

การสอนแบบอรรถฐานเพื่อพัฒนาความสามารถด้านการเขียนเชิงโต้แย้งสำหรับนักศึกษาไทย

นิชราวัลย์ สุทินวงศ์¹

งามทิพย์ วิมลเกษม²

¹ ผู้นิพนธ์ประสานงาน โทรศัพท์ 06-3119-6542 อีเมล : nichtawan@tni.ac.th

รับเมื่อ 29 พฤศจิกายน 2565 วันที่แก้ไขบทความ 6 กุมภาพันธ์ 2566 ตอบรับเมื่อ 7 กุมภาพันธ์ 2566 DOI 10.14416/j.faa.2023.15.001

บทคัดย่อ

บทความนี้แสดงการใช้การสอนแบบอรรถฐานและลักษณะทางภาษาเพื่อส่งเสริมให้ผู้เรียนพัฒนาความสามารถด้านการเขียนเชิงโต้แย้งได้อย่างมีประสิทธิภาพ งานวิจัยนี้มีวัตถุประสงค์เพื่อพัฒนาความสามารถด้านการเขียนเชิงโต้แย้งสำหรับนักศึกษาไทย โดยใช้แนวทางการสอนแบบอรรถฐานมุ่งเน้นประเด็นหลักเพื่อการสื่อสารและรูปแบบงานเขียนที่เป็นระบบ ซึ่งมีรายละเอียดของลักษณะทางภาษารูปแบบของการเขียนเชิงโต้แย้ง ผู้เรียนเป็นนักศึกษาจำนวนทั้งหมด 20 คน จากมหาวิทยาลัยเอกชนแห่งหนึ่งในกรุงเทพมหานครการสอนเชิงอรรถฐานเพื่อการเขียนเชิงโต้แย้งประกอบด้วย 4 ขั้นตอนคือ 1) การนำเสนอรูปแบบ 2) ขั้นตอนการเขียนร่วมกัน 3) การวิเคราะห์ และ 4) ขั้นตอนการเขียนโดยอิสระการเก็บข้อมูลด้านความสามารถทางการเขียนได้มาจากการเขียน 120 ชิ้นของผู้เรียนและวิเคราะห์ด้วยแนวทางปริเฉทวิเคราะห์ผลวิจัยพบว่า ผู้เรียนส่วนใหญ่สามารถพัฒนาความสามารถด้านการเขียนเชิงโต้แย้งเป็นไปตามเป้าหมายที่ตั้งไว้ โดยงานเขียนในบทเรียนที่ 6 แสดงว่าผู้เรียนทั้งหมดสามารถเขียนเชิงโต้แย้งได้เป็นอย่างดี อย่างไรก็ตามยังมีประเด็นที่ยังเป็นปัญหา ได้แก่ การจัดการเนื้อความและลักษณะทางภาษาบางประการ และข้อมูลส่วนที่แสดงเหตุผลของผู้เรียนซึ่งเก็บมาจากการสัมภาษณ์ผู้เรียนทั้งหมดเป็นเชิงบวกต่อการมีส่วนร่วมในแนวทางการสอนแบบอรรถฐาน

คำสำคัญ : แนวทางการสอนแบบอรรถฐาน ปริเฉทวิเคราะห์ การเขียนเชิงโต้แย้ง

¹ นักศึกษาปริญญาตรีบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ บัณฑิตวิทยาลัยมนุษยศาสตร์ มหาวิทยาลัยอัสสัมชัญ
อาจารย์ประจำสาขาวิชาภาษาอังกฤษ สถาบันเทคโนโลยีไทย-ญี่ปุ่น

² ผู้ช่วยศาสตราจารย์ ดร. สาขาวิชาการสอนภาษาอังกฤษ บัณฑิตวิทยาลัยมนุษยศาสตร์ มหาวิทยาลัยอัสสัมชัญ

A Genre-Based Approach to Improve Argumentative Writing Performance for Thai Learners

Nichtawan Sutinwong¹

Ngamthip Wimolkasem²

¹ Corresponding author, Tel. 06-3119-6542, E-mail : nichtawan@tni.ac.th

Receive 29 November 2022; Revised 6 February 2023; Accepted 7 February 2023 DOI 10.14416/j.faa.2023.15.001

Abstract

This article presents the effective employment of a genre-based approach to enhance students' writing proficiency when using the argumentative genre. The objective of this study is to develop learners' argumentative writing by providing lessons based on a genre-based approach, principally focusing on the communicative purpose and the systematic organization with detail information arrangements and language features. The participants were a group of 20 students from one private university in Bangkok. The teaching of an argumentative writing process included 4 phases: 1) modeling, 2) joint construction, 3) text analysis, and 4) independent construction. For the data collection, 120 participants' writing tasks were collected as the qualitative data for writing performance. A discourse analysis was utilized to identify the results. The findings revealed that most participants were able to develop writing tasks as expected. It is noted that all participants were able to write the argumentative essays very well in lesson 6. However, there were some concerns as regards text organization and language features while data from the students' interview revealed positive reasons in learning engagement of genre-based approach.

Keywords : Genre-based approach, Discourse analysis, Argumentative writing

¹ PhD student in ELT, Graduate School of Human Sciences, Assumption University, lecturer in English Department, Thai-Nichi Institute of Technology (TNI)

² Asst. Prof. Dr., senior lecturer in ELT, Graduate School of Human Sciences, Assumption University

1. INTRODUCTION

There are five crucial components to the problems arising from teaching writing in Thailand, i.e., skilled instructors, appropriate writing instructions, practice activities, writing materials, and learners (Dueraman, 2012). As regards teaching approaches, it cannot be denied that the grammar translation method regarded as a traditional method is still being applied to teach English and bears on many activities including writing in the classroom. Teaching writing using this traditional approach does not provide adequate guidance as a direction for the learners to study how to construct the text and choose appropriate language features (Rodsawang, 2017). The framework of written text for different purposes is likely to be left unexplained to the learners. Regarding the writing activities contained in various commercial course books, writing lessons usually prepare writing topics that provide only form; such as, e-mails, letters or columns in a magazine but the activities still lack direction in terms of purposes, framework, language features and the organization of ideas. Particularly, argumentative writing is a genre of writing that requires students to investigate a topic, collect information, and generate and evaluate evidence in a concise manner. This practice goes beyond a linguistics perspective for a writer to communicate with readers to his discourse (Hyon, 2018). Thus, to be able to write argumentative essays, students should understand the context, purpose, and characteristics of the genre.

The genre-based approach is considered an effective pedagogy which emphasizes raising learners' rhetorical consciousness and enabling them to establish writing proficiency to mastery level (Negretti & McGrath, 2018). This approach also tries to provide frameworks to the learners in order to assist them to be able to produce meaningful communication regarding both the social situation and purposes simultaneously (Cheng, 2008). Three key elements including purpose, audience, and organization are regarded as the important factors the learners have to realize to produce purposeful and meaningful communication (Chen & Su, 2012). Johns (2011) mentioned that genres should be seen as multi-modal, process-based and fundamentally constitutes in varied activities. The model of genre texts could be a beneficial resource for learners to learn language in the target genre together with assisting them to understand how contexts, purposes, and text organization are connected to each other (Hyland, 2002). Furthermore, the learners could transfer what they learn from the model of text including the method to organize information and linguistic items in the particular genre as they construct their own writing (Christie, 2012). Explicit teaching would help the learners bridge the gap between what the learners already know and what the learners may not know (Hyland, 2004). For EFL learners, direct instruction is considered necessary since it promotes clear understanding especially of language features applied in context (Reppen, 2010). In language learning, the genre-based approach towards language learning contrasts with traditional learning styles such as the grammar translation method and the audio-lingual method. Language in the genre-based approach is viewed as a tool to assist learners to construct meaning and complete a specific purpose in a particular genre (Ling, 2011). Therefore, the genre-based approach, which provides students an explicit and systematic instruction on language functions, offers students the opportunity to improve their writing.

2. RESEARCH OBJECTIVES

The purpose of this study was to develop learners' writing performance so as to be able to create meaningful and purposeful writing in the argumentative genre which would help support them to use language in the real world. Rather than learning writing in the traditional manner, the learners should also be encouraged to include their creativity, ideas, and opinions or interests in their writing presentation. Moreover, studies show that students' engagement is a necessary aspect to fulfil the educational mission (Gallup, 2018; Chalermnirundom, 2002). As a result, six lessons were designed to achieve the following objectives:

- a) to investigate the writing development in the argument genre in terms of the organization and language features;
- b) to explore the engagement of learners in terms of learners' interests found in the argumentative writing tasks.

3. RELATED RESEARCH

The following paragraph discusses the materials development for writing lessons and the crucial ideas of the genre-based writing approach and their benefits and reviews some related studied relevant to writing development based on the genre-based approach.

3.1 Developing Materials for the Writing Lesson

In order to enhance the language ability of EFL learners, the development of teaching materials is considered as one of the essential skills that maximize learning engagement. Students' engagement is a learner's active participation and involvement in academic, school-related or learning activities (Reschly, Pohl, & Christenson, 2020). The core principle of learning engagement talks about students being meaningfully engaged in learning activities through interaction with materials and learning processes with worthwhile tasks (Praneenarat, 2019). The first step in enhancing students' learning engagement is to prepare meaningful and authentic materials. The studies of students' engagement are multi-dimension. However, in this study, the investigation was on students' interest in the developed materials through the genre approach in the classroom. Materials should motivate learners to fluently employ language in context, with an applicable structure connecting to the communicative purposes. In addition, in order to improve writing competency to mastery level, reading and writing should go together as an integrated skill (Tomlinson & Masuhara, 2018). Learners tasked with reading would have a chance to study linguistic features, text organization, and communicative purposes which would encourage them to enhance their writing ability. Effective materials should expand the learners' knowledge and offer language practice to the learners to produce purposeful outcome.

3.2 Metafunctions

Systematic functional linguistics describes meaning in writing from three perspectives that implicitly reflect the way we express an interaction with the world (Fontaine, 2012). These metafunctions are described as 3 aspects, i.e., ideational, interpersonal, and textual metafunctions respectively. The ideational metafunction deals with the way the content is presented through language. The interpersonal metafunction recognizes the language in relation within the communicative discourses of the focused essay. Finally, the textual metafunction describes the use of language to structure a text or to indicate structural relationship with other texts. It is, therefore, dealt with the coherent and cohesion in a text. The analysis of progress in students' writing in this study was based on the concept of metafunctions shown in the analysis part.

3.3 Genre-based Approach

Genre theory elicits the communicative purposes that people share in the same discourse communities or contexts (Swales, 2004). There is a diversity within genre theory depending on the communicative dimension and the purposes that participants share in their communication. There are three main schools of genre-based studies, i.e., genre-based study for specific purposes (ESP), genre in new rhetorical school (NR), and Australian systematic functional linguistics (SFL). However, to implement genre in the classroom, relevant language functions, rhetorical structures, cohesion, and the selected lexical choices of the targeted genre should be focused. The learning processes of the genre-based approach seem to be able to scaffold learners' understanding of language; for example, observing the text model on both language features and perceiving what the completed writing looks like. As learners comprehend how linguistic features, text organization and purposes connect to each other, it can be assumed that they acquire language (Hyland, 2004). The model of genre texts could be a beneficial resource for the learners to learn language in the target genre together with assisting them to understand how contexts, purposes, text organization are connected to each other (Hyland, 2002). The learners could transfer what they learn from the model of text including the method to organize information and linguistic items in the particular genre as they construct their own writing (Christie, 2012). Learners may need to have a clear comprehension and perceive the whole picture of the text in the complex written discourse found in real world communication through the text analysis (Cheng, 2008). When learners understand how to use genre to create context, they would also have genre awareness which is likely to support them to apply genre ideas including prototypical contexts in any other writing formats (Johns, 2011). Furthermore, the genre-based approach also pays attention to explicit teaching which would help the learners bridge the gap between what the learners already know and what the learners may not know (Hyland, 2004). The components of an argumentative essay were from Argument Genre of Derewianka (2020) as follows:

- Purpose: To persuade someone with reasons rather than expressing personal opinion to agree with the writer's perspective.

- Text organization: The organization will start with thesis statement as providing the background information and the thesis statement. The body section includes the arguments with reasons or evidences support and the evaluation. The conclusion should reconfirm the issues discussed in the previous section.
- Language features comprise of present tense, the point of idea indicators (i.e., first, second, next, then, lastly, and so on), basis adverbs (adverbs of manner, degree, place and frequency), logic adverbs (adverbs of purpose, reason, result, concession, condition to demonstrate the logical ideas), adverbs of comparison to present the evaluation statement, and technical-term vocabulary connecting to the issues (optional).

4. METHODOLOGY

4.1 Research Design

Field research with an aim to explore and/or measure the causality of the designed experiment on the target participants and its subsequence (Cohen, Manion & Morrison, 2007), was utilized for the purpose of collecting the qualitative data from learners' writing tasks and learners' opinions towards the developed genre-based instruction. The study aimed to explore the effects of genre-based approach instruction on learners' writing tasks. The written tasks of 20 learners during 12 weeks instruction were collected to provide qualitative data on the learners' progress in writing ability.

4.2 Research Participants

The participants in this study were 20 third-year learners from one private university in Bangkok in the academic year 2/2020 derived through purposive sampling technique. They had already studied three English fundamental courses. Writing proficiency requires both knowledge of the targeted fields or world knowledge together with the language proficiency. Thus, in order to choose a suitable group of participants, the selected participants were required to earn TOEIC score of approximately 500-700. In addition, according to this university's policy, a TOEIC score of 600 is considered as the graduation requirement.

4.3 Research Instruments

To acquire all the data for the study, the instruments applied in this research included writing tasks and interview questions. Writing tasks assigned in this study were the main source for the data collection. The instruction genre was based on the genre-based approach by Derewianka (2020) in six lessons taught over the semester. The teaching and learning cycle by Derewianka and Jones (2016) consists of building knowledge of the targeted genre, modelling the genre, guided reading as an example, joint construction of information, and independent use of the genre. The learners were required to apply the framework of the genre process to create approximately 200 words and submit at the end of the class for the total number of 120 essays for data analysis. For the interview question, the factors and insightful learning experiences were investigated by documenting the views of the students they were interested or uninterested in the lessons.

Table 1 The Overall Lesson Plan

Class	Genre	Lesson	Writing Tasks
1.	Arguments	1-Part Time Job	Work part-time job during study VS focus on only studying at the university. Which one do you prefer? Give reasons and examples to support your perspective.
2.	Arguments	2-Travel	Some people prefer to travel alone. Others prefer to travel with a group of friends. Which one do you prefer? Give reasons and examples to support your perspective.
3.	Arguments	3-Eat at home	Eat at home VS Eat at a restaurant or food center. Which one do you prefer? Give reasons and examples to support your perspective.
4.	Arguments	4-Start-up Business	Some people are interested to work at a famous company. Others seem to be a freelance or have their own start-up business. Which one do you prefer? Give reasons and examples to support your perspective.
5.	Arguments	5-Hometown	Some people prefer to live in a small town. Others prefer to be interested to live in a big city. Which one do you prefer? Give reasons and examples to support your perspective.
6.	Arguments	6-University	Some people believe that people do not need to attend the university seems to be necessary. Others think that attending the university seems to be necessary. Which one do you prefer? Give reasons and examples to support your perspective.

4.4 Data Analysis

Since this study is a qualitative one, the participants' writing tasks totally 120 essays were analyzed to explore their writing performance focusing on: Part 1-the organization (interpersonal metafunction and textual metafunction) and Part 2-the use of language features (ideational metafunction) in the genre of arguments to investigate the participants' writing development (see Figure 1 and 2). The findings are presented in percentage calculated from the number of the students who could produce particular linguistics features in their tasks. The progress of their writing proficiency from lesson 1 to 6 was shown through the text organization and linguistics features presented in Table 2 and 3. To explore learning engagement, content analysis was employed to identify the reasons why the participants were interested or not interested in the writing lessons.

Part 1 - The Presentation of Organization

Overall Text Organization (Interpersonal M.F.)	Student 4	Language Features (Ideational M.F.)
	Information	
Statement of position (Thesis Statement)	<p>Due to the current situation, not attending university has various advantages including freedom of life, able to work, traveling with friends which is beneficial for people who do not attend the university to satisfy themselves. However, there are some limitations for not attending university. <u>There are some information explained as follows:</u></p> <p><u>Enhancing knowledge:</u> There are several reason to attend university and one of the reason is enhancing knowledge involving exchanging ideas with teachers, study various languages, learning technology courses, presenting products, managing business, etc. The students are required to choose the specific field referred by their interest in order to develop their abilities. In terms of business students, there are several subject to choose included international logistics, shipping management, financial management, global market, etc. which help to support and fulfill the students' skills. Moreover, the students are able to enroll for special courses or subjects packed with painting, creating program, how to dress proper, developing personality and so on. Due to university supports students to earn general and specific knowledge and the students are able to ask. As a result, the students should attend university due to enhance knowledge the better future. In the opposite, if the students are not attend university, they are likely to have only limited skills. In comparison, attending university would be effective than not attending</p>	Main Language Features
Argument(s)/ Explanation		The Analysis and Interpretation
Restatement of Position		Evaluation
Information Arrangement in details (Textual M.F.)		
Point-By-Point		
	Point-by Point Indicators	
	Timeless Clauses	

Overall Text Organization (Interpersonal M.F.)	Student 4 (Continue)	Language Features (Ideational M.F.)
	Information	
Statement of position (Thesis Statement)	<p><u>Experiences</u>: University provides various and different experiences included organizing event - open house food fair, seminar, musical comedy; competition, contest etc. which help the students to improve their abilities in managing and well solve immediate problems. In term of organizing an open house, the students are separated to work differently and be rotated to do several duties in order to experience the other jobs details packed with public relation, marketing, creatives, provide food support, coordinator, administrator, purchasing team, etc. which are able to use in real life and future. Furthermore, the students have more chances to try new things or get out of the boxes which bring them new experience and new societies involving joining sport team, dancing club, sing club, photo club, languages club, board game club and so on so as to build up confident, exchange experience, exchange knowledge and be more active. As a result, attending university create new experiences by doing several activities and joining club. In the opposite, if the students are not attending university, they seem to have just fewer experiences in term of working and studying. From all these facts, it can be mentioned that attending university has greater experiences than not attending university.</p>	Main Language Features
Argument(s)/ Explanation		The Analysis and Interpretation
Restatement of Position		Evaluation
Information Arrangement in details (Textual M.F.)		In-detail Language Features
Point-By-Point		Point-by Point Indicators
		Timeless Clauses

Figure 1 An Example of Participant’s Performance in Presenting Thesis Statement, Argument, and Restatement Found in Lesson 6 by Participant 4

Part 2 - The Use of Language Features

Language Features (Ideational Metafunction)		
Item	Relevant Language Features	Words/ Chunks/ Clauses
1	Point of idea indicators	Enhancing knowledge, better job, experience
2	Subject + verb 1 +	One of the reason is enhancing knowledge..., Global market, etc. which helps to support..., The students are able to enroll..., Scholarship which go to study aboard..., They are likely to have..., Attending university offers variety of..., Future career which have to compete..., The students attend university..., They seem to have a better job..., They are likely to get..., University provides various..., Contest etc. which helps the students..., The students have more chances..., The boxes which bring them new experience..., Attending university create new experiences..., They seem to have just fewer experiences...
3	There + verb to be	There are several subjects to choose....
4	Subject + modal verbs + infinitive	The students are able to ask for universities..., The students should attend university..., Attending university would be effective..., The students are able to communicate..., Attending university would have better job..., Purchasing team, etc. which are able to use..., It can be mentioned....
5	Basic adverbs (adv. of place/ accompany/ manner/ degree/ frequency/ duration)	Involving exchanging ideas with teachers..., study various languages with teachers..., differently referred by their interest..., only, with others, included international logistics..., shipping management..., financial management..., packed with painting..., creating program..., packed with problem solving..., teamwork..., in case of communication skills..., only in both writing and speaking..., by doing activities..., including marketing manager..., sale manager..., included organizing event..., open-house food..., in managing, in real life..., packed with public relation..., marketing..., to try new things..., involving joining sport team..., dancing club..., in term of working and studying....
6	Logic adverbs (adv. of purpose/ reason/ condition/ concession/ result)	In order to develop their abilities, for special courses or subjects..., due to university supports students to earn general..., to work, due to enhance knowledge..., As a result, the students should attend university due to enhance knowledge for the better future..., if the students are not attend university, they are likely to have ..., so as to build up confident..., so as to prepare for future career..., to be able to apply the good position or good job..., due to the companies' requirement..., in order to get the job easier..., if the students attend university, they seem to have..., in order to experience the other jobs details, as a result, attending university create new..., if the students are not attending university, they seem to have just fewer experiences....
7	Adverb of comparison to show evaluation	In comparison..., attending university would be effective than not attending university in terms of enhancing knowledge..., obviously, attending university would have better job than the students who are not attending university..., from all these facts..., it can be mentioned that attending university has greater experiences than ...

Figure 2 Linguistics Feature Examples Analyzed from the Students' Written Tasks

5. FINDINGS AND DISCUSSION

5.1 Findings

There are two parts to the findings including: 1) the report of learners' writing performance from the argumentative tasks and 2) the report of learners' perspectives reflecting their learning engagement.

1) The Report of Learners' Writing Performance from the Argumentative Tasks

According to the written data analysis as illustrated in the above examples, the findings would be presented as two main issues, i.e., text organization (in Table 2) and language features (in Table 3) consisting of idea indicator, clause forming communicative purposes, and adverbial group.

Table 2 Text Organization

Text organization	Lessons						Average
	L1	L2	L3	L4	L5	L6	
Communicative function							
Thesis statement	15%	35%	75%	75%	70%	100%	61.7%
Argument	100%	100%	100%	100%	100%	100%	100%
Restatement	10%	20%	5%	40%	45%	100%	36.7%
Textual meta-function							
Point by point information	95%	95%	35%	100%	100%	100%	87.5%
Ideational meta-function							
The analysis and interpretation	100%	100%	100%	100%	100%	100%	100%
Evaluation	30%	30%	0%	65%	60%	85%	45%

Table 2 presents the students' progress introducing argumentative essays during six lessons. The percentages shown in the table report the number of students who were able to produce each text organization component. The text organization consists of three main functions, i.e., communicative function, textual metafunction, and ideational metafunction.

The sub-categories of the communicative function are thesis statement, argument, and restatement. It can be seen that in the first lesson (L1), only three students or 15% could produce thesis statements. After lesson 3 (L3), the number of students producing thesis statements increased to 15 participants or 75% with an impressive improvement in lesson 6 (L6) showing that all participants were aware of producing thesis statement, argument, and restatement function. In terms of the information arrangement or textual metafunction, the overall performance of the students showed consistency in the analysis and interpretation, i.e., 100%. The evaluation component which is an essential part in argumentative writing improved from lesson 4 (L4) with

65% which rose to 85% in lesson 6 (L6). All in all, the students were able to write argumentative essays based on the instructed genre quite adequately. Some concerns included the expression on the restatement and evaluation with an average of 36.7% and 45% respectively.

Table 3 Linguistics Features

Linguistics features	Lessons						Average
	L1	L2	L3	L4	L5	L6	
Point of idea indicators	100%	100%	100%	100%	100%	100%	100%
Subject + verb	44%	49%	58%	51%	71%	46%	53%
There + verb to be	3%	1%	1%	2%	6%	5%	3%
Subject + modal verb + infinitive	34%	34%	33%	34%	20%	44%	33%
Basic adverbs	66%	61%	66%	48%	61%	58%	60%
Logic adverbs	31%	34%	34%	45%	33%	36%	36%
Adverbs of comparison	9.3%	11.0%	0.8%	23.7%	18.6%	36%	16.6%

Table 3 reports the findings based on a linguistics feature analysis. The participants were able to create points of idea indicators as can be seen from the evidences of 100% achievement. Other linguistics features found in their essays included simple sentence structure such as subject + verb, there + verb to be, and subject + modal verb + infinitive. The overall outcomes revealed that the participants effectively utilized adverbial group of basic adverbs (60%), logic adverbs (36%), and adverbs of comparison (16.6%). The improvement in lesson 6 (L6) shows students' higher awareness in using logic adverbs (36%) and adverbs of comparison (36%) which are important features of argumentative essays.

2) The Report of Learners' Perspectives Reflecting Their Learning Engagement

It has been accepted that engaging students in learning process increases their attention and motivation. At the end of the course, the participants' opinions were examined and analyzed to find their learning engagement. After coding and categorizing the data to identify the consistency of coding, a reliability of 90 percent or higher was required. For this research, the reliability rate was 97.01%, considered as high agreement.

Table 4 The Reasons Supporting Learning Engagement

Item	The students had chances to:	Percentage
R1	Share their ideas and encourage creativity	31%
R2	Practice and develop writing skills	22%
R3	Understand themselves more deeply	26%
R4	Recall, explore, and share their life experiences	14.5%
R5	Connect to their academic interests	1%
R6	Apply business knowledge in writing	3%
R7	Develop analytical and critical thinking skills	2.5%

Table 4 presents the seven reasons supporting learning engagement. The top three highest reasons that the participants expressed consisted of: 1) having an opportunity to share their ideas and encourage creativity (31%); 2) understanding themselves more deeply from the writing activity (26%); and 3) practicing and developing writing skills (22%). Other reasons included the opinion that the writing activities could support them in recalling or sharing their past experience (14.5%), applying business knowledge to their writing (3%), developing an analytical and critical thinking skills (2.5%) and connecting to their academic interests (1%). Some examples of students' opinions are presented in the excerpts below.

R1: "I think this topic is interesting because I can think outside the box and present my creativity and idea. Normally, I don't like to travel with friend because I don't like to sit in the car for a long time...when I create this writing, I have a chance to think about what I rarely think about."(Interviewee no. 9)

R2: "I think this topic is interesting because I have an opportunity to express my opinions and practice writing because I don't have much chance to write in the previous English courses."(Interviewee no.12)

R3: ".... This lesson is interesting because I can compare the advantages of living in the big city and living in the countryside....like how it is different...which one is suitable for me. Actually, my hometown is in Supanburi province but I don't want to continue studying there." (Interviewee no. 15)

R4: "I think this topic is interesting because this topic is connected to my preference which is cooking. I am the one who like to cook at home more than eating out. I can create any menus I want and put new ingredients to create some crazy menus that I cannot eat anywhere else" (Interviewee no. 17)

R5: "I think this topic is very interesting because this topic is something that people usually face...my parents or even friends have the different perspective. This writing makes me think carefully about study in the university, analyze and express in this writing which also helps me develop my writing skill."(Interviewee no.20)

R6: “I think this activity is interesting because I learn marketing which is my major...so, I can apply some business knowledge or business idea. If I had my own business, what I need to concern.” (Interviewee no. 9)

R7: “I think this activity is interesting because I have a chance to develop my analytical skill. Actually, many subjects in my major focus on memorizing.... so I can practice English and my analysis in the same time.” (Interviewee no. 7)

5.2 Discussion

1) Effects on Learners' Writing Performance

For the overall text organization (interpersonal metafunction), all participants seemed to have no problems in producing arguments (body). However, many participants were not likely to have the consistency in producing the restatement which was considered a major problem in this finding. As the participants had more chances to practice argumentative writing, all of them were able to have more awareness in applying the writing framework and learning to generate the thesis statement and the restatement found in lesson 4 to 5. After learning six lessons, the participants showed a clear understanding of the organization shown in lesson 6.

For the information arrangement in details (textual metafunction), one noted improvement was that the students did not acquire the skill to arrange the information at the beginning. When all participants had more chances to practice writing arguments, all were able to organize point-by-point information which was considered as a significant development. With sufficient knowledge of each genre obtained from the lessons, the participants could apply the organization and justifications in the introduction part more effectively. This can be explained by the conceptual framework of learning cycle, i.e., modeling, analysis, joint construction, and independent construction being really useful and necessary for students in learning writing (Hyland, 2008). Moreover, through the systematic instruction, the teacher assisted the students to clearly analyze how the structure and language features of the focused genre. This helped the students in successfully writing the targeted genre (Christie, 2012; Miller, 2007). The genre-based approach emphasizes the explicit teaching of text organization and linguistics features of a particular text type (Chen & Su, 2012, Derewianka, 2020; Hammond and Derewianka, 2001). Moreover, the exploration phase was very useful in providing students with suitable tools to write the essay in terms of social purposes, suitable language features, and schemata structure of argument genre. In addition, the joint construction phase can also facilitate writing development as evidenced by several studies (Cheng, 2008; Hyland, 2008; Hyon, 2018) to reveal that language is learnt through guidance and interaction in the context of shared experiences.

In terms of language features, inconsistency in applying the point-of-idea indicator was still found in the first three lessons. However, a significant development was discovered in Lesson 4-6 as it was evident that all participants seemed to be able to use the idea indicator in their writing. In the case of clause forming, they had

no difficulty in producing the relevant clauses to generate the argumentative writing referring to in the findings. With the variety of clauses that the participants use, it could be concluded that they were able to acquire the ‘know’ how to use suitable language features and develop their writing performances as shown in the last lesson (L6) (Myskow & Gordon, 2010; Hyland, 2002).

2) Learning Engagement in Writing Practices

In order to support the learners in utilizing their fullest capacity in the development of language proficiency, the language activities should encourage the learners to create meaningful contexts allowing them to reflect their voices or express their ideas, creativity, opinion or interests together with sharing their personal feelings. As the learners had an opportunity to create communication related to their experiences, personal lives, dreams or their goals, learning engagement would also occur (Tomlinson & Masuhara, 2018). Similarly, encouraging the learners to utilize past experiences to be parts of the communicative practice through learners-centered activity would support learning engagement (Praneenarat, 2019). To help the learner maximize their learning capacity, language lessons as well as the writing tasks should be connected to the target learners in term of learners’ lives, interests, schematic knowledge, preferences or their social connection etc. (Chalermnirundorn, 2002). Moreover, this approach, which focuses on the explicit instruction of genres in four-step cycle enables learners first to recognize textual structure and linguistic features then to apply this knowledge to the construction of their own texts. The positive findings support the concepts of Hyland (2003) and Derewianka (2020).

6. PEDAGOGICAL IMPLICATION

For the implication from the findings of the study, a teacher as an activity provider can apply the framework of the argumentative genre, i.e., building knowledge of the field, supported reading, modelling, joint construction, and independent use of the genre to create various writing activities as shown in Figure 3. Some guidelines for employing the genre-based approach are as follows: 1) the writing task should be relevant and interesting to students, so that they feel more motivated to write, 2) the teacher should provide explicit instruction in a systematic structure and explicitly explain the linguistics and rhetoric features, and 3) to maximize the functions of the genre-based approach, a diversification of activities is required.

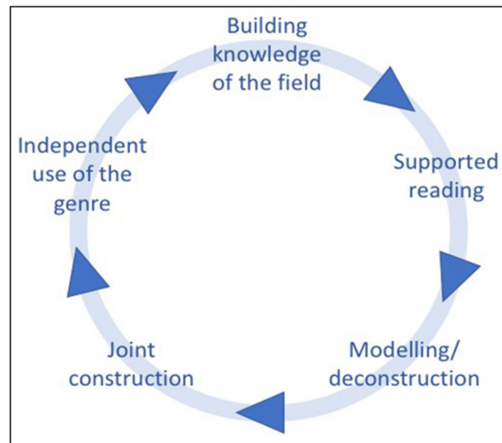


Figure 3 Teaching and Learning Cycle (Derewianka & Jones, 2016)

7. RECOMMENDATIONS FOR FURTHER STUDY

Although this study revealed beneficial outcomes of the genre-based approach on student writing proficiency, there are some limitations that impact its generalizability. First of all, this study was limited to only qualitative data. Thus, a more systematic quantitative design could be developed. Furthermore, this study could be conducted with different groups of participants to garner a greater varieties of motivations in learning engagement. Lastly, it is suggested that the genre-based approach can be applied to enhance other skills such as reading, speaking, and individual presentation.

8. REFERENCES

- Chalermnirundorn, N. (2002). *Motivation and language learning among Thai students : A case study of the type of motivation that influences students of English as a foreign language*. (Master's thesis). Graduate Programs of Education, Assumption University, Thailand.
- Chen, Y. S. & Su, S. W. (2012). A genre-based approach to teaching EFL summary writing. *ELT Journal*, 66(2), 184-192.
- Cheng, A. (2008). Analyzing genre exemplars in preparation for writing : The case of an L2 graduate student in the ESP genre-based instructional framework of academic literacy. *Applied Linguistics*, 29(1), 50-71.
- Christie, F. (2012). Genre theory and ESL teaching : A systemic functional perspective. *TESOL Quarterly*, 33(4), 759-763.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research methods in education*. (6th ed.). NY : Routledge.
- Derewianka, B. (2020). *Exploring how texts work*. (2nd ed.). Primary English Teaching Association Australia (PETAA). Retrieved from https://www.petaa.edu.au/w/Publications_new/Exploring-How-Texts-Work--Second-Edition.aspx

- Derewianka, B. & Jones, P. (2016). *Teaching Language in Context*. (2nd ed.). South Melbourne, Victoria: Oxford University Press.
- Dueraman, B. (2012). Teaching EFL writing : Understanding and rethinking the Thai experience. *Journal of alternative perspectives in the social sciences*, 4(1), 255-275.
- Fontaine, L. (2012). *Analyzing English grammar, a systematic functional introduction*. Cambridge University Press.
- Gallup. Inc. (2018). *School engagement is more than just talk*. Retrieved from <https://www.gallup.com/education/244022/school-engagement-talk.aspx>
- Hammond, J. and Derewianka, B. (2001). “An introduction to genre.” In D. Nunan & R. Carter (Eds.), *The ELT handbook*. Cambridge: CUP.
- Hyland, K. (2002). Directives : Argument and engagement in academic writing. *Applied Linguistics*, 23(2), 215-239.
- Hyland, K. (2003). Genre-based pedagogies : A social response to process. *Journal of Second Language Writing*, 12(1), 17-29.
- Hyland, K. (2004). *Genre and second language writing*. Ann Arbor : University of Michigan Press.
- _____. (2008). Genre and academic writing in the disciplines. *Language Teaching*, 41(4), 543- 562.
- Hyon, S. (2018). *Introducing genre and English for specific purposes*. Oxfordshire, UK : Routledge.
- Johns, A. M. (2011). The future of genre in L2 writing: Fundamental, but contested, instructional decisions. *Journal of Second Language Writing*, 20(1), 56-68.
- Ling, M. (2001). How can genre via process approaches support the teaching of EFL writing?. *Thai TESOL Bulletin*, 14(2), 53-58.
- Miller. (2007). Genre as social action. *Quarterly Journal of Speech*, 70, 151-167.
- Myskow, G. & Gordon, K. (2010). A focus on purpose: Using a genre approach in an EFL writing class. *ELT Journal*, 64(3), 283-292.
- Negretti, R. & McGrath, L. (2018). Scaffolding genre knowledge and metacognition: Insights from an L2 doctoral research writing course. *Journal of Second Language Writing*, 40, 12-31.
- Praneenarat, P. (2019). *Developing English speaking ability and learning engagement by lessons based on genre and humanistic approaches for Thai EFL adolescent learners*. (Doctoral dissertation). Assumption University, Thailand.
- Reppen, R. (2010). *Using corpora in the language classroom*. Cambridge : Cambridge University Press.
- Reschly, A. L., Pohl, A. J. & Christenson, S. L. (Eds.). (2020). *Student engagement: Effective academic behavioral, cognitive, and affective interventions*. EBook. SPRINGER Retrieved from <https://link.springer.com/book/10.1007/978-3-030-37285-9>

- Rodsawang, S. S. (2017). Writing problems of EFL learners in higher education : A case study of the Far Eastern University. *FEU Academic Review*, 11(1), 268-268.
- Swales, J. (2004). *Research genres*. NY. : Cambridge University Press.
- Tomlinson, B. & Masuhara, H. (2018). *The complete guide to the theory and practice of materials development for language learning*. NJ : John Wiley & Sons.