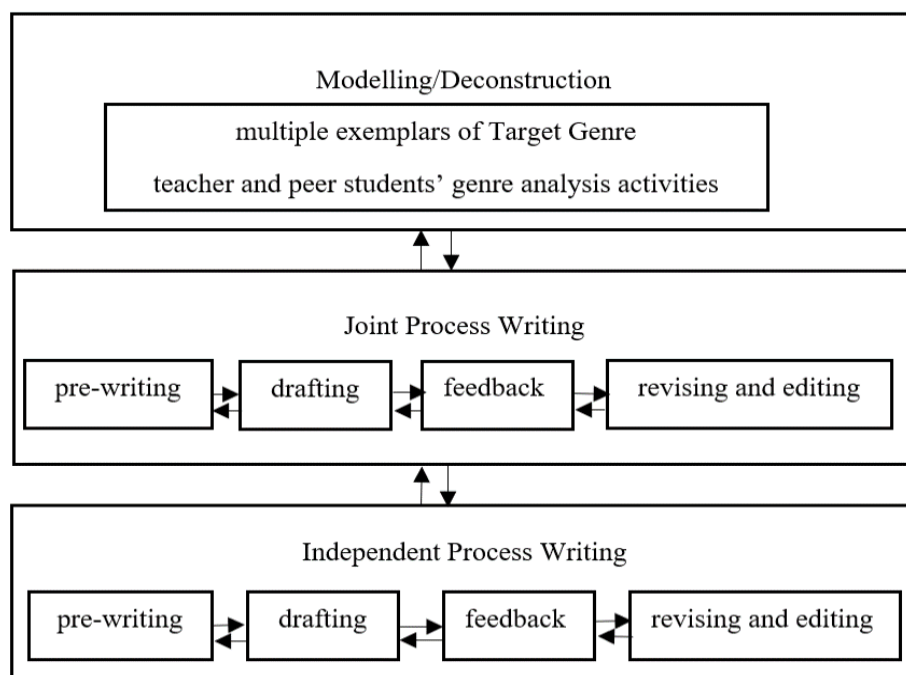
Figure 4. *Proposed PGA Model in the Present Study*

2.6 Research Hypotheses

This quasi-experimental study consists of two research hypotheses:

H1: As proposed in this study, the PGA framework positively affects students' writing skills. H2: PGA framework, as proposed in this study, has positive effects on students' writing self-efficacy development.

3. Methodology

3.1 Research Context and Participants

This research was conducted in an English classroom for first-year college students. Students in the first two years of a four-year program at a private institution in a less developed region of China were required to enrol in this course. The objective of the course is to develop the pupils' reading, writing, speaking, and listening skills. The current study was done throughout the first semester of the first academic year (September 2021 to January 2022, for eighteen weeks) in a traditional classroom setting. Each week, there were two ninety-minute teaching sessions. Teachers had discretion over the amount of time spent on instruction for each skill.

This study employed convenience sampling, the most cost-effective and time-saving technique in classroom educational contexts (Kadmiry, 2021). A single class of 31 first-year non-English majors participated in the study. Before enrolling in college, they had all undergone at least six years of English instruction. This study lacked a control group because its primary objective was to evaluate the writing growth of pupils after exposure to the planned PGA. In other words, the researchers' proposed PGA framework was the only variable to be examined. Their previous English teaching consisted of regular language drills and memorization. In addition, their written work was graded primarily based on mechanical and grammatical mistakes.

3.2 Research Design

This quantitative and quasi-experimental study examined the correlation between the proposed PGA framework (the independent variable) and students' writing scores and self-efficacy.

3.3 Treatment

The duration of treatment is five weeks. Due to the importance of argumentative essays in college English writing courses and students' low performance in this specific genre, argumentative essays were selected for this study. For the instruction of the argumentative genre using the PGA framework, three topics from the text were selected: the internet, gender, and campus romance. The processes depicted in Figure 4 were adhered to during instruction. The researcher was the instructor for the use of the PGA framework. The modelling stages were guided by Toulmin's (1958) argument structure. According to him, an argument consists of five components: claim, data, data support, counterargument, and rebuttal. The current study's classroom instruction is detailed in Table 1.

Table 1

Details of Classroom Instruction Procedure

Week	Teaching Objectives	Integration of Process with TLC
Week 1:	Pre-test	Argumentative essay writing
Week 2:	Argumentation: Theme on Internet	Modelling Joint Process Construction
		Independent Process Construction
Week 3	Argumentation: Theme on Gender	Modelling Joint Process Construction
		Independent Process Construction
Week 4	Argumentation: Theme on Campus Love	Modelling Joint Process Construction
		Independent Process Construction
Week 5	Post-test	Argumentative essay writing

3.4 Pre-Post-tests

The data were gathered by administering pre- and post-tests on argumentative essays written in response to prompts. Before classroom intervention, pupils were given a pre-test to examine their writing skills. The intervention provided by the current study's execution of the PGA strategy lasted three weeks. The post-test was utilized to identify changes in pupils' writing scores.

3.5 Scoring Rubric

A rubric is a tool for evaluating the writing performance of students. It consists of a list of criteria, each with a point value in assessing a piece of work. There are two distinct types of grading rubrics: holistic and analytical. Instead of providing limited descriptive information, a holistic scoring system evaluates general proficiency. In the present study, Shehadeh's (2011) analytic scoring rubric was utilized to determine the students' writing scores. This grading rubric includes five criteria: content, organization, vocabulary, grammar, and mechanics. This rubric was widely utilized by researchers from diverse contexts and proved a reliable tool for evaluating student writing. Two raters who taught writing and worked at the same university as the researcher participated in the rating process. Using the Intraclass Correlation Coefficient (ICC), the interrater reliabilities on all five dimensions were measured, and the results are shown in Table 2. All of the ICC results on the five dimensions reached acceptable levels, all more significant than 08, indicating that the two raters' ratings of students' pre-and post-test scores on all five dimensions and total scores were comparable.

Table 2

Intraclass Correlation Coefficient Results of Raters' Rating

Variable	Test	Rater	Mean	Standard Deviation	Intraclass Correlation Coefficient	95% Confidence Interval		F Test			
						Lower Bound	Upper Bound	Value	df1	df2	Sig
Content	Pre	1 2	17.742 18.742	2.8162 3.3263	0.922	0.839	0.963	12.899	30	30	0.000
	Post	1 2	23.806 23.194	1.8515 1.778	0.908	0.809	0.956	10.853	30	30	0.000
Organization	Pre	1 2	11.742 11.871	1.9488 1.9104	0.846	0.682	0.926	6,651	30	30	0.000
	Post	1 2	15.613 16.71	0.9193 0.9727	0.841	0.671	0.924	6.307	30	30	0.000
Vocabulary	Pre	1 2	12.871 12.258	1.4774 1.2375	0.848	0.685	0.927	6.591	30	30	0.000
	Post	1 2	15 15.968	1.1547 1.016	0.787	0.557	0.897	4.685	30	30	0.000
Grammar	Pre	1 2	17.29 15.71	1.6369 1.8293	0.904	0.802	0.954	10.46	30	30	0.000
	Post	1 2	21.065 19.194	1.2365 1.3271	0.838	0.665	0.922		30	30	0.000
Mechanics	Pre	1 2	3.516 3.516	0.9957 0.7244	0.904	0.8	0.954	10.371	30	30	0.000
	Post	1 2	4.484 4.29	0.508 0.5287	0.824	0.634	0.915	5,667	30	30	0.000
Total	Pre	1 2	63,258 62	6.5114 6.0166	0.947	0.89	0.974	18.82	30	30	0.000
	Post	1	79,935	4.0078	0.941	0.878	0.972	17.002	30	30	0.000
		2	79,387	4.318							

3.6 Writing Self-efficacy Scale

The researcher utilized a writing self-efficacy scale developed by Tang and Xu (2011) to examine the change in students' writing self-efficacy following their exposure to the PGA framework. Their study adopted the five-point Likert writing self-efficacy scale developed by Shell et al. (1989) and administered it to non-English majors from several Chinese colleges. Validation of the scale was achieved by factor analysis, and its dependability was determined. This scale consists of two dimensions: self-efficacy for writing assignments and self-efficacy for writing talents. There are a total of 14 things. Items 1 through 5 assess writing task self-efficacy (WTSE), whereas items 6 through 14 assess writing skills self-efficacy (WSSE) (Appendix B). This scale is written in Chinese and then translated into English for research interpretation. Participants in this study are first-year non-English majors from a lower-ranked institution, and their English proficiency level is deemed low-intermediate. To guarantee that the scale was written in both languages with the same meaning, the researcher enlisted the help of an experienced EFL instructor with a master's degree in translation studies to verify translation consistency.

3.7 Statistical Analysis

The researcher used SPSS software to analyze quantitative data to examine the PGA framework's effects on developing students' writing performance and writing self-efficacy. Based on this software, the researcher examined the normality of the gathered numerical data. The data on five dimensions of reporting scores and writing self-efficacy were not normally distributed, as determined by the Shapiro-Wilk Normality Test. As a result, the Wilcoxon Signed Ranks Test was employed to determine the differences between writing and writing self-efficacy scores. Wilcoxon Signed Ranks Test is the non-parametric equivalent of the paired sample T-test and is commonly used when the data are not normally distributed. The alpha level was set to.05, which indicates that if the two-tailed significance value (p-value) is greater than the alpha level, there is no significant difference between the variances of the two sets of scores.

4. Findings and Analysis

Tables 3 and 4 display the findings of the current investigation. In Table 3, the P-values for the five-skills dimensions and total scores were all less than.05, showing that pre-test and post-test performance differed significantly. In other words, the post-test scores for all five subskills and the total score are substantially more significant than the pre-test results. Table 4 reveals that the P-values for both dimensions of writing self-efficacy, namely writing skills self-efficacy and writing tasks self-efficacy, are greater than.05, and the median in the pre-test is lower than the median in the post-test, indicating that students' writing self-efficacy performance improved after the classroom intervention.

Table 3

Wilcoxon Signed Rank Test Results of Writing Scores

	Dimensions	**N**	**Median**	**Z-value**	**P-Value**
content	pre-content	31	18.000	-4.764	0.00
	post-content	31	23,500		
organization	pre-organization post-organization	31 31	11.500 16,000	-4.865	0.00
grammar	pre-grammar post-grammar	31 31	16.000 20.500	-4.778	0.00
vocabulary	pre-vocabulary Post-vocabulary	31 31	12,500 15,500	-4,771	0.00
mechanics	pre-mechanics post-mechanics	31 31	3.000 4.000	-3.777	0.00
total	Pre-total post-total	31 31	62,000 80,000	-4,861	0.00

Table 4

Wilcoxon Signed Rank Test Results of Writing self-efficacy Scores

	Dimensions	N	Median	Z-Value	P-Value
Writing skills self-efficacy	pretest posttest	31 31	29.000 33.000	-3.889	.000
Writing tasks self-efficacy	pretest	31	15.000	-3.782	.000
	posttest	31	19.000		
Total	pretest	31	45.000	-4.009	.000
	posttest	31	52.000		

The above results suggest that integrating the process approach to genre TLC as proposed in the current PGA framework effectively develops students' argumentative essay writing skills and writing self-efficacy.

5. Discussion

This study aimed to evaluate the impact of a process-genre teaching framework on the development of argumentative essay writing skills and writing self-efficacy among EFL students. The researchers' PGA framework was utilized to instruct students in English composition. Students' argumentative essay writing scores increased dramatically in terms of content, structure, grammar, language, and mechanics following the intervention. So, H1 was satisfied. These results were comparable to those obtained by other researchers investigating PGA. Truong (2022) found that after PGA training, students' content, organization, and linguistic correctness significantly improved. Chang and Szanajda (2016) also discovered that the holistic scores of students increased substantially.

The improvement of the course material may be attributable to student engagement in classroom activities. Analysis of social environment, reader-writer relationship, and writing purpose helped students identify "what" information should be transmitted during the modeling phase. Miller, Mitchell, and Pessoa (2016) argued that in a genre-teaching approach, teachers should assist students in comprehending what topic knowledge is anticipated of the potential reader to achieve the communicative objective. In addition, guided text analysis activities conducted by teachers may directly reveal the argument tactics skilled writers use to support the thesis. Most students improved in their use of evidence to support a thesis, and many included counterarguments and rebuttal tactics in their post-test writing. At the stage of collaborative process writing, students cooperated to generate content knowledge. They communicated their grasp of the topic, discussed the most pertinent material, and absorbed the thoughts of their Mehr (2017) indicated that the recursive writing process assisted students in pursuing ideas and opinions, fostering free expression and creative thinking.

The improvement in organization demonstrated that, during the learning process, students developed their rhetorical understanding of the argumentative essay type. According to Yasuda (2015), analyzing mentor exemplars can increase students' genre awareness and knowledge. Students investigated "why" and "how" these exemplars were arranged via genre analysis of written text, reader-writer relationship, and communicative intent. Consequently, students can write well-organized essays. In addition, during the combined process writing stage, process writing tactics, particularly pre-writing, assisted students in organizing their essays before drafting. Kadmiry (2021) argued that teachers' explicit guidance on outlining, mind mapping, and brainstorming strategies can promote

students' metacognition of the requirements of the academic essay, such as the critical components included in this particular genre, and that understanding these requirements promoted the arrangement of texts.

The improvement in grammar demonstrated that pupils were willing to express themselves with more complicated sentences. Understanding the syntactic structure of an argumentative essay could be facilitated by a genre analysis of examples. In addition, the teachers' instruction on the construction of attributive clauses and noun phrases inspired students to create comparable sentence structures. In addition, when participating in the collaborative process writing stage, students with a greater level of English proficiency may assist those with a lesser level of ability, increasing their desire to employ more complicated sentences. In a genre-based approach, according to Schicker (2018), students can comprehend how language form and syntactic pattern were used in a particular genre to fulfil its communicative purposes, and they can imitate the same structure in their writing. This finding appears to complement the results of a study by Gay, Djibat, and Umahuk (2018), who asserted that learning grammar in context could help students comprehend the crucial role genre had in establishing the syntactic structure of a text.

The increase in vocabulary also indicated that genre knowledge development and genre awareness enabled pupils to make appropriate lexico-grammatical decisions. This result is comparable to investigations undertaken by other scientists (Huang & Jun Zhang, 2020; Yasuda, 2017). The student's vocabulary growth could also be attributable to the recursive writing process they engaged in. According to Muncie (2002), students can expand their vocabulary by constantly reviewing and rewriting their writings. The development of students' understanding of writing rules, including spelling, punctuation, and capitalization, was shown by their improvement in mechanics. This may also result from the recursive writing involved in this instructional method. Differentiated feedback from teachers and peers made them aware of the unusual faults. Consequently, they began to pay attention to the literary conventions in their works.

The second study topic concerns the growth of students' writing self-efficacy. The outcome suggested that their confidence in writing in English significantly increased. That is, H2 was satisfied. This finding confirms Han and Hiver (2018) conclusion that a genre-based strategy can improve EFL students' writing confidence. The PGA framework the participants encountered during the intervention may account for the observed improvement. Students developed cognition and higher-order thinking skills through interactive participation in group discussions, collaborative learning, and tutoring in this systemically designed three-stage PGA process. At the modelling stage of PGA, they learnt the generic characteristics of the target genre and formed an early idea of the genre's appearance. They comprehended the purpose of writing, received adequate linguistic input from genre analysis activities, and began to develop confidence in writing the genre. Then, during the collaborative process writing phase, their confidence was further bolstered by constant interaction with peers and teachers while collaboratively writing the same genre tasks. In this iterative learning process, they received scaffolding from peers and teachers and discussed writing context, reader-writer relationship, and communicative purpose with one another. This collaborative writing activity made them feel at ease when expressing their thoughts. Additionally, the experience of successful collaborative writing may lead to a sense of independent writing success.

6. Conclusion and Implications

This study blended a widely utilized genre teaching methodology called TLC with process writing to teach Chinese college students how to write argumentative essays. This study revealed, using the one-group pre-post test method, the positive effects of this teaching approach on developing students' argumentative essay writing skills in terms of content, organization, grammar, vocabulary, and mechanics, as well as on increasing their writing self-efficacy.

This new PGA strategy has profound educational consequences for EFL English writing instructors. To scaffold students' writing knowledge and language skills, teachers implementing this strategy must carefully adhere to the predetermined phases. First, instructors should bolster students' genre knowledge at the modeling stage by analyzing mentor exemplars and paying particular attention to generic features, such as structural patterns and language features. It should be mentioned that these mentor exemplars should be examined concerning context and purpose and that decontextualized texts are meaningless for student learning. Second, teachers should provide students with the option to collaborate at the collaborative process writing stage of the recursive writing process. The majority of learning occurs at this time. Peers teach students critical thinking skills, subject-specific knowledge, and the English language. Their writing confidence steadily grows, so they dare to experiment with new linguistic forms. In addition, tracking students' capacity to apply genre knowledge to independent process writing requires additional attention. Teachers must return to the previous two stages to further support their learning if a student's poor performance is discovered after the independent process writing stage.

Nevertheless, this study has limitations due to its research approach. First, only argumentative writing was taught to participants in this study, and comparisons were made based on their scores in this specific genre. Consequently, its usefulness in other genres is unknown. Second, since the concept of PGA has been interpreted differently, the study's results and conclusion should be based on the researchers' fixed instructional framework. Consequently, it is possible that other types of PGA models that differ from the current one will not produce the same outcomes. Thirdly, this study lacks a control group to compare the proposed PGA model to the conventional teaching method. Future research would be more informative if it included a control group to demonstrate the proposed PGA's benefits fully. Fourth, more qualitative research should be conducted to investigate students' learning using this model. As previously stated, the individual function of the PGA approach is an understudied area; therefore, future research can determine which aspect of the teaching model provides the most value to students.

7. Future Directions

There are some limitations to this research that are discussed in conjunction with future directions that provide scholars with a road map for future research. In this regard, the study's research methodology is limited, as it discusses the writing development of EFL students but does not collect cross-sectional data on a Likert scale. Consequently, future studies may concentrate on cross-sectional data on a "five-point Likert scale" questionnaire to produce good results. Second, in future research, scholars may examine the role of government education in teaching and learning a foreign language. Researchers must

develop a framework for the variables that contribute to an effective teaching-learning cycle for the writing development of EFL students. In this way, future research may add significant findings to the existing body of knowledge.

References

Ahn, H. (2012). Teaching Writing Skills Based on a Genre Approach to L2 Primary School Students: An Action Research. *English Language Teaching, 5*(2), 2-16. https://research.monash.edu/en/publications/teaching-writing-skills-based-on-a-genre-approach-to-l2-primary-s

Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT journal, 54*(2), 153-160. https://doi.org/10.1093/elt/54.2.153

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review, 84*(2), 191. https://psycnet.apa.org/doi/10.1037/0033-295X.84.2.191

Blackstone, E. A., & Fuhr Jr, J. P. (2019). The Complexity of Pharmaceutical Prices: An Economic Analysis. *Journal of Commercial Biotechnology, 24*(4). https://www.proquest.com/openview/aaaf631b9574c7600f95f27d3afdf0fc

Bruning, R., Dempsey, M., Kauffman, D. F., McKim, C., & Zumbrunn, S. (2013). Examining dimensions of self-efficacy for writing. *Journal of educational psychology, 105*(1), 25. https://psycnet.apa.org/doi/10.1037/a0029692

Caplan, N. A. (2017). *The contributions of joint construction to intermediate-level ESL students' independent writing: A mixed-methods analysis.* University of Delaware. https://www.proquest.com/openview/136f0911de6de334a80511a84a4786f3/1?pq-origsite=gscholar&cbl=18750

Chang, W.-Y., & Szanajda, A. (2016). How computer technology transforms writing performance: An integration of the process/genre approach and blogs in EFL writing courses. *International Journal for 21st Century Education (IJ21CE), 3*(3), 169-185. http://hdl.handle.net/10396/17521

Chen, Y.-S., & Su, S.-W. (2012). A genre-based approach to teaching EFL summary writing. *ELT journal, 66*(2), 184-192. https://doi.org/10.1093/elt/ccr061

Ferris, D. R., & Hedgcock, J. S. (2004). *Teaching ESL composition: Purpose, process and Practice.* Routledge, New York. https://www.routledge.com/Teaching-L2-Composition-Purpose-Process-and-Practice/Ferris-Hedgcock/p/book/9780415894722

Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College composition and communication, 32*(4), 365-387. https://doi.org/10.2307/356600

Frith, J. (2000). A process genre approach to writing transactional letters. *Developing Teachers, 1*(3).

Gao, J. (2007). Teaching writing in Chinese universities: Finding an eclectic approach. *Asian EFL Journal, 20*(2), 285-297. http://www.asian-efl-journal.com/monthly-editions-new/teaching-writing-in-chinese-universities-finding-an-eclectic-approach/

Gay, E., Djibat, B., & Umahuk, S. (2018). Genre-Based Approach: Its Integration To Teach English Grammar In Constructing Sentences. *International Journal of Scientific and Technology Research, 7*(12), 262-266. https://www.researchgate.net/profile/Erwin-Gay/publication/329911481_Genre-

Han, J., & Hiver, P. (2018). Genre-based L2 writing instruction and writing-specific psychological factors: The dynamics of change. *Journal of second language writing, 40*, 44-59. https://doi.org/10.1016/j.jslw.2018.03.001

Hassan, A., Kazi, A. S., & Asmara Shafqat, Z. A. (2020). The Impact of Process Writing on the Language and Attitude of Pakistani English Learners. *Asian EFL Journal, 27*(4.3). https://www.researchgate.net/profile/Ahdi-Hassan/publication/345713785

Hermansson, C., Jonsson, B., Levlin, M., Lindhé, A., Lundgren, B., & Norlund Shaswar, A. (2019). The (non) effect of Joint Construction in a genre-based approach to teaching writing. *The Journal of Educational Research, 112*(4), 483-494. https://doi.org/10.1080/00220671.2018.1563038

Huang, Y., & Jun Zhang, L. (2020). Does a process-genre approach help improve students' argumentative writing in English as a foreign language? Findings from an intervention study. *Reading & Writing Quarterly, 36*(4), 339-364. https://doi.org/10.1080/10573569.2019.1649223

Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of second language writing, 16*(3), 148-164. https://doi.org/10.1016/j.jslw.2007.07.005

Jambulingam, T. (2018). The R&D Marketing Interface in Biopharma and MedTech. *Journal of Commercial Biotechnology, 24*(1). https://doi.org/10.5912/jcb853

Kadmiry, M. (2021). The Comparison between the Process-oriented Approach and the Product-oriented Approach in Teaching Writing The Case of Moroccan EFL Students in Preparatory Classes for the Grandes Ecoles. *Arab World English Journal (AWEJ) Volume, 12*. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3826539

Kim, Y., & Kim, J. (2005). Teaching Korean university writing class. *Asian EFL, 7*(2), 1-15. https://asian-efl-journal.com/June_05_yk-jk.pdf

Martin, J. R., & Rose, D. (2008). *Genre Relations: Mapping Culture*. Equinox. https://www.equinoxpub.com/home/genre-relations-mapping-culture-jr-martin-david-rose

Mauludin, L. A. (2020). Joint construction in genre-based writing for students with higher and lower motivation. *Southern African Linguistics and Applied Language Studies, 38*(1), 46-59. https://doi.org/10.2989/16073614.2020.1750965

McCarthy, P., Meier, S., & Rinderer, R. (1985). Self-efficacy and writing: A different view of self-evaluation. *College composition and communication, 36*(4), 465-471. https://doi.org/10.2307/357865

Mehr, H. S. (2017). The impact of product and process approach on Iranian EFL learners' writing ability and their attitudes toward writing skill. *International Journal of English Linguistics, 7*(2), 158-166. https://doi.org/10.5539/ijel.v7n2p158

Miller, L. C., Russell, C. L., Cheng, A.-L., & Skarbek, A. J. (2015). Evaluating undergraduate nursing students' self-efficacy and competence in writing: Effects of a writing intensive intervention. *Nurse education in practice, 15*(3), 174-180. https://doi.org/10.1016/j.nepr.2014.12.002

Miller, R. T., Mitchell, T. D., & Pessoa, S. (2016). Impact of source texts and prompts on students' genre uptake. *Journal of second language writing, 31*, 11-24. https://doi.org/10.1016/j.jslw.2016.01.001

Muncie, J. (2002). Process writing and vocabulary development: Comparing lexical frequency profiles across drafts. *System, 30*(2), 225-235. https://doi.org/10.1016/S0346-251X(02)00006-4

Nordin, S. M. (2017). The best of two approaches: Process/genre-based approach to teaching writing. *The English Teacher*, 11. https://www.melta.org.my/journals/TET/downloads/tet35_01_06.pdf

Racelis, J. V., & Matsuda, P. K. (2013). Integrating process and genre into the second language writing classroom: Research into practice. *Language Teaching, 46*(3), 382-393. https://doi.org/10.1017/S0261444813000116

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press. https://books.google.com.pk/books?id=HrhkAwAAQBAJ

Rusinovci, X. (2015). Teaching Writing Through Process-Genre Based Approach. *US-China Education Review, 5*(10), 699-705. https://www.davidpublisher.com/index.php/

Sang, Y. (2017). Investigate the "Issues" in Chinese Students' English Writing and Their "Reasons": Revisiting the Recent Evidence in Chinese Academia. *International Journal of Higher Education, 6*(3). https://doi.org/10.5430/ijhe.v6n3p1

Sari, P. P., & Saun, S. (2013). Teaching writing by using the process-genre approach at junior high schools. *Journal of English Language Teaching, 2*(1), 255-264. https://doi.org/10.24036/jelt.v2i1.2613

Schicker, J. (2018). Teaching writing and grammar through critical thinking in a genre-based upper-level undergraduate German class. *Die Unterrichtspraxis/Teaching German, 51*(1), 63-75. https://doi.org/10.1111/tger.12055

Schunk, D. H. (1984). Self-efficacy perspective on achievement behavior. *Educational psychologist, 19*(1), 48-58. https://doi.org/10.1080/00461528409529281

Shehadeh, A. (2011). Effects and student perceptions of collaborative writing in L2. *Journal of second language writing, 20*(4), 286-305. https://doi.org/10.1016/j.jslw.2011.05.010

Shell, D. F., Murphy, C. C., & Bruning, R. H. (1989). Self-efficacy and outcome expectancy mechanisms in reading and writing achievement. *Journal of educational psychology, 81*(1), 91. https://psycnet.apa.org/doi/10.1037/0022-0663.81.1.91

Sun, T., & Wang, C. (2020). College students' writing self-efficacy and writing self-regulated learning strategies in learning English as a foreign language. *System, 90*, 102221. https://doi.org/10.1016/j.system.2020.102221

Tang, F., & Xu, J. (2011). A study and survey of Chinese non-English majors' English writing self-efficacy. *Foreign Language World, 6*, 22-30.

Todorova, G. (2019). Building and managing great teams: An evidence-based approach. *Journal of Commercial Biotechnology, 24*(4). https://www.proquest.com/openview/c080f94b7d299a76f314a3219d117024

Toulmin, S. (1958). *The Uses of Argument*. Cambridge: Cambridge University Press. https://doi.org/10.1017/CBO9780511840005

Tribble, C. (1996). *Writing*. Oxford University Press.

Truong, H. M. (2022). Impacts of Process-Genre Approach on EFL Sophomores' Writing Performance, Writing Self-Efficacy, Writing Autonomy. *Journal of Language and Education, 8*(1), 184-198. https://doi.org/10.17323/jle.2022.12165

Tuyen, K. T., Osman, S. B., Dan, T. C., & Ahmad, N. S. B. (2016). Developing Research Paper Writing Programs for EFL/ESL Undergraduate Students Using Process Genre Approach. *Higher Education, 6*(2). https://doi.org/10.5539/hes.v6n2p19

White, R., & Arndt, V. (1991). *Process writing*. Longman London.

Woodrow, L. (2011). College English writing affect: Self-efficacy and anxiety. *System, 39*(4), 510-522. https://doi.org/10.1016/j.system.2011.10.017

Yasuda, S. (2015). Exploring changes in FL writers' meaning-making choices in summary writing: A systemic functional approach. *Journal of second language writing, 27*, 105-121. https://doi.org/10.1016/j.jslw.2014.09.008

Yasuda, S. (2017). Toward a framework for linking linguistic knowledge and writing expertise: Interplay between SFL-based genre pedagogy and task-based language teaching. *TESOL quarterly, 51*(3), 576-606. https://doi.org/10.1002/tesq.383

Zamel, V. (1976). Teaching composition in the ESL classroom: What we can learn from research in the teaching of English. *TESOL quarterly*, 67-76. https://doi.org/10.2307/3585940

Zamel, V. (1983). The composing processes of advanced ESL students: Six case studies. *TESOL quarterly, 17*(2), 165-188. https://doi.org/10.2307/3586647

Zhang, Y. (2018). Exploring EFL Learners' Self-Efficacy in Academic Writing Based on Process-Genre Approach. *English Language Teaching, 11*(6). http://doi.org/10.5539/elt.v11n6p115

Zhou, D. (2015). An Empirical Study on the Application of Process Approach in Non-English Majors' Writing. *English Language Teaching, 8*(3). https://doi.org/10.5539/elt.v8n3p89

APPENDIX A

Pre-intervention writing prompts:

Prompt: Human activities have negative effects on plants and animal species. Some people think that it is too late to do anything about this problem. Other people believe that effective measures can be taken right now to improve this situation. Please discuss both views and tell how far you are agreed with both statements.

Post-intervention writing prompt:

Prompt: Some people think parents should read or tell stories to children, while others think parents need not do that, as children can read books, watch TV or movies by themselves. Please discuss both views and tell how far you are agreed with both statements.

APPENDIX B Writing Self-Efficacy Scale

No.	Item content	Points				
1	I can use English language to fill up forms, such as registration form, application form, health form, and questionnaire.	1	2	3	4	5
2	I can use English language to write or respond to others' congratulation card, birthday card, invitation letter, memo, short message, and notification.	1	2	3	4	5
3	I can use English language to write simple public signs, personal advertisement, posters, and personal CV.	1	2	3	4	5
4	I can use English language to write or respond to others' letters, and e-mails.	1	2	3	4	5
5	I can use English to describe personal experiences, personal feelings, reviewed books and movies.	1	2	3	4	5
6	I can use English to write difference genres texts based on the requirement of writing prompts.	1	2	3	4	5
7	I can organize several sentences into one paragraph to clearly express one theme.	1	2	3	4	5
8	I can spell all the vocabulary in my texts correctly.	1	2	3	4	5
9	I can use punctuation correctly I my texts.	1	2	3	4	5
10	I can correctly use part of speech, such as nouns, verbs, and adjectives.	1	2	3	4	5
11	I can write grammatically correct simple sentence with correct use of punctuation.	1	2	3	4	5
12	I can write grammatically correct compound sentences and complex sentences with correct use of punctuation.	1	2	3	4	5
13	I can use different writing skills when writing in English.	1	2	3	4	5
14	I can write a coherent and complete text.	1	2	3	4	5

APPENDIX C Scoring Rubrics

	Score Criteria
Content	
27-30	Excellent to very good: knowledgeable; substantive. thorough development of thesis: relevant to topic assigned
22-26	Good to average: some knowledge of subject; adequate range: limited thematic development; mostly relevant to topic, but lacks detail
17-21	Fair to poor: limited knowledge of subject: minimal substance: poor thematic development
13-16	Very poor: shows little or no knowledge of subject: inadequate quantity: not relevant. or not enough to rate
Organization	
18-20	Excellent to very good: fluent expression: clear statement of ideas: solid support; clear organization: logical and cohesive sequencing
14-17	Good to average: adequate fluency: main ideas clear but loosely organized: supporting material limited; sequencing logical but incomplete
10-13	Fair to poor: low fluency: ideas not well connected; logical sequencing and development lacking
7-9	Very poor: ideas not communicated: organization lacking. or not enough to rate
Grammar	
22-25	Excellent to very good: accurate use of relatively complex structures: few errors in agreement. number. tense, word order, articles pronouns prepositions
18-21	Good to average: simple constructions used effectively: some problems in use of complex constructions; errors in agreement, number, tense. word order, articles pronouns, prepositions
11-17	Fair to poor: significant defects in use of complex constructions: frequent errors in agreement, number. tense, negation, word order. articles pronouns, prepositions: fragments and deletions: lack of accuracy interferes with meaning
5-10	Very poor: no mastery of simple sentence construction: text dominated by errors: does not communicate or not enough to rate
Vocabulary	
18-20	Excellent to very good: complex range: accurate word/idiom choice; mastery of word forms: appropriate register
14-17	Good to average: adequate range: errors of word/idiom choice: effective transmission of meaning
10-13	Fair to poor: limited range; frequent word/idiom errors; inappropriate choice, usage: meaning not effectively communicated
7-9	Very poor: translation-based errors: little knowledge of target language vocabulary. or not enough to rate
Mechanics	
5	Excellent to very good: masters conventions of spelling. punctuation. capitalization paragraph indentation etc
4	Good to average occasional errors in spelling. punctuation. capitalization paragraph indentation etc., which do not interfere with meaning
3	Fair to poor: frequent spelling punctuation capitalization. paragraphing errors: meaning disrupted by formal problems
2	Very poor: no mastery of conventions due to frequency of mechanical errors, or not enough to rate