The Effects of a Combination of Genre Analysis and Genre-Based Writing Teaching on Enhancement of Thai EFL Learners' Argumentative Writing Proficiency

Kasidit Supan[1]

Punchalee Wasanasomsithi[2]

Abstract

As many learners struggle to develop their academic writing proficiency, researchers and scholars have proposed a myriad of teaching methods to help learners achieve their goal. The present study investigated the effects of a combination of genre analysis and genre-based teaching on the enhancement of argumentative writing proficiency of ten Thai final-year secondary school (Mathayomsusksa 6) EFL learners. In this study, the linguistic features and move structures of 33 argumentative essay samples purposively selected from Cambridge IELTS Preparation Books (Volumes 1-16) were analyzed using genre analysis (Swales, 1990) before the analysis results were incorporated into a 13-week period of argumentative writing instruction. A pre-test, immediate post-test, and delayed post-test were employed to yield quantitative data of gains in scores, while learners' journals and semi-structured interviews provided qualitative data regarding learners' argumentative writing. The findings of the study offer further empirical evidence that when genre analysis and genre-based writing teaching are combined into an instructional model, significant improvement in argumentative writing becomes apparent.

Keywords: genre analysis, genre-based writing teaching, argumentative writing, writing proficiency, EFL learners

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[1] Student, English as an International Language Program, Graduate School, Chulalongkorn University, Bangkok, Thailand
Author e-mail: Junior_english@hotmail.com

[2] Associate Professor, Chulalongkorn University Language Institute, Bangkok, Thailand
Corresponding Author e-mail: Punchalee.w@chula.ac.th

ผลของการผสมผสานระหว่างการวิเคราะห์ประเภทงานเขียนและการสอนเขียนแบบใช้ประเภทงานเขียนเป็นฐานข้อมูลเพื่อการพัฒนาศักยภาพการเขียนเชิงสาธกของผู้เรียนชาวไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

กษิดิษฐ์ สุพรรณ[3]
ปัญชลี วาสนสมสิทธิ์[4]

บทคัดย่อ

การวิจัยเกี่ยวกับการผสมผสานระหว่างการวิเคราะห์ประเภทงานเขียนและการสอนเขียนแบบใช้ประเภทงานเขียนเป็นฐานข้อมูล เป็นงานสำคัญในสาขาการสอนการเขียนเนื่องจากผู้เรียนจำนวนมากกำลังประสบปัญหาในการพัฒนางานเขียนเชิงวิชาการในชั้นเรียน งานวิจัยฉบับนี้เป็นงานวิจัยแบบผสมผสานที่ศึกษาเกี่ยวกับผลของการประกอบกันระหว่างการวิเคราะห์งานประเภทงานเขียนและการสอนเขียนโดยใช้ประเภทงานเขียนเป็นฐานข้อมูลเพื่อการพัฒนาศักยภาพเขียนเชิงสาธกของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศที่เรียนชั้นมัธยมศึกษาปีที่หก ในงานวิจัยฉบับนี้ ลำดับโครงสร้างงานเขียนและข้อมูลทางภาษาศาสตร์ได้ถูกศึกษาผ่านงานเขียนเชิงสาธก 33 ฉบับที่ถูกคัดเลือกเลือกโดยเฉพาะจากหนังสือเตรียมสอบ IELTS ของมหาวิทยาลัยแคมบริดจ์ตั้งแต่ฉบับที่หนึ่งถึงฉบับที่สิบหก โดยใช้วิธีวิเคราะห์ข้อมูลประเภทงานเขียน (Swales, 1990) เพื่อหาคำตอบทั้งโครงสร้างงานเขียนและข้อมูลทางภาษาศาสตร์ ก่อนที่ข้อมูลดังกล่าวได้ถูกนำมาใช้ในการสอนเขียนงานเขียนเชิงสาธกตลอดทั้ง 13 สัปดาห์โดยใช้วิธีการสอนเขียนแบบใช้ประเภทงานเป็นฐานข้อมูล การทดสอบก่อนเรียน การทดสอบหลังเรียนแบบทันที และการทดสอบหลังเรียนแบบซ้ำได้ถูกนำมาใช้เพื่อให้คำตอบในเชิงปริมาณ ผลของการศึกษาเป็นหลักฐานว่าเมื่อการวิเคราะห์ประเภทงานเขียนและการสอนเขียนแบบใช้ประเภทงานเขียนเป็นฐานข้อมูลได้ถูกผสมผสานกัน การพัฒนางานเขียนเชิงสาธกได้เห็นเป็นที่ประจักษ์

คำสำคัญ: การวิเคราะห์ประเภทงานเขียน, การสอนเขียนแบบใช้ประเภทงานเขียนเป็นฐานข้อมูล, การเขียนเชิงสาธก, ศักยภาพทางการเขียน, ผู้เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ

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[3] นิสิต หลักสูตรภาษาอังกฤษเป็นภาษานานาชาติ บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย, กรุงเทพฯ, ประเทศไทย

[4] รองศาสตราจารย์ สถาบันภาษา จุฬาลงกรณ์มหาวิทยาลัย, กรุงเทพฯ, ประเทศไทย

Introduction

Writing has always been considered an important skill, especially in the world of academia. In class, students need to possess academic writing ability to complete class assignments as well as to write examination answers. This can be challenging because successful academic writing requires various elements including a good control of grammar, a wide range of more sophisticated vocabulary, and effective organization. Thai EFL learners often struggle with this type of writing as they have not received an appropriate amount of writing practice in their schools (Ka-Kan-Dee, 2015). Evidently, when EFL learners need to use academic writing to further their studies, such as to take a university entrance examination or to take English proficiency tests such as TOEFL or IELTS for university admissions, they are faced with some major challenges such as organizational patterns, grammar, and vocabulary which may reduce their chances of being admitted into the faculty or university they desire.

On the IELTS exam, candidates are required to complete an argumentative essay for Writing Task 2, which counts for two thirds of their total score for the writing component. However, when teaching argumentative writing, Thai teachers employ a process-based approach which focuses on prewriting, writing the first draft, revising the draft, and editing the draft before submitting their final writing task (Saenkum, 2019). Nonetheless, when taking the IELTS writing test, candidates do not have time to undergo all the steps in the writing process they have practiced in school. This can affect the quality of their writing and reduce the scores they receive. As such, to enable students to master argumentative writing necessary for taking English proficiency tests including the IELTS, teachers need to find more effective ways of teaching. The genre-based writing teaching approach seems to be a promising avenue because, according to Tardy (2019), its teaching stages focus on writing a specific genre. In the teaching stages, authentic texts are used as model texts so that students can focus only on features of that particular genre, after which they can use authentic texts as their examples when they are attempting to complete their own writing.

The present study aimed to determine the effects of a combination of genre analysis and genre-based writing teaching on enhancing Thai EFL students' writing proficiency. The genre analysis and genre-based writing teaching serve different purposes, but there are very few research projects that have been conducted by combining them to teach students how to write argumentative essays. With such a combination, teachers would benefit from using teaching materials generated from the genre analysis results, namely the move structures and

linguistic features from authentic texts. Also, the students would benefit from learning how to write through the move structures and linguistic features that have been investigated from genre analysis during the genre-based writing teaching. It was anticipated that the approach would lead to improvements in students' writing proficiency in IELTS argumentative writing. Therefore, the research question of this study is "What are the effects of a combination of genre analysis and genre-based writing teaching on the enhancement of Thai EFL students' writing proficiency?"

Literature Review

Genre Analysis

In writing, genre is broadly defined by many scholars as a particular type of text. The term "genre" is defined by Swales (1990) as "a class of communicative events, the members of which share some sets of communicative purposes" (p. 58). Understanding the communicative purpose of a text allows the audience to connect their thoughts to comply with the norms of the genre (Bhatia, 2016). Moreover, each genre also serves certain academic or professional contexts (Tardy, 2019). Therefore, each genre requires each specific move structure and linguistic features. According to Mirandor (2000), when conducting genre analysis, each text reveals its organizational structure, which can be divided into segments to achieve specific purposes. Each segment serves a distinct function and is called a "move," and within each move there can be a sub-segment which adds more details or support, which is called "a step." The step is additional information that could be added to the move, but it is an alternative. For example, Banks (2012) conducted genre analysis of formal letter writing. Table 1 shows some of his findings on the move structure.

Table 1

An example of move structures in a formal letter

Move one	Informing the Addressee(s)	All of this information must be shifted on left-hand side of the paper. To Mr./Ms./Mrs. _ _ _ (Onward to the Next Paragraph)
Move two	Providing the Intention of Letter	Subject: _ _ _ (Onward to the next Paragraph)

Move three	Politely Greeting the Addressee(s)	Respected Mr./Ms./Mrs. _ _ _
		(Onward to the next Paragraph)
Move Four	Leading-in and Announcing the Purpose of the Writing, which is now to invite a noted person	This letter is written to invite _ _ _ on behalf that _ _ _. By this memorable occasion, we are cordially inviting _ _. (Step) We are grateful to have you as _ _ _.
	Step 1. Stating gratitude	(Onward to the Next Paragraph)

Genre analysis plays an important role in revealing the move structure and linguistic features of specific genres. According to Swales (1990), genre analysis explores move structures, or common patterns and linguistic features, including appropriate word choices and expected grammar. As such, genre analysis is a procedure to analyze all aspects of a piece of writing in any genre. The main purposes of genre analysis are to understand the social context in each writing genre and to reveal move structure and linguistic features. Consequently, genre analysis is a useful tool to study the characteristics of a text (Tardy & Swales, 2014).

Genre-Based Writing Teaching

Genre-based writing teaching (Tardy, 2019) is widely called by various names, including the genre-based approach (GBA) to teaching writing (Bhatia, 2016) and genre-based writing instruction (Cheng, 2006). It focuses on teaching the writing conventions of a specific genre and is often employed in English for Specific Purposes (ESP) contexts (Sari, 2019). Genre-based writing teaching uses an authentic text as a model to present a conventional pattern for students to follow (Tardy, 2019). It aims to empower students to compose effective writing by employing conventional formats as models.

Genre-based writing teaching has been shown to yield productive results when employed in ESP courses. As evidenced by Rahman (2011), most ESP instructors use this approach to help students gain understanding of writing for specific purposes because it enables students to write in compliance with the norms. The fundamental process in the approach is composed of four stages (Flowerdew, 2013): background knowledge of the field (BKOF), modeling of the text (MOT), joint construction (JOCT), and independent construction of the text (ICOT). Hyland (2015) asserts that genre-based writing teaching is both practical and applicable to various types of texts such as invitation letters, abstracts, and argumentative

essays. Moreover, it proves versatile across different contexts because students not only write for the sake of writing, but also write with specific objectives in mind. For example, these objectives may include accomplishing tasks, narrating stories, or presenting argumentative ideas.

Argumentative Writing

Argumentative writing refers to a form of writing in which the author takes a stance on a particular issue and presents evidence and reasoning to persuade the reader to agree with their position. The writing involves clear claims, supporting evidence, and a logical structure (Ka-Kan-Dee, 2015). Moreover, argumentative writing tasks are commonly set as writing assignments or tests in academic environments (Wette, 2018). The writer's purpose is to convince the readers of a particular point of view, or to follow their recommendations on a particular course of action. Dimond-Bayir (2014) explains that argumentative writing can be subdivided into three broad categories: (1) neutral-opinion essay, (2) side-taking essay, and (3) discussion essay. In a neutral-opinion essay, the writer discusses different views and reaches their own conclusion. An example question could be:

> *"Some people think that parents should teach children how to be good members of society. Others, however, believe that school is the place to learn this. Discuss both these views and give your own opinion."*
> (Cambridge, 2009, p. 31)

A side-taking essay asks writers to evaluate a statement and justify their own idea on the topic. This type of essay does not require writers to discuss any opposing viewpoints; instead, they should maintain a steadfast focus on defending the side that the writers have taken. An example question could be:

> *"The high sales of popular consumer goods reflect the power of advertising and not the real needs of the society in which they are sold. To what extent do you agree or disagree?"* (Cambridge, 2007, p. 31)

Finally, in a discussion essay, writers are required to present their ideas over an issue, discussing possible causes and effects. For example:

> *"Nowadays, many people choose to be self-employed, rather than to work for a company or organization. Why might this be the case? What could be the disadvantages of being self-employed?"* (Cambridge, 2015, p. 95)

Related Studies

Although genre analysis and genre-based writing teaching are not new approaches, there are few studies related to their combination, especially on argumentative writing. In 2024, Oghayanous and Bakhtiarvand combined genre analysis and genre-based teaching to study their effects on argumentative writing. They conducted their study with 71 Iranian intermediate-level female students by splitting them into a control group (35 students) and an experimental group (36 students). During ten sessions, the control group received general writing guidelines, while the experimental group was taught using genre-based methods with related model texts and writing topics. Post-test essays were analyzed to identify common move structures, but no linguistic features were examined. The experimental group showed a better understanding of argumentative writing elements. This research extended the scope of genre-based teaching by focusing on move structures in students' essays. It showed the potential benefits of combining genre analysis with genre-based teaching.

In 2017, Viriya and Wasanasomsithi conducted a study to explore the effects of the genre-awareness approach. The genre-awareness approach is an approach to teach writers to use the conventions, purposes, and expectations of different genres (Cheng, 2006). The approach enables writers to effectively write for specific contexts, audiences, and purposes. In the research project, the participants were 27 first-year undergraduate students. Their course lasted 12 weeks and focused on two writing genres: informative and persuasive. The results of the study showed that the students gained a better writing ability through the use of the genre awareness approach. It demonstrated that when the students learned about the genre before they started to write, they could match their writing pattern and writing elements such as vocabulary, syntax, and textual knowledge. By the same token, Herman et al. (2020) conducted a research project using genre-based writing teaching in their classrooms, where students' English proficiency was varied. Their writing genre was descriptive writing. When comparing pre- and post-test results, students' performance improved significantly, and their qualitative data from the teacher's observation notes and semi-structured interviews revealed that their students showed greater eagerness to write other types of essays and were less likely to be afraid of writing as they had been before they took the course. However, students still made mistakes with grammar.

Another research project about genre-based teaching writing was conducted by Sritakarn (2020), whose participants were 22 English Major undergraduate students who were

undertaking an English Report Writing Course. The data included the students' writing drafts, a questionnaire, and a group interview. The results showed that the genre-based approach helped the participants raise their awareness of the genre in focus. The participants achieved their writing goals and were able to construct explanatory texts with the required schematic structure. However, the participants' competence over forming error-free sentences was varied, depending on their different English foundation knowledge. Hence, the key problem of teaching by using the genre-based approach was not the move structures, but grammar errors and insufficient lexical resources. In 2019, Halim carried out a study to determine how the results of a genre-based approach could be used to teach 14 EFL male sophomores at a university in Jakarta to write job application letters and curriculum vitae. Students responded positively to incorporating genre analysis in teaching writing. While the primary focus was on understanding how to write application letters, their reading comprehension also improved. They began using reading strategies such as previewing, scanning, and skimming. This led to increased classroom participation in English and overall enhancement of their language skills.

Methodology

The present study employed a mixed-methods research design and was divided into two phases. The first phase was the genre-analysis phase conducted using the procedure proposed by Swales (1990) to analyze the move structures and linguistic features of 33 argumentative essay samples selected from official Cambridge IELTS Preparation books (Volumes 1-16). The second phase was the 13-week implementation of a genre-based teaching method (Hyland, 2004) into which the results of the genre analysis in the first phase were incorporated. Both quantitative (Friedman's Anova) and qualitative measures (content analysis) were utilized to collect data to determine the effects of the combination of genre analysis and genre-based teaching on the enhancement of Thai EFL learners' argumentative writing proficiency.

Participants

The participants in this research were ten Thai high-school students in Nakhon Pathom province. According to Creswell (2015), some research projects contain a small sample size due to the limitation of participants. However, the small sample size would still yield qualitative data in depth. In this study, only a few students in Nakhon Pathom province, where

this research project was conducted, had taken IELTS, and the only channels used to promote this research project were Facebook and word of mouth.

The participants were purposively selected based on the following inclusion criteria: they were studying in Mathayomsuksa 6 (Grade 12) in a Thai program at schools in Nakhon Pathom province, and they had taken the IELTS test as proof of their English proficiency required for university admission. This meant that they had to take an argumentative writing test. Moreover, they needed to have already taken the IELTS test before enrolling in this research project, and their writing score needed to be of Band 5 or 5.5, indicating a "modest" level of English writing proficiency.

Instruments

The development of research instruments was divided into two phases as follows:

Phase 1:

In the first phase, genre analysis was conducted using the procedure developed by Swales (1990) to find out the move structures and linguistic features of IELTS Writing Task 2 essays. The analysis comprised four steps, namely collecting texts, analyzing moves, investigating sentence syntactic types and vocabulary according to CEFR levels, and grouping moves and calculating the mean numbers or percentages.

Step 1. Collecting texts

First, 33 argumentative essays were collected from IELTS Academic books with authentic examination papers published by Cambridge English (Volumes 1-16). These 33 argumentative essays were purposively selected because they were assessed by Cambridge professional assessors to be at Band 6 level or above, indicating, at least, a competent English user.

Step 2. Analyzing moves

The selected argumentative essays were analyzed to find their move structures. Each sentence was analyzed to determine its purpose for move classification.

Step 3. Investigating sentence syntactic types and vocabulary according to CEFR level

After all sentences were analyzed into moves, each move was arranged sequentially. Following that, each sentence was investigated and categorized according to its sentence syntactic type, and all vocabulary was determined according to its CEFR level by using the website www.textinspector.com, which was awarded by the British Council in 2021 and 2017

for digital innovation to study elements in metadiscourse. After that, the number of each sentence syntactical type and the number of words according to CEFR level were counted for each essay. These findings were checked by three linguistics professors to ensure the reliability of the results regarding the move structures, sentence syntactical types, and vocabulary according to CEFR levels.

Step 4. Grouping moves and calculating mean numbers or percentages

Finally, the meaning and purpose of each move in each essay was studied in order to group and arrange them into the most common pattern. In terms of the sentence syntactic types and vocabulary according to CEFR level, the total numbers of each sentence syntactic type and each vocabulary level according to CEFR were calculated to find the mean scores.

Phase 2:

After obtaining move structures and linguistic features from the above procedure, the researcher identified move structures in each essay from the model text in Cambridge preparation books to use in the stage of model of the text (MOT), along with sentence syntactic types and vocabulary according to CEFR. These resources had to be focused heavily on when lectures were given. Materials such as exercises for writing each sentence syntactic types had to be prepared. After that, data collection instruments were designed. There were three instruments, including a pre-test, immediate post-test and delayed post-test, which were assessed by two raters and the total score was 5, semi-structured interviews, and learners' journals.

1. Pre-Test

   The pre-test was adapted from a writing question in Cambridge IELTS preparation books. The test was an argumentative essay of the discussion type requiring a minimum of 250 words.

2. Immediate post-test and delayed post-test

   The immediate post-test and delayed post-test were adapted from writing questions in Cambridge IELTS preparation books and employed the same theme about learning the English language as the pre-test. The immediate post-test and delayed post-test were argumentative essays of the side-taking type and neutral opinion type, respectively. These two tests required 250 words at minimum. These two tests were conducted to investigate if the participants had improved their skills

in argumentative writing. The questions in pre-test, immediate post-test, and delayed post-test are shown in Table 2.

Table 2

Questions in pre-test, immediate post-test, and delayed post-test

Pre-test	"What are the factors leading to success in learning the English language?"
Immediate Post-test	"To what extent do you believe that success in learning the English language depends on how often students talk with English native speakers?"
Delayed Post-test	"Explain the benefits and drawbacks of learning the English language with English native speakers to achieve success in English language learning?"

3. Semi-structured interviews

Semi-structured interviews were developed to elicit more information from the participants. There were five questions mainly formulated to answer the following research questions: (1) How does this course help you improve writing?; (2) Do you feel more confident when writing argumentative essays after learning through the real model text and move structures and why is this so?; (3) What did you gain most from this course?; (4) In terms of grammar and vocabulary taught in the course, did you make use of them in your essays, and what do you think about them?; and (5) Do you have any suggestions for course improvement? The interviews were recorded and transcribed.

4. Learners' journals

According to Cresswell (2015), learners' journals help researchers understand problems that might take place in the class or that learners encounter. They should play an important role to support the teaching by reflecting their thoughts of each lesson. Furthermore, this instrument is a useful tool to gather qualitative findings of the study.

To obtain insight into learners' perceptions, question prompts were developed for learners' journals, to which they were required to write short responses in English. There were two questions, the first of which was to ask about their obstacles and requirements for improving their writing proficiency and the second of which asked about their suggestions for the course. These two questions aimed to obtain the participants' opinions about their problems or benefits from using this model.

Each of these instruments was evaluated by three experts in the field of language assessment and language teaching. The experts were asked to evaluate whether the instruments were appropriate and practical for the data collection and each item was congruent with the research objectives. The Item-Objective Congruence (IOC) score was calculated, and items that had a score lower than 0.5 were revised following the experts' comments (Turner & Carlson, 2002).

Implementation and Data Collection

The implementation was divided into two phases.

Phase 1

1. Selected texts were analyzed using the genre analysis procedure described previously to determine move structures and linguistic features.

Phase 2: Phase 2 was conducted over a period of 13 weeks (two hours per week).

Pre-test

The pre-test was administered in the first week. The participants were asked to write a 250-word argumentative essay of the discussion type. The time allocation was 40 minutes. Dictionaries were not allowed.

The Implementation of genre-based writing teaching

In the second week, the participants studied the introductions of argumentative essays. From the third to the fifth week, the participants studied writing argumentative essays of the discussion type. After that, the participants studied side-taking argumentative essays from the sixth to the eighth week. Following that, the participants studied writing neutral-opinion argumentative essays from the ninth to the eleventh week.

Immediate post-test and Semi-structured interviews

In the twelfth week, the immediate post-test was administered, along with the semi-structured interviews. For semi-structured interviews, all participants were interviewed in Thai. They were asked five interview questions, along with additional questions if it was necessary. The approximate interview time was eight minutes, and there was only voice-recording. The transcription process was conducted manually. After that, back-translation was administered.

Delayed Post-test

In the thirteenth week, there was no class. Finally, the delayed post-test was administered in the fourteenth week.

Learners' Journals

In each class from the second to the eleventh week, students were asked to write learners' journals at the end of the class in English. In these journals, participants were asked to reflect on what they had studied in the class.

During the implementation period, genre-based writing teaching was employed in the class. The time allocation was 10 minutes for background knowledge of the field (BKOF), 30 minutes for modeling of the text (MOT), 30 minutes for joint construction (JOCT), 40 minutes for independent construction (ICOT), and the remaining 10 minutes for writing learners' journals. In each week during the treatment, the participants studied ten different model essays that were purposively selected from the 33 argumentative essays analyzed in the genre analysis stage. These selected model essays were presented and taught in the MOT stage, along with their move structures and linguistic features. After that, in the JOT stage, the participants and the researcher jointly completed an essay with a new question that was similar to the topic of the model essay. In this stage, the researcher encouraged the participants to employ the types of sentences and the vocabulary that were used in the model text. Finally, the participants were assigned to independently complete another essay on a similar topic in the ICOT stage.

Data analysis

Both the quantitative and the qualitative data were analyzed. In terms of genre analysis; the data were quantitatively analyzed using descriptive statistics of frequencies and percentage. During this process, there were three linguistics university professors checking the move analysis to ensure the reliability of the results. The quantitative data from the pre-test, immediate post-test, and delayed post-test were calculated using the Friedman Test due to the relatively small number of participants and there were three tests, so non-parametric ANAVA were employed to find out whether students' writing proficiency had improved and whether students could retain the proficiency or not. For qualitative analysis, the semi-structured interviews and the learners' journals were analyzed using content analysis to find

out themes and relevant opinions on the model, particularly in what way the model had helped students to improve their writing proficiency.

Findings

Genre Analysis

Based on the findings of genre analysis, it was found that there were three different types of move structures as follows:

Table 3

Move Structure of Discussion Argumentative Essay

Essay organization	Move structures
Introductory paragraph	Move 1: Introduction with general statements
	Move 2: Ending with deduction
First body paragraph	Move 1: Giving the first claim
	Step 1: Presenting the claim
	Step 2: Supporting the claim
	Move 2: Providing an additional supporting claim
	Step 1a: Adding additional support to the data
	or
	Step 1b: Showing an example
	Move 3: Ending with deduction
Second body paragraph	Move 1: Giving the Second Claim with Data
	Step 1: Presenting Claim
	Step 2: Supporting the Claim with Data
	Move 2: Providing Additional Backing
	Step 1a: Adding Additional Support to the Data
	or
	Step 1b: Showing an Example
	Move 3: Ending with Deduction
Summation Paragraph	Move 1: Summation with Deduction
	Move 2: Ending with Additional Backing for Closing

Table 4

Move Structure of Side-Taking Argumentative Essay

Essay organization	Move structures
Introductory paragraph	Move 1: Introduction to the Topic Given
	Step 1a: Introduction with General Statement
	or
	Step 1b: Opening with Deduction to Take a Side
	Move 2: Ending or Emphasis with Deduction to Take a Side
First body paragraph	Move 1: Giving the First Claim with Data to Present Their Thoughts to Support or Negate
	Move 2: Providing Additional Backing
	Step 1a: Adding Additional Support to the Data
	or
	Step 1b: Showing an Example
	Move 3: Ending with Deduction
Second body paragraph	Move 1: Giving the Second Claim with Data to Present Their Thoughts to Support or Negate
	Move 2: Providing Additional Backing
	Step 1a: Adding Additional Support to the Data
	or
	Step1b: Showing an Example
	Move 3: Ending with Deduction
Summation Paragraph	Move 1: Summation with Deduction
	Move 2: Ending with Additional Backing for Closing

Table 5

Move Structure of Neutral-Opinion Argumentative Essay

Essay organization	Move structures
Introductory paragraph	Move 1: Introduction with General Statement
	Move 2: Ending with Deduction to Propose Two Different Positions
First body paragraph	Move 1: Giving a Claim about the First Perspective with Data
	Move 2: Providing Additional Backing
	Step 1a: Adding Additional Support to the Data
	or
	Step 1b: Showing an Example

Essay organization	Move structures
	Move 3: Ending with Deduction
Second body paragraph	Move 1: Giving a Claim about the Different Perspective with Data
	Move 2: Providing Additional Backing
	Step 1a: Adding Additional Support to the Data
	or
	Step 1b: Showing an Example
	Move 3: Ending with Deduction
Summation Paragraph	Move 1: Summation with Deduction
	Move 2: Ending with Additional Backing for Closing

Apart from the move structures, linguistic features were investigated in terms of the mean number of sentences by sentence type and the level of vocabulary by CEFR as shown in Tables 6 and 7.

These findings showed that compound-complex sentences were the most frequent sentence syntactic type, followed by complex sentences, compound sentences, and simple sentences. In terms of vocabulary, around 40% of all words were at B1 or B2 level, with only a very small percentage at C1 or C2 level.

Table 6

Mean frequency of sentence syntactic types

Compound-Complex Sentence	7.86
Complex Sentence	6.62
Compound Sentence	5.17
Simple Sentence	2.87

Table 7

The percentage of vocabulary at each CEFR level (B1 and above)

C2	1.24%
C1	1.36%
B2	18.76%
B1	20.36%

Effects of instruction on enhancement of EFL learners' argumentative writing

      A pre-test, immediate post-test, and delayed post-test were used to explore the enhancement of Thai EFL students' writing proficiency. As shown in Table 8, the findings showed that the participants' writing proficiency improved significantly. The total score of the three tests was 5 by using the rubric adapted from IELTS.

Table 8

Descriptive Statistics of Scores of Students' Writing Tests

	N	Minimum	Maximum	Mean	S.D.
Pre-test	10	1.50	3.50	2.35	.63
Immediate Post-test	10	2.50	4.00	3.30	.54
Delayed Post-test	10	3.50	4.50	3.80	.35

      Table 9 compares the scores of students' writing tests before, immediately after and two weeks after implementing the genre-based instruction. The pre-test mean score was 2.35 (SD = 0.63). After the implementation of the model, the post-test mean score showed a substantial improvement, with a mean score of 3.30 (SD = 0.54). Similarly, the delayed test mean score again showed an improvement, with a mean score of 3.80 (SD = 0.35). The inter-rater reliability values between the two raters (derived from Cohen's Kappa) of the pre-test, immediate post-test, and delayed post-test were above 0.80, confirming that the reliability of the raters was considered good (Smith et al., 2014).

Table 9

Results of Friedman ANOVA

Test	Mean Rank	Test Statistics			
		N	Chi-Square	df	Asymp. Sig.
Pre-test	1.00	10	19.158	2	.000*
Post-test	2.10				
Delayed Test	2.90				

      The Friedman Test (Table 9) indicated a significant difference in the mean ranks of the pre-test, post-test, and delayed test scores ($\chi^2(2)$ = 19.158; $p < .001$). This suggests that there were significant changes in scores across the three tests.

To examine where the differences actually occurred, Wilcoxon signed-rank tests on the different combinations of related groups were performed with the following combinations: Pre-test to Post-test, Pre-test to Delayed Test, and Post-test to Delayed Test.

The results of the Wilcoxon Signed Ranks Test are summarized in Table 8, which compares the results of the pre-test, the post-test and the delayed test. This test was performed to determine whether there were statistically significant differences between the three test times as shown in Table 10.

Table 10

Wilcoxon Signed Rank Test Results and Effect Sizes

Pair	Wilcoxon Signed Rank Test		Effect Size
	Z	p (2-tailed)	r
Pre-test- Post-test	-2.913	.004*	−0.921
Pre-test- Delayed Test	-2.850	.004*	−0.901
Post-test - Delayed Test	-2.640	.008*	−0.835

*$p < .05$

The Wilcoxon Signed Ranks Test revealed significant differences in the mean ranks among all pairs of tests (pre-test vs. post-test, pre-test vs. immediate delayed test and immediate post-test vs. delayed test), with *p*-values below .05 in each case. This indicates that the values improved significantly from pre-test to post-test and continued to improve until the delayed test.

The effect sizes, which help quantify the magnitude of a difference and are unaffected by sample size (Cohen, 1988), for these comparisons were -0.921, -0.901 and -0.835 respectively, indicating large effects according to Cohen's conventions (Cohen, 1988). The negative signs indicate that the ranks of the scores in the earlier tests were consistently lower than in the later tests.

The results of the semi-structured interviews and learners' journals provide further evidence of this enhancement. Students mentioned that they improved their writing proficiency due to the instructional approach, as can be seen in the following excerpts:

I have learned many things in this course. The course taught me the organizations of argumentative essays. I have never known about the organization pattern. I think that it is clear for me to study how to write step by step. Moreover, I have learned various sentence structures. Although they are difficult, I would like to write them and I can write them now. Thank you. (Participant 10, Semi-structured interview)

I think that my IELTS band next time must be higher than my previous band. I have learned techniques to write better such as complex sentence structures and easy-to-remember organization. The steps to write in each model help me outline my writing. After I have seen many models and written with you (the researcher), I am not worried about writing anymore. (A smiling emoji)" (Participant 6, Learner's Journal entry #9)

These excerpts show that the participants were confident about the enhancement of their writing proficiency. They learned complex sentence types to improve their writing and studied the steps of writing from the move structures in each model text. Therefore, the combination of genre analysis and genre-based writing teaching enhanced the participants' writing proficiency.

Another interesting point on which the students agree about the enhancement of their writing proficiency is repetitive grammar points that were always used in the model texts such as the sentence syntactical types. This repetition helped the students to understand more clearly how to write these complex sentences, which are normally found in the model texts from genre analysis. Moreover, student agreed that their use of vocabulary became larger and straight to the topic.

> *"I think that my sentences are more advanced. I have never been able to write with these types of complex sentences. I think that it is great to be able to write like the model texts." (Participants 9, Semi-Structured Interview)*

> *"It is great that this course helped me write better by teaching me how to write complex sentences many times. When you (the researcher) gave me feedback, I tried to follow your advice like combining these two sentences*

or adding connectors here and there. Besides, the vocabulary in the model text was nice to use as a model. When I used them in my writing, I think that my writing is more understandable and you gave me a compliment."
(Participant 1, Semi-Structured Interview)

Overall, the significant results, sizable effect sizes and positive learner responses observed in this study highlight the meaningful improvements in learners' argumentative writing proficiency over time.

Discussion

The findings of this study showed that a combination of genre analysis and the genre-based teaching of writing can enhance EFL learners' argumentative writing proficiency.

First of all, it provides real resources from real texts so that the students are able to write in compliance with conventional norms of the written texts. In this study, all participants claimed that their first writing was totally different from their final writing. For example, participant #1 stated his opinion in the semi-structured interview: *"I never thought that argumentative essays had specific patterns, such as the need to support my opinion with evidence or provide examples. After I studied many model texts in this course, I believe my writing has improved to resemble these models. This is good"*. By exposing students to various authentic sources, they can rely on reliable sources (Tardy, 2019). Moreover, genre analysis allows students to identify common grammar patterns, key vocabulary, and text structures specific to different types of texts. Therefore, they will understand the specific contexts and purposes better. This may explain why genre-based teaching has proven successful for teaching diverse task types such as reports (Sritakarn, 2020), CVs (Halim, 2019), and argumentative writing (Oghyanous & Bakhtiarvand, 2024).

Moreover, a combination of genre analysis and the genre-based teaching of writing can enhance EFL learners' argumentative writing proficiency because, according to Herman et al. (2020), it provides students certainty that their writing matches the conventional norms in a particular genre community. Viriya and Wasanasomsithi (2017) demonstrated that when students raised their awareness of the genre that they needed to write, their language use and writing patterns changed to match the specific genre. They were not anxious that their writing would not follow the conventional form. Similarly, in the present research study,

students were able to use the knowledge of the genre conventions that they had gained through instruction to adapt their writing to suit the genre of the essay they were suiting; for example, when asked to write a neutral-opinion essay, they could understand what a neutral-opinion essay was and write accordingly. As the specific move structures and linguistic features were derived from the analysis authentic texts, students could be confident that employing these features in their argumentative essays would improve their writing performance.

In addition, a combination of genre analysis and the genre-based teaching of writing can enhance EFL learners' argumentative writing proficiency because it encourages students to ensure before writing that they employ the appropriate move structures and linguistic features. Bhatia (2016) explains that when students understand that each genre has its own move structures and linguistic features; this will encourage them to begin the writing process by identifying the move structures and linguistic features to compose the text in order to ensure it matches the expectations of the reader. *In this study, participant #9 stated her opinion in the semi-structured interview: "After this course, if I have to write something, I shall find examples to make sure that my writing would look like them. My grammar has improved thanks to this course, so I am not worried about that. However, I shall use vocabulary from the examples in my writing. I think that it is convenient, and my readers would understand my writing well"*. According to Herman et al., (2020), exposure to genre-based writing teaching has positive effects on students' overall approach to writing, as it encourages students to look for analyzing structures and linguistic features, or at least look for model texts, when they are required to write genres that are new or unfamiliar to them.

Implications

Firstly, the model employed in this study is suitable for students whose English proficiency is at moderate level or above. The move structures and linguistic features should be taught in the process of MOT (Model of the Text) because when model texts are shown, teachers can explain the move structures and linguistic features in those models with confidence and evidence. This is because teachers have conducted genre analysis in the model texts and understood which points should be stressed and clearly explained according to the findings of genre analysis. Additionally, before teaching the model texts, any difficult grammar points and vocabulary should be addressed. This can be done by preparing teaching materials that clarify these areas. This preparation ensures that any questions that arise during

the class can be managed effectively. However, In the joint construction stage (JOCT), in which teacher and students write together, teachers might not meet with full participation from the students. Therefore, teachers should prepare hints or grammar points to encourage and manage participation during the class.

Limitations of the Study

In this study, the students participating were studying in Mathayomsuksa 6 with an IELTS band score of at least 5.0, modest English users (Cambridge Assessment English, 2019), before they joined this course. Therefore, the results of this study were limited to a group of students with modest English proficiency. Furthermore, there was not much spare time to teach some grammar points and vocabulary that students asked about when model texts were presented. Hence, students may have missed out on opportunities for grammar and vocabulary development. Finally, students did not provide their IELTS score after the course finished. Therefore, the researcher could not track if their IELTS score improved to match their improvement in the post-tests or not.

It is recommended that students should be more varied in terms of participants' English proficiency. There should be studies investigating this model on low English proficiency class, or mixed English proficiency classes. Moreover, to ensure that students have opportunities to develop their vocabulary and grammar abilities, instructors should spare a certain amount of class time (for example, around 15 minutes per class) so that grammar and vocabulary questions can be answered and explained extensively. Lastly, future studies should track if students take a standardized test and whether their scores increase from their scores before they take the course or not. If the research budget allows, the use of a pre-test, immediate post-test, and delayed post-test test could be replaced with a standardized test before and after instruction, to ensure greater reliability.

Conclusion

The present study has revealed that a combination of genre analysis and genre-based writing teaching could help promote learners' argumentative writing. Genre analysis assisted teachers in developing teaching resources, including move structures and linguistic features, from real materials. Subsequently, these teaching resources were used in genre-based writing teaching. The results of this study indicated that Thai EFL students' writing proficiency was

enhanced significantly and that students expressed positive opinions toward the course and to using this approach in their writing. The findings of this study may benefit English writing instructors and researchers who would be interested in incorporating data from genre analysis into argumentative writing courses or incorporating a similar approach when teaching other genres.

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