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Ministry of Higher Education  
and Scientific Research  
University of Babylon  
College of Basic Education  
Department of English Language**



**Investigating Teachers' Attitudes on Using a Genre-Based  
Approach to Develop Iraqi EFL 5<sup>th</sup> Preparatory Students'  
Writing Skills**

A Thesis

Submitted to the Council of the College of Basic Education, University of  
Babylon in Partial Fulfillment of the Requirements for the Degree of Master  
of Education in Methods of Teaching English as a Foreign Language.

**Submitted By**

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**2023A.D**

**1445A.H**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِنَّا نَحْنُ نُحْيِي الْمَوْتَىٰ وَنَكْتُبُ مَا قَدَّمُوا وَآثَرَهُمْ ۚ وَكُلَّ شَيْءٍ أَحْصَيْنَاهُ فِي إِمَامٍ مُّبِينٍ

صدق الله العلي العظيم ﴿سورة يس/ الآية ١٢﴾

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*Dedicated to the true nation builders of the world.*

*Our teachers.*

*Alhassan*

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## **Abstract**

Genre-Based Approach to teaching writing provides both prospective and incumbent teachers with a valuable resource for helping students create effective texts. Genre-Based Approach enables EFL teachers to base their courses on texts that students are asked to write in the target language within the target context, by that, learners can progress effectively and participate in the world outside the classroom.

The current study is designated to investigate Iraqi EFL teachers' perspective on using genre-based approach (GBA) to develop writing skills for fifth preparatory students. The aim of the current study is also to explore demographic information according to age, gender, years of experience, and academic degree.

This study is limited to the 5th stage preparatory schools in Baghdad Governorate during the academic year (2022-2023). In order to achieve the aims of this study, the researcher has utilized the analytical descriptive mixed method by using a questionnaire and an interview to collect the required data.

The results showed that the Iraqi EFL teachers are positively reacted to the questionnaire standards and items as well as the interview questions. In addition, the results indicated that GBA has superiority over the other methods according to the teachers' perspective. The findings of the study indicate that Iraqi EFL teachers have positive perspectives towards using a genre-based approach. It shows that there are no significant statistical differences among the teachers' perspectives in terms of age, gender, years of experience and academic degree.

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**List of Abbreviations**

<b>Acronym</b>	<b>The Concept</b>
D.F	Degree of Freedom
EFL	English as a Foreign Language
ESP	English for Specific Purpose
FL	Foreign Language
GA	Genre Approach
GBA	Genre-Based Approach
NR	New Rhetoric
SFL	Systematic Functional Linguistics
SIG	Significance
SPSS	Statistical Package for the Social Sciences
TEFL	Teaching English as a Foreign Language
TLC	Teaching and Learning Cycle

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# **Chapter One**

## **Introduction**

### **1.1 Statement of the Problem and Its Significance**

Teaching English as a foreign language (TEFL) has become very popular in the last century, but there are still some challenges to teaching English in any EFL classroom. English language has four skills: reading, writing, speaking, and listening. They are usually divided into two categories: (receptive) and (productive) skills. Receptive is the term used for reading and listening skills. Productive skills is the term used for speaking and writing, skills in which students actually have to create the language themselves (Harmer, 2015).

English is considered a lingua franca language and is very popular today. It is most widely used language all over the world. However, writing in English has always been a challenge for foreign language students to master. One of the biggest issues facing English teachers in EFL classes nowadays is helping students improve their writing skills. Writing has consistently been a significant challenge for students in their English learning (Moses & Mohamad, 2019).

Writing is the act of composing a text. As human society develops, the need for writing expands. It was created with the aim of preserving culture, preserving history, and systematizing knowledge. Over time, writing has been expanded to include many other aspects. It has become an increasingly

essential life skill. Writing is necessary for many reasons. The first is the most basic need, which is to remember. People write things down to remember them in the future. Human memory is subject to a significant number of distractions that can distort or reduce it. Writing is an important part of human life. All progress in the world has been greatly facilitated by writing. It develops the right communication skills, and better reading skills and better decision making. Writing increases productivity and efficiency in achieving goals and objectives (Ivory Research, 2021).

Because writing is a communicative act, the social and physical environment would support and limit the composing process. It is bound by social and interactive constraints. Learning to write requires the ability to communicate with invisible readers and maintain a monologue without social engagement. This requires that one transcend dependence on a conversational partner, whose role is to provide external prompts that support the development of shared meaning (Singer& Bashir, 2004).

A Genre-based approach provides systematic explanations of how language works in a social context, and it is the most efficient and theoretically evolved response to mainstream processes (Rahman , 2011).

Genre, as an approach to teaching and learning writing, is a mixture of a process approach and a product approach. It is a unique type of two-way work, that embraces two aspects: that are genre as an approach, method, or strategy for teaching and learning writing and creating writing by writing itself. As an approach, genre refers to the processes of writing that present the

three systematic order or steps that a teacher or student must follow. While genre as a product reveals the distinctive features of a text in terms of organization, physical design, or layout, as well as its communicative goals and the linguistic features used, a genre-based approach to teaching and learning seems to be suitable for students with low skills and low motivation. Actually, it guides students to write very simple steps or depend on independent steps. It also motivates and facilitates students to eventual learning independently. Then, a genre-based approach is not only appropriate for an academic environment, but also for a professional environment. The genre-based approach then looks at writing from a different angle and from a different perspective (Dirgeyasa, 2016).

According to Lee (2001), the importance of using the Genre-Based Approach as an approach to teaching writing lies in the fact that it begins with the whole text as the central unit rather than the sentence. The emphasis on the whole text implies that there is a higher degree of order and structure in the language than in sentence grammar at the level of discursive organization and meta-structure of words. The genre-based approach emphasizes that this higher order must be taken into account for more efficient use of the language. Besides the specification of the taught genre is based on the classification used by many system functional linguists, especially as applied to the teaching of English in the classroom. In addition, the GBA facilitates clear connections with students' writing goals beyond classroom writing.

Despite the importance of writing skills at the preparatory stage, students are suffering from weaknesses in their writing performance. This can

be attributed to the prevailing traditional methods of teaching writing. Of all the skills, writing is the one that teachers and learners seem most reluctant to focus on because it requires them to make special efforts (Harmer, 2015).

Hence, the significance of the problem lies in the fact that most EFL students' abilities to write compositions in English, which is considered one of the major skills needed by EFL learners and is neglected by teachers in Iraq, specifically, are weak and need improvement. Besides that, most teachers teach writing skills using a mixed approach in which they consider the genre-based approach without knowing the right principles and characteristics of this approach. This research investigates the teachers' perspective on using a genre-based approach to develop the writing skills of students in preparatory schools in Iraq.

Consequently, the present study tries to give answers to the following questions:

1. What are the teachers' perspectives towards using a genre-based approach?
2. Are there any statistically significant differences in the Iraqi EFL teachers' perspective on using a genre-based approach to develop writing skills in preparatory school according to gender, age, years of experience, and academic degree?

## **1.2 The Aims**

The present study aims at:

1. Identifying EFL teachers' perspectives on using a genre-based approach in teaching writing skills.
2. Finding out whether there are any differences among teachers' perspectives on using GBA according to their age, gender, years of experience, and academic achievement.

## **1.3 The Procedures**

To achieve the objective of this study, the following procedures will be conducted throughout the study:

1. Reviewing the related literature regarding the use of genre-based approaches to improve students' writing skills (from the teachers' point of view).
2. A sample will be selected randomly from preparatory school male and female EFL teachers in Iraq.
3. A questionnaire and an interview are going to be designed and utilized to collect the required data.
4. The obtained data will be statistically manipulated.
5. Finally, conclusions, recommendations, and suggestions for further studies are going to be presented.

## **1.4 The Scope**

This study is limited to:

1. Iraqi EFL 5<sup>th</sup> preparatory school teachers in Baghdad governorate for the fifth preparatory grade of both genders (male and female)
2. The academic year (2022-2023).
3. The skill examined is writing, no other skill nor any specific grammatical structure is covered.
4. The EFL teachers' perspective about GBA is going to be investigated, no other approach or strategy is included.

## **1.5 The Value**

The current study is hopefully valuable as it investigates the perspective of teachers about using a genre-based approach to develop writing skill. Moreover, the current study could be beneficial for the following:

1. Educators, academics, and researchers who are interested in developing writing skills.
2. Iraqi EFL preparatory school teachers should use better approaches to improve students' performance in writing skills.
3. EFL teachers, by drawing their attention to the GBA as a helpful approach for improving their writing skills.

## **1.6 Definitions of the Basic Terms**

### **1.6.1 Genre**

According to Gerot and Wignell (1994), genre is a text type that is culturally specific, which results from using language to achieve some purposes. Genre has some stages using the language in specific ways, and has particular linguistic features. As Scrivener (2011) states that, a genre is the type of speech or writing you would expect to find in a specific place, with specific people in a specific situation, to achieve a specific result. It is often characterized by a particular choice of style, tone, volume, quantity, immediacy, word choice, form, and type of content.

### **Operational Definition of Genre**

Operationally, it refers to the style or type, categorized as culturally specific in order to achieve (written or spoken) purpose.

### **1.6.2 Genre-Based Approach**

According to Richards (2006), genre-based approach also known as Text-Based Instruction, it understands communicative competence as mastery of many types of texts. The text here is used in a specific sense to refer to a set of structured language used in a specific way in a specific context. Thus, GBA is based on an approach to teaching language in which it involves teaching explicitly, linking spoken and written texts to the culture, designing units of work, and providing students with guided practice.

According to Dudley-Evans (1986), Genre-Based Approach is adopted to consider both the macrostructure and the micro characteristics of the genre. Thus, first it should determine the rhetorical function of the text then it should determine the linguistic properties of each functional unit.

### **Operational definition of Genre-Based Approach**

Genre-Based Approach is regarded as an approach to teaching language which includes presenting and deconstructing samples of the type (patterns of the same kind). In other words, making learners acquainted with many examples of a particular kind to focus on particular features of the text in order to acquire this type of knowledge for constructing and creating their own examples of the same type.

#### **1.6.3 Perspective**

According to Sinclair (1992, p.70), perspective can be defined as "a particular way of thinking about something especially one that is influenced by your beliefs or experiences".

#### **Operational definition of perspective**

Away of viewing things from ones' point of view, perspective may be different from person to person according to many considerations.

## **Chapter Two**

### **Theoretical Background and Related Previous Studies**

#### **2.1 Introductory Note**

This chapter deals with the theoretical background which sheds light on the concept of writing, the importance, characteristics and process of writing, aspects of writing, types of writing, the main part of a paragraph, the common difficulties in writing, approaches of writing, genre based approach(GBA), the characteristics of (GBA), the advantages of genre-based approach, the limitations of genre-based approach, and previous studies that are relevant in some way or another to this study.

#### **2.2 The Concept of Writing**

Writing is a language skill that must be intentionally developed. Writing is not a skill one can just pick up like speaking. For L1 learners, writing ability naturally follows speaking ability. Children grow up speaking their native language, while writing needs to be taught (Harmer, 2007).

According to Richards and Schmidt (2002), "writing is viewed as the result of complex planning, drafting, reviewing, and revising processes" (p. 529). Writing is defined by Zimmerman and Rodriguez (1992, p. 4) as a way of learning, sharing knowledge, and thinking. They clarify that it involves more than simply arranging letters accurately. This comes in line with Hyland

(2008) who says that it is the process of choosing, developing, organizing, and sharing ideas in discourse units.

According to Nunan (2003), writing is the process of actively putting words and ideas into a genre, such as a student's composition. In addition, creativity is the mental process of generating new ideas and selecting how to convey them. He explains that writing is a skill that requires identifying ideas and determining how to express and arrange them in a definitive paragraph. In addition, Richards and Schmidt (2002) note that writing encompasses both processes and products. A student writes effectively if they consider each task as a process, through each phase, their writing is developed, and the final product is improved.

According to Barras (2005), writing fosters memory, thought, and communication. In daily life, people sometimes write some notes to remind them of various activities, such as an agenda or a shopping list. Additionally, communicating ideas through writing helps us to think effectively. Moreover, in modern technology, people can write to interact among each other. Modern technology includes text messaging, social media discussions, and blog updates as forms of written communication.

According to Coulmas (2014), writing is a system of visual symbols used to represent linguistic units in a comprehensive way. Its goal is to identify language so that it can be restored by everyone who is aware of the rules underlying the unit of the language. Tuan (2010) describes writing as a skill where the more students practice, the better they get. Al-Gharabally

(2015) claims that writing can also be seen as a means of evaluation, which is why most students feel as if they are being evaluated when teachers read what they have written. As a result, Abu-Jalil (2001) characterizes writing as a challenging, essential, and useful activity as well as an integrated skill.

Students use writing to convey their beliefs, thoughts, and opinions in written form. Writing is a way of interacting that allows us to communicate our thoughts or send messages in a written form (Solehah et al., 2019).

### **2.2.1 Importance of Writing**

Fareed et al. (2016) indicate that writing can be seen as a personal activity and that it is a beneficial way of learning and storing knowledge. It has the potential to evaluate, improve, and arrange ideas, and manage control over information. Writing is the process of developing and conveying unique, visually specified linguistic aspects. According to Brown (2015), when a person writes, they attempt to convey whatever they are aware of by exploring their memories, experiences, achievements, mistakes, status, potential future, etc. These have the effect of raising consciousness. Harmar (2007) states that writing is essential because:

- a) Writing, unlike speaking, is not necessarily time-bound. It demonstrates that students have more time to reflect on writing tasks than speaking ones. Students are then able to choose the proper phrase to express their ideas. They will have more time to review what they have written.

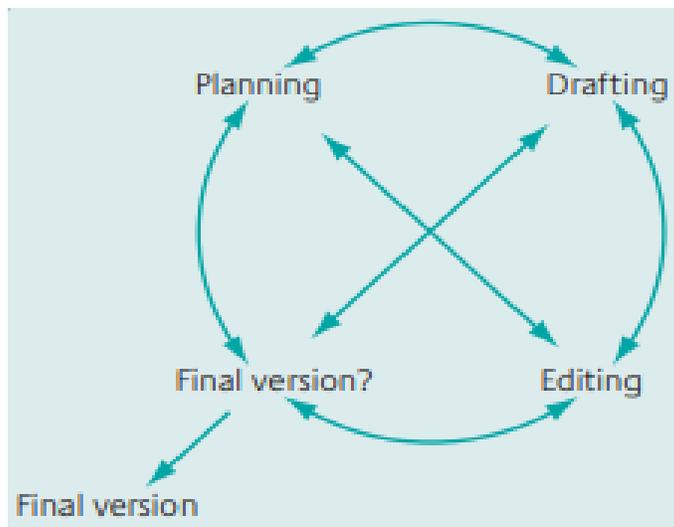
- b) Writing requires students to think critically about language use, which helps them improve as writers. As they figure out how to deal with the problems that writing always brings up, they can learn from the experience.
- c) Writing is a strategy for enhancing language learning. The teacher utilizes writing skills throughout the learning process to document any aspect of the language to be learned.
- d) Writing, particularly sentence writing, is widely used as a warm-up for other normal activities. Before being asked to write a sentence, students are given time to think about their ideas.
- e) Writing can be part of a broader activity where the focus is on something else, such as language practice, role-playing, or simply speaking. Students are encouraged to develop short dialogues that they will perform in front of their classmates.
- f) Students employ writing to help them complete a variety of tasks in language learning.
- g) Writing is regarded as the main foundation upon which one's learning and intellectual capacity will be assessed. Students' ability to write helps them communicate and think critically. Additionally, it stimulates their capacity to develop and enhance their own and understanding.
- h) Writing ability is a crucial component of communication that develops communication skills because it enables a person to convey a message to a much larger audience than through face-to-face interactions.

## 2.2.2 Process of Writing

Writing is one of the essential skills. This implies that the practice of the writers' skills can be observed. There is, however, a major distinction between the production and processes of speaking and writing. Speaking is common in direct interaction, and it is impossible to take back words after they have been said. The writer, on the other hand, gets several opportunities to organize and revise his work before it is published. As a result, writing entails activities such as outlining, planning a drafting, editing, and finally submitting the final version (Harmer, 2007). As shown in Figure 2.1

**Figure 2.1**

*The Process of Writing (Harmer 2007).*



### 1. Planning

According to Harmer (2007), the writer makes writing plans at this stage. Three key components need to be considered by the writer during the planning stage. First, they must think about the objective of the writing since it will affect the structure of the text and the language that will be employed. Second, the writer must consider their reader since that will determine the format and language used in the writing (the level of formality). And third, the structure of the piece of writing, or how they would arrange the ideas, should be the final consideration.

## **2. Drafting**

First versions of writing are referred to as drafts. The writer begins by outlining what will ultimately be edited and modified. Before the final draft is finished, there could be a variety of drafts as the writing process progresses into editing and rewriting (Harmer, 2007).

## **3. Editing (Reflecting & Revising)**

Reading the draft and thinking about the text to determine what works effectively and what does not is the next stage after drafting it. In other words, the writer considers their own errors that need to be corrected (Harmer, 2007).

## **4. Final version**

The term final version describes the completed work. The final product is the result of several stages of editing and rewriting. This indicates that the writer has gone through a number of revisions to get to the final version (Harmer, 2007).

### **2.2.3 Linguistic Aspects of Writing**

Brown (2015) categorizes the aspects of writing into micro and macro skills, components of writing, and coherence and cohesion. The following are the descriptions of each aspect:

#### **2.2.3.1 Micro and Macro Skills**

The following micro and macro skills are essential for writing performance:

##### **a. Micro Skills:**

- Construct graphemes and orthographic forms of English.
- Construct writing at a rate that is well-organized and suited to the purpose.
- Construct a sufficient core of words and utilize appropriate word order.
- Use appropriate grammatical structure, patterns, and rules.
- Convey a specific message using a revised grammatical form.

To assist students in mastering the micro skills of writing, Brown (2015) established four design principles for writing processes. These principles are listed below:

- Focusing on a goal or primary concept in writing: Writing is an activity driven by a defined aim to achieve a certain objective. Therefore, the teacher must ensure that students understand what they want to write.

- Achieving a balance between process and product: Writing is a compositional process. Multiple drafts are required to build a successful product. Teachers should ensure that students are guided through the appropriate stages of the composition process.
- Accounting students' literary background: Teachers should assist students in recognizing the distinctions between their native language and the target language.
- Making the Connection between Reading and Writing: Students learn to write by carefully examining what has previously been written. By reading a variety of appropriate text genres, students can receive vital perspectives on how they should write and the subject matter that may serve as the subject of their writing.

**b. Macro Skills:**

- Using cohesive devices in written discourse.
- Using the verbal forms and conventions of written discourse.
- Correctly achieving the communicative functions of written texts according to form and purpose.
- Conveying associations and connections between events, and communicating such relations as a core idea, supporting idea, new information, given information, generalization, and exemplification.
- Distinguishing between literal and implied meanings when writing.
- Appropriately delivering culturally specific references in the context of the written text.

- Developing and using a set of writing strategies, such as accurately evaluating the audience's interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, asking peer and instructor feedback, and using feedback for revising and editing (Brown 2015, p. 230).

### **2.2.3.2 Components of Writing**

According to Cheung (2016), teaching writing skills can be challenging sometimes due to their complexity. Writing mastery needs not just well-produced grammar and language but also an intellectual and social component.

Heaton (1988) classified writing components into five categories. They are listed below:

#### **1- Content**

The information in a piece of writing should be clear to the reader so that they can understand what it tries to say. For a piece of writing to be good, its ideas should fit together and make sense. Most people know this term as unity and completeness, which are qualities of good writing (Heaton, 1988).

A good text has unity, which means that each paragraph only talks about one main idea. Also, every sentence in the paragraph that reflects the central idea must be directly related to it. In fact, for a paragraph to be considered complete, the core idea must be fully explained and developed. It also means that the controlling idea must be fully developed by these specific

pieces of information. It is important to know how to end a piece of writing. The written content should be clear and easy for the reader to understand (Weigle, 2002).

## **2- Organization**

The writer concentrates on how to arrange and organize the thoughts chronologically. The order in which the writer presents their thoughts should flow naturally from beginning to conclusion. The writing can be arranged or organized in a variety of ways. The major attribute of this organization is order (Heaton, 1988).

## **3- Language**

Language uses in writing requires the accurate application of language or grammatical standards. It emphasizes verb and noun agreement . Specific nouns and accurate verbs create a mental picture for the reader. This particular noun can be described using adjectives, adverbs, and participle modifiers. A modifier can consist of phrases. There are several potential verb use errors and arrangement problems. However, errors in written work are more important than in science since we have the ability to reread and edit our writing (Byrne, 2000).

## **4- Vocabulary**

Vocabulary is one of the linguistic elements that govern the writing process. Before creating a piece of writing, writers constantly consider how to place words in phrases and sentences in text. Without a suitable vocabulary, it

is clear that we cannot write or communicate. Without enough vocabulary, it is impossible to comprehend the flow of writing (Cumming, 2001).

## **5- Writing Mechanics**

Capitalization, punctuation, and spelling correctly are all aspects of writing mechanics. These aspects are critical factors in getting readers to grasp or identify what the writer is trying to explain clearly. The employment of suitable mechanics in writing will make it easier for the reader to comprehend the ideas or messages expressed in the writing.

- a) Capitalization: Using capitalization in writing can help to clarify concepts. If the phrases are capitalized wrongly, illogical interpretation and ambiguity will happen. Furthermore, accurate capitalization helps the reader in distinguishing one phrase from another.
- b) Punctuation: It can be used as a component of meaning and to show how the elements of its construction relate to each other.
- c) Spelling: There are three essential criteria to follow when using spelling accurately. They are suffix addition, plural addition, and word handling errors (Weigle, 2002).

### **2.2.3.3 Coherence and Cohesion**

Taboada (2004) emphasizes that making meaning of language is linked to the terms cohesion and coherence, which play an important role in conveying a message and negotiating meaning in the discourse. As a result,

successful writing requires a strong organization of cohesive relationships and coherent structural features in the text.

**a) Cohesion:**

Cohesion is the connection of meaning between one or more elements in the text or speech. Cohesion is defined as "the relations of meaning that exist within the text and are expressed through the striatal organization of the text" (Halliday & Hasan 1976, p. 270). There are situations when the meaning of one part of the text depends on another. Cohesion, according to Yule (2008), is a type of intra-sentence connection between an element and both the preceding or succeeding item(s) in the text. Cohesion sheds light on the writer's organization of the information that will be conveyed throughout the communication process.

According to Taboada (2004), the cohesion of a text is defined partly by its syntax and partly by its vocabulary. As a result, there are two different kinds of cohesion: lexical cohesion and grammatical cohesion. Grammatical cohesion refers to the cohesive link provided by the grammatical system of language, which includes such elements as reference, substitution, ellipsis, and conjunction.

**b) Coherence:**

According to Taboada (2004), Coherence is how well a text fits with its context, event, or cultural environment. What make up a text are not only its words but also the phrases that appear within it. What is meant by "coherence" here is how logical and consistent the text is. To be more precise,

coherence is the contextual fit that allows the reader to grasp the meaning or message of the text.

According to Yule (2008, p. 128), coherence is "everything fitting together well, and it is not something that exists in words or structures, but something that exists in people. The reader's connection to the text and how they perceive its meaning is what creates coherence". This means that the reader has to have sufficient prior knowledge to properly interpret the discourse in order to grasp the coherence of the text (Yule, 2008).

#### **2.2.3.4 Types of Writing**

According to Oshima and Hogue (2007), there are four types of writing:

##### **a) Narration**

Narration is writing a story. In a narrative essay or paragraph, writers should present events in chronological order. Basically, one employs temporal relationships to establish sentence structure. Each section of the essay is organized according to a certain point in time. The narrative of an essay can

be divided into three sections: introduction, conflict, and resolution (Oshima & Hogue, 2007).

### **b) Description**

According to Oshima and Hogue (2007), descriptive writing appeals to the reader's five senses by elaborating on how something appears, how it smells, how it tastes, and how it sounds. By the end of a well-described passage, the reader will have formed a mental image of the subject matter being described. Writers who are skilled in imagery description are similar to painters who create an image that the reader can see clearly in their imagination. Writers often employ spatial order while describing something. Putting things in their proper spatial points is what we call spatial order. The basic structure of every description includes an introduction section, main body, and conclusion. Descriptive text is a type of text that is used to describe things or people. The present tense is often used throughout descriptive writing.

### **c) Explanatory**

According to Montero-Arévalo (2019), there are three kinds of explanatory composition, they are (explaining a process, stating an opinion and stating a definition).All are explained bellow:

- 1- Explaining a Process: To write an explanatory essay that describes a process, you need to use the same skills you use in everyday life.

Briefly and clearly describe each step in the process (Montero-Arévalo, 2019).

- 2- **Stating an Opinion:** The purpose of an explanation essay is to present a perspective and provide evidence of the perspective. A good way to organize an explanation essay that expresses a point of view is to follow this structure: introduction (the writer states this idea as clearly as possible), body (prove his point of view), and conclusion (state the main point of his argument) (Montero-Arévalo, 2019).
- 3- **Stating a Definition:** Three things need to be done in order to construct an effective definition. The term to be defined first. Next, the broad category that the issue falls within. Finally, the specific features of the topic. One may provide an accurate and comprehensive picture of a topic by defining it. A definition-based explanatory essay should be structured as follows: introduction (the definition serves as the composition's subject sentence), body (the most informative technique to build a definition is with facts and figures), and conclusion (which sums up the main idea of the definition) (Montero-Arévalo, 2019).

#### **d) Recount**

A recount is a piece of writing that narrates past events or experiences. Its goal is to recount occurrences. The structural components of a recount are orientation, events, and reorientation. It is similar to the traditional narrative style. The events differentiate a recount from a narrative text (Oshima & Hogue, 2007).

### **2.2.4 The Common Difficulties in Writing**

Several factors impact the quality of a piece of writing, including its content, organization, vocabulary, language use, and mechanics. A piece of writing is considered to be of high quality if it includes considerable content, well-organized ideas, a wide use of vocabulary, effective use of linguistic elements, and precise mechanics. However, few could really attain this level (Weigle, 2002).

Writers must maintain a large amount of work in order to develop their writing skills and produce sufficient high-quality content. One must encounter and overcome obstacles and flaws in order to become a successful writer. Weaknesses in writing are categorized by Westwood (2008, pp 60-63) in the following way:

- 1- Inexperienced writer produces a much smaller amount of work than more proficient writers.
- 2- Inexperienced writer spends little or no time thinking and planning before they start to write.
- 3- Inexperienced writers are usually reluctant to revise, edit, and polish a first draft.
- 4- Inexperienced writer is preoccupied with the mechanical aspects of writing.
- 5- Inexperienced writers have problems with spelling.

Al-Gharabally (2015) claims that writing is a difficult language skill for English language learners to develop. According to Gomaa (2010), a student's first language influences how well they learn the target language. He thinks

this is the reason why students continually make certain errors. Writing difficulties can be classified into three broad categories cognitive difficulties, linguistic difficulties and psychological difficulties. All are explained bellow:

#### **2.2.4.1 Cognitive Difficulties**

Rahmat et al. (2017) assert that writing is a cognitive activity. Throughout the process, the learner often engages in a thinking exercise. Active writers are constantly engaged in the two primary cognitive processes of creativity and critique while they write. The process of picking the best content to present in the essay is referred to as creating. The term criticizing describes the act of writing, editing, and subsequent modification within the writing process.

On the other hand, reading is a crucial cognitive process that is connected to writing. Students who have trouble reading usually struggle with phonological aspects of language, which impedes their ability to read and spell. Inadequate word recognition and spelling will have a significant effect on reading comprehension. Vocabulary range and familiarity with grammatical structure are both connected to writing (Shanahan et al., 2006).

Furthermore, the majority of learners with particular learning difficulties struggle with working memory. Because writing requires the simultaneous engagement of many various cognitive processes, there has been a great deal of investigation into how working memory resources affect and hinder writing (Flower, 1985).

In certain studies of primary students the relationship between overall working memory capacity and text quality is found to be significantly weak; however, it is shown to be better in secondary school students. Furthermore, when certain components of working memory, such as the phonological loop, are overloaded, children and adults of all ages encounter writing difficulties in specific areas, such as sentence building and word spelling. This supports the hypothesis that various components of the working memory system contribute to different writing characteristics (Kellogg et al., 2007).

Language transfer, as mentioned by Myles (2002), is another cognitive component that promotes FL writing. Ellis (2003) observes that when writing or speaking in a FL context, FL learners often depend on their L1 frameworks for response. If the structures of the two languages are very dissimilar, a reasonably high level of mistakes in L2 may be predicted, suggesting that L1 is interfering with FL writing. Similarly, Cook (2011) highlights the significance of L1 interference in the FL learning process. This is because L1 and FL learning are different. When L1 and FL share aspects, it facilitates learning, but when they do not, it impedes it. In addition, Nunan (2003) asserts that generating a coherent, fluent, and lengthy piece of writing in one's second language is a very challenging task.

#### **2.2.4.2 Linguistic Difficulties**

According to Magombo (2015), grammar, spelling, punctuation, and handwriting are regarded as the most difficult linguistic obstacles for students to overcome when writing effectively in English. Widodo (2008) asserts that

writing is not only a way of communicating, but also a tool for learning, exploring, and directing ideas or knowledge through the implementation of written tasks. Davidson (2005) asserts that EFL students find it difficult to write due to a variety of learning-related factors. Students who encounter spelling errors must retain the correct spellings of commonly occurring irregular words such as “right” and “government”. Spelling and decoding skills are strongly interrelated. In addition, learners usually commit errors when they use commas, periods, semicolons, and colons, which minimize their written proficiency. Capitalization issues are part of the punctuation issues that may result from ineffective learning or education.

Grammar, according to Farooq et al. (2012), is the most difficult component of writing in a second language. Students struggle to produce correct sentence structure and paragraph development, as well as writing significant content. Grammar skills include managed sentences, the use of various sentence types, subject-verb agreement, modifier placement, tense agreement, and parallel construction. Grammar is more than a set of rules; it is a dynamic structure of the language. For instance, students may comprehend how to construct sentences but face problem to implement them in writing. Traditional methods of teaching grammar and a lack of practice on the part of students are at the root of these problems.

Students face a second obstacle in developing FL writing skills: a lack of appropriate terminology, which results in forceful expression in FL writing (Ouma, 2005). Moreover, Rabab'ah (2003) notes that students usually lack appropriate vocabulary while writing in FL. As a consequence, they find it

challenging to express themselves freely and properly in FL writing. These issues can be resolved by encouraging students to read widely in order to increase their vocabulary.

Setiadi (2014) concludes that the development of a learner's language skills through time is essential for successful writing. A language issue may emerge in a learner's writing as:

- Lack of vocabulary
- Weak argumentation
- Failure to effectively structure ideas
- Poor grammar and syntax skills
- Formatting and resource organization
- Difficult or unfamiliar topics

#### **2.2.4.3 Psychological Difficulties**

According to Saddler and Graham (2007), anxiety feelings, low self-esteem and motivation problems are some of the most important psychological barriers:

- 1- Anxiety feelings:** In the context of foreign language learning, anxiety, fear, hesitation, and apprehension are typical reactions that could have a significant effect (Oztruck & Cecen, 2007). Students with these issues often have a psychological barrier towards learning a foreign language, which can hinder their ability to achieve their objectives. For instance,

students who are very anxious about their lack of writing skill would often avoid writing tasks rather than working to improve this skill. This anxiety can be a result of three aspects of the writing-learning process: a lack of skill, time limits, and the worry of getting a poor mark (Yuhardi, 2009).

**2- Self-esteem :**Self-esteem is a set of values that a person employs to engage with their environment. Self-esteem is developed in the context of self-efficacy learning, which is believed to be connected to educational role success. If a person feels good about themselves, it will be shown in their performance. On the other hand, students who have low self-esteem do poorly in class and are expected to continue performing poorly in the future. Moreover, learners with a high level of self-esteem are more likely to realize their full capability and achieve success than those with a low level of self-esteem (Palladino, 1994).

**3- Motivation problem:** Motivation is a concept that stimulates an individual's efforts to achieve a goal using the physical power at their disposal; the greater the motivation, the more powerful the behaviors (Gunarhadi et al., 2014). Makmun (1996) presents motivational indicators stating that people with high motivation are more likely to:

- stay engaged longer than low-motivated people.
- expect success.
- follow the objectives of the activity.
- have the endurance, bravery, and ability to overcome difficulties and accomplish objectives.

- set high task-completion targets.
- produce good outcomes from the activity they are working on.
- think positively about the activity they want to do.

## **2.2.5 Approaches of Writing**

Krashen (1984) asserts that during the first few years of the twentieth century, researchers did not give much importance to teaching the writing skills. When English became a highly valued international communication language in the 1990s, teaching writing skills received a lot of attention. As a result, "English as a second language (L2) writing skills do not only play an increasingly important role today in the lives of professionals in almost every field and discipline" (Kroll, 2003; p. XV). Writing is a significant and practical component of the English teaching curriculum. To teach writing skill in the classroom, a different strategy might be employed. In any event, effective training depends on a number of factors, including the types of learners and texts that need to be taught (Kumar, 2020).

Based on prior writing skills practices, product, process, and genre approaches are the most common ways to teach writing. These approaches have strengths and complement for one another (Grami, 2010).

### **2.2.5.1 Product Approach**

A product-based writing approach is a well-established teaching method designed to motivate participants to reproduce a component of the experimental text, especially during the introductory period of language acquisition (Gabrielatos, 2002). This is one of the most common and typical

approaches used by EFL teachers. According to Brown (2015), the characteristics of learning in this approach include text structure and grammatical correctness.

According to Pincas (1982), the product-based writing approach is built on language competence and the appropriate use of vocabulary, syntax, and coherent devices. The four phases of a product-oriented approach include familiarization, organized writing, guided writing, and free writing. The fundamental objective of the first phase is to ensure that students are aware of the different parts of certain texts. The following two phases focus on guided and organized writing. At these phases, students practice the emphasized ideas and learn to arrange their thoughts until they are able to write freely. The last part of the learning process is free writing, in which students use their writing ability, ideas, and vocabulary to present the text. Through this phase, students demonstrate their language proficiency.

#### **2.2.5.2 Process Approach**

The process-oriented approach stresses the mechanism through which written ideas are formed and it requires students to comprehend the steps necessary to achieve a successful task. Furthermore, it is seen as a criterion for deriving meaning from a large number of activities and requires students to analyze the steps involved in producing a good piece of work ( Harmer, 2007). According to Tribble (2014), the process-oriented approach begins with the development of ideas and continues through a sequence of steps.

The process-oriented approach relies more on language skills than linguistic knowledge, such as creating and planning. In the process-oriented method, the writer creates a piece of writing through multiple stages with varying perspectives. However, a basic template is developed that includes five stages: pre-writing, writing, editing, revising, and creating a final draft. Clearly, writing is much more difficult than that. Different stages of writing can be accomplished in a gradual way. In these stages, the writer often moves forward or backward. If the writer decides to make corrections during the pre-writing stage, they can re-edit the text and make more modifications and corrections (Tribble, 2014).

### **2.2.5.3 Genre Approach**

The term "genre" can be used interchangeably with "discourse type" to describe a distinct grouping of any kind of communication, whether oral or written. Genre originally meant "form" or "type" in French (where the term is borrowed). The word "genre", which is also used in biology, originally meant "genus" which is the term used to classify various species of plants and animals. This suggests that the original idea of genre was to place species into groups with comparable characteristics. Norms familiar to most genres are connected to the communicative goals they seek to accomplish; for example, a personal letter begins with a friendly question because it seeks to maintain a relationship, while the thesis of an argumentative essay should be emphasized because it is intended to make an argument (Dirgeyasa, 2016). Brown (2015, p. 99) explains that "genre has drawn attention to the ways in which texts are

constructed and has identified the characteristics of the different text types." This indicates that each genre serves a unique function in society.

Furthermore, studies of folklore, literature, and syntax provide genre definitions and origin theories (Swales, 1990). First, folklore can be categorized into three genres: myths, legends, and stories. Although this approach to defining textual structure seems objectively acceptable, it is acknowledged that the parts and functions of a text could vary depending on the society or culture to which it is addressed. For instance, if the types and forms of literature depend on cultural norms, then myths are created based on these components. In spite of this, GA is significant to the folklore community since it serves to determine the direction of their work (Li-Ming, 2012).

Genres are communication behaviors characterized by their association with recurring events. In other words, genre is comparable to concepts such as schema, frame, prototype, speech activity, etc., as well as the broader social structure. All of these ideas are based on the idea that our ability to perceive the behavior of others and act accordingly in a given genre of this conceptual difference is dependent on our ability to analyze phenomena in terms of one's objective existence in the world, rather than how they are perceived by an individual (Swales, 1990,p.20). In literature, genre theory identifies the communication goals shared by members of the same discourse groups or cultural settings. However, genre in this sense defines the significance of writing and a shared comprehension between writers and readers (Swales, 1990).

### **2.2.6 Genre Based Approach**

The genre-based approach is described by Byram (2004) as a framework for language education based on examples of a certain genre. Systematic Functional Linguistics, which was first developed in Australia in the 1980s, gave rise to this approach. According to SFL, language has a purpose and helps individuals accomplish particular objectives. It highlights how language is used and perceived in relation to its environment. With this basic idea, the genre-based approach seeks to provide learners with a framework that will help them compose meaningful writings. By providing a teaching approach that places a strong emphasis on the explicit identification and teaching of the phases of a specific genre, it encourages the explicit instruction of how to write the various school genres (recount, narrative, report, essay, etc.). Halliday and Matthiessen (2013) argue that genres are characterized by selections of language appropriate to the context in use to effectively express meaning. This goes in line with Swales (1990, p. 58) of genre who defines a genre as "a class of communicative events, the members of which share some set of communicative purposes"

According to Richards and Schmidt (2002,p.224), a Genre-Based Approach is "an approach to teaching writing, particularly L1 writing, that bases a writing curriculum on different types of text structures or genres students encounter in school and are critical to academic success". Due to the efforts of functional linguists such as Halliday and Martin, GBA is spreading in Australia. Genres such as commentary, recount, narrative, and report are common in academic writing tasks. An example of the structure of a report

includes an introduction, content, and conclusion. Proponents of a genre approach say that there needs to be control over certain types of writing so that everyone can fully take part in social processes.

### **2.2.6.1 Schools of Genre Approach**

The differences within genre theory are dependent on the communicative characteristics and purposes that people in discourse communities share. Since the 1970s, three schools have been established to identify GBA (Hyland, 2008).

### **2.2.6.2 Genre in a New Rhetoric: North American School**

According to new rhetorical genre experts, genre originates through repetitive social activity in repeating settings, giving birth to form and content regularities (Devitt, 2004). Some definitions of genre have emphasized textual regularities, particularly in literary works such as comedies, tragedies, and novels. However, modern rhetorical genre studies established in North America, which tend to focus on non-literary texts, go beyond this. Without abandoning previous concepts of genre as types or kinds of discourse defined by similarities in content and structure, modern rhetoric genre theorists place an emphasis on "tying these linguistic and substantive similarities to regularities in human spheres of activity" (Freedman & Medway, 1994, p.1). In other words, this perspective on genre has been utilized to connect regularities in discourse types with a larger social and cultural perspective of language use (Wang, 2007).

Miller's (2015) article on Genre as social action,' which is considered as a fundamental work in new rhetoric genre theory, outlines some characteristics of genre that are similar to all types of writing. These characteristics are summarized below:

- 1- Genre is a traditional classification of discourse based on the extension of rhetorical action types. This represents a social activity. Thus, a genre can be described as a social action consistently carried out by a particular contextual factor or group of contextual factors to accomplish its rhetorical goal.
- 2- Genre, being a significant activity, can be understood by textual rules. That shows that genre is governed by rules.
- 3- Genre is often separated from form. The term "form" is broader than "genre," and a genre is a form at a certain level that is a combination of lower-level forms and characterizing components.
- 4- Genres are recurring patterns of language use that contribute to the formation of a culture. That means that genres are not only components of a culture, but also shape it in some ways.
- 5- A genre is a rhetorical device that mediates between individual ambitions and societal imperative. A genre acts as a link between individuals and societies.

The sociocognitive concept of genre presented by Berkenkotter and Huckin (2016) is another significant addition to the discussion of new rhetorical genre theory .they had established five principles constituting a theoretical framework for genre studies:

- 1- **Dynamism:** Genres are flexible rhetorical structures that are evolved in response to repeating conditions and help stabilize experience. Furthermore, genres can be modified over time in accordance with their members' sociocognitive requirements. In other words, genres vary as the discourse community and its members' perspectives on the world change.
- 2- **Situatedness:** Situatedness indicates that genre knowledge is formed through engaging in the communicative actions of a discourse community that produce knowledge. Participation in the communication processes of everyday and professional life generates and integrates genre knowledge for these individuals. Berkenkotter & Huckin (2016, p. 7) note that "Rather than being explicitly taught, genre knowledge is transmitted through enculturation as apprentices become socialized to the ways of speaking in particular disciplinary communities".
- 3- **The complementarity of form and content:** Form and content are both included in genre knowledge. This includes how relevant the information is for a specific goal in a specific context at a specific moment in time (localized in both time and place). Berkenkotter and Huckin (2016, p. 14) also say that "true genre knowledge is not just knowing the formal rules, but also knowing the right topics and important details".
- 4- **The duality of structure:** Duality of structure refers to the repetition of activities as both a process and a result. In other words, when people employ genres to participate in institutional and professional activities,

they simultaneously establish and reproduce social structures in such situations. This emphasizes the reciprocal nature of social institutions and communication activity.

**5- Community ownership:** This concept asserts that genre norms symbolize a discourse community's norms, epistemology, ideology, and social ontology. Genres are viewed as part of a larger framework of discipline or professional activity that is constrained by their community's norms and values. Individuals adopt the values and attitudes of a discourse community as they develop the required genres.

According to Kalajahi (2014), the new rhetorical approach to genre combines principles from classical rhetoric, literary studies, and communicative studies. He emphasizes the historical contingency and cultural and historical situating of genres. Genres are considered as intentional, typical social activities that form as temporally stable, though adaptable reactions to repeated rhetorical contexts. Genres are intrinsically linked to social processes and the individuals who participate in them. According to some perspective on rhetoric, a genre is not always a linguistic thing, but rather a social construct that regulates communication, interaction, and relationships.

### **2.2.6.3 Genre in linguistics: Sydney School**

In contrast to new rhetoric, this school places a strong emphasis on textual orientation. Hyon (1996) referred to this approach as the Sydney school since it was developed from Michael Halliday's SFL and used in courses for adult immigrants and pre-university students at the University of

Sydney in Australia (Hyland, 2008). In both spoken and written language, genre is described as "a stage, [a] goal-oriented social process" (Martin, 2002, p. 105). Halliday and Matthiessen (2013), using the theory of social semiotics, discuss the register and genre levels of language characteristics and social functions. Contextual factors such as field (the language's topic), tenor (community relations), and (mode) all have an impact on how text and context interact to determine register choices (the organization of text). Students who write will use a particular style for the teacher-reader (for example, tenor) and think carefully about the words they should use. Additionally, students choose a genre for the structure of the writing, such as argumentative, descriptive, or problem-solving. As a result, the text created in each context is influenced by the communication goals, the genre characteristics within the various contexts, and the systematic language-context relationship.

According to Martin, (2002), the genre at this school puts a strong emphasis on contextual and conversational language in texts (rhetorical structures). In reality, genre is frequently referred to as a text type, a textual arrangement or fundamental core genres. Additionally, broader genre components like research papers, essays, and political speeches are referred to as macro genre. By carefully reviewing a number of texts that have the same goal and form in the same genre, one can effectively produce an essay, identify the author's goals, and differentiate genre. However, by distinguishing between various text types based on vocabulary, syntax, and cohesion patterns (Hyland, 2007). So, it seems that this genre has been widely

adopted and used by adult learners, with a focus on grammatical variations, to evaluate typical text structures and phases of rhetorical advances ( Johns, 2001).

#### **2.2.6.4 Genre in Linguistics: ESP School**

The origins of ESP genre can be traced back to Swales' (1990) study on the discourse structure and linguistic characteristics of scientific research publications. Traditionally, ESP research has served ESP training by identifying the language and discourse characteristics of certain genres. The findings of the analysis are then incorporated in the development of ESP curriculum and instructional materials. In the ESP paradigm, discourse structures are often characterized in terms of moves, and the communicative function is given a significant role (Cheng, 2008).

Ahn (2012) states that the finding of conceptual characteristics in such genres is thought to clarify their structure for students by means of perception and linguistic knowledge tasks. ESP teachers, for instance, concentrate on bringing students' attention to the conceptual characteristics of the academic essay, such as high lexical density, frequent use of nominalization, and objective remarks. It is suggested that if students recognize the major differences of a genre, they will be prepared to generate their own works in the same genre. So, it is expected that a strong focus on conceptual texts in education will give students a real chance to learn the conceptual and cultural frameworks of their L2 context and increase their chances of connecting well with specific communities.

### **2.2.6.5 Teaching and Learning Cycle Model in Teaching Writing**

The Teaching and Learning Cycle (TLC) is a GBA paradigm used to teach writing, particularly the SFL genre. The TLC is founded on the concept of scaffolding, which is derived from social constructivism and language acquisition theory. Although the TLC is developed for SFL, it can also be used for ESP. Because both SFL and ESP depend on the idea of scaffolding. The second reason is that genre analysis, which is at the foundation of the ESP genre, is also included in the second stage of the teaching cycle, though the particulars of genre analysis in the SFL and ESP genres can differ somewhat (Hyland, 2008, p. 93).

The primary objective of the TLC is to provide learners with recurrent chances to participate in activities that require them to reflect on and evaluate their learning through gaining a deeper comprehension of texts. Also, tasks for the second stage of the TLC are made using the principles of the gradual model and consciousness-raising. The gradual model gives students the tools they need to understand how the text is organized and then write their own text (Kongpetch, 2006). According to Gibbons (2009), there are four phases in the teaching of writing utilizing TLC of GBA:

#### **1- Building Knowledge of the Text**

This stage focuses on enhancing students' understanding of the genre that will be covered. At this level, the teacher can utilize gradual

brainstorming to realize students' prior knowledge, and students are free to use their native language. The students are grouped together. They use a certain color pen to write some information on the issue that they are familiar with. The students then finish their work and move on to the next group in a few minutes. They use their color pen to add information to their friends' papers before moving on to the other groups until they return to their first group. Following that, students report to the class on what is currently in their papers. For other exercises, images and text relating to the subject are shown and used to guide the students. The students debate the language, words, and expressions used to describe something or someone introduced to them (Emilia & Hamied, 2011).

## **2- Modelling of Text**

This stage is intended to help students learn about a certain genre. Students are exposed to the goal, structure, and linguistic characteristics of a specific genre. The teacher discusses grammar and text arrangement. The students will next be given many models of the genre. They will analyze the models and concentrate on the linguistic elements of the narrative text (Emilia & Hamied, 2011).

## **3- Joint Construction of Text**

At this stage, the content is written in collaboration between the teacher and students. At this point, the subject that will be written for autonomous writing is not identical. Before the lesson, the teacher assumes the role of the

writer. Each of the students presents their idea for a paragraph about something or someone. In the scope of grammar, text structure, and linguistic aspects, students will be directed to be in harmony with the genre of narrative text (Emilia & Hamied, 2011).

#### **4- Independent Construction of Text**

Students can write independently at this stage because they have the necessary information and skills. Before moving on to this stage, the teacher ensures that the students have already learned the skills before assigning them to write narrative texts on their own. They write a draft, edit it, and turn in their assignment to the teacher. Additionally, students get comments on their writing from the teacher (Emilia & Hamied, 2011).

#### **2.2.6.6 Characteristic of Genre-Based Approach**

Luu (2011) lists many features of the genre-based approach:

- 1- The GBA stresses the significance of exploring the cultural and social context of language use in a piece of writing. The context determines the objective of a text and its general structure in terms of language aspects and text features, which often take the shape of linguistic norms (Derewianka, 2003).
- 2- This approach asserts that students can only write compositions that are acceptable to a certain English-language discourse community if they consider the context of a text while writing their own papers (Luu, 2011).

- 3- This approach emphasizes the importance of readers and the language conventions that a piece of writing must follow in order to be accepted by the reader. According to this approach, every student who intends to be successful in attending a certain English-language discourse community must be capable of writing texts that meet the expectations of its readers in terms of grammar, structure, and content (Muncie, 2002 ).
- 4- It emphasizes the social nature of writing. This idea comes from the Vygotsky-initiated sociocultural theory (1978). This theory claims that the most effective strategies for learners to develop, build, and analyze new knowledge are through cooperation and social support. In this case, group engagement and social interactions are crucial for the development of new information. Students are encouraged to engage in activities of meaning negotiation and interaction with their more competent classmates and teachers during writing classes. According to common perception, learning to write in this way can assist students in having positive reinforcements regarding their understanding of linguistics, content, and ideas in the production of texts while also removing the feeling of isolation that many learners have while writing (Luu, 2011).
- 5- A GBA to teaching writing views a text as a means to engage with readers, regardless of subject matter, composition process, or linguistic form. This approach focuses on teaching students techniques to employ language patterns to create cohesive, meaningful writings. Thus, while

producing a text, students are required to examine the general social aims of the text (Luu, 2011).

- 6- The significance of writer-reader interaction in a text is emphasized by this approach. In order to determine or anticipate acceptable topics, vocabulary, and degrees of formality, the student writer in this approach is first required to describe or consider the intended and/or probable readers while writing. Questions like who are my target readers? Who could be interested in reading my text? What are their ideas about a good piece of writing? What are their degrees of English proficiency? What are their educational and cultural backgrounds? etc., should be asked constantly. Similarly, while approaching a text, readers should ask themselves questions such as: for what goals does the writer compose this text? What is the writer's perspective on the subject when writing the text? What linguistic characteristics and organization does the writer use? etc. Despite the lack of readers, there is always contact between the writer and the reader through textual communication (Luu, 2011).
- 7- In this approach, the teacher's position is seen as authoritative in this approach. Through a variety of tasks, the teacher offers students systematic direction and attentive help so that they can eventually master written genres. The teacher also knows that what the students bring to the teaching-learning process is important (Luu, 2011).
- 8- The clear linguistic norms of the genre are highlighted in the genre-based approach to writing for foreign language novice students. Students are thought to be unable to properly generate a certain type of

text if they are not explicitly instructed about the linguistic norms of that text type with regard to language aspects and schematic organization. As a result, one of the most crucial tasks of genre-based teachers is to make these norms clear to student writers, particularly at the beginning of the instructional modules for certain text types. In the classroom, genre-oriented teachers often use the teaching-learning cycle, which consists of the three steps of modeling a sample expert text, collaborative text negotiation with the instructor, and autonomous text building by each student (Cope & Kalantzis, 2011).

#### **2.2.6.7 The Advantages of Genre-Based Approach**

Hyland (2008) asserts that when students learn certain genres, they get insights into the underlying social roots of a particular way of communicating. Rhetorical instructions play a larger part in writing repairs than is previously known, as shown by the context and objectives of the writing. The genre approach becomes especially helpful in this context since it integrates the structural and pragmatic features of a language into the teaching of how to use that language. To sum up Hayland's arguments for a genre-based approach to writing training, consider the following:

- 1- **Explicit.** It clarifies what must be studied to promote the development of writing skill.
- 2- **Systematic.** It offers a consistent framework for putting emphasis on both language and context.

- 3- **Needs-based.** Ensures that the goals and content of the course are determined according to the students' needs.
- 4- **Supportive.** Assigns the teacher a major responsibility in fostering the students' learning and creativity.
- 5- **Empowering.** It provides access to the patterns and opportunities for variation in highly valued texts.
- 6- **Critical.** It provides a resource for students to comprehend and debate valued discourses.
- 7- **Consciousness Raising.** It increases teachers' understanding of texts and their confidence in advising students on writing.

According to Hayland (2019), background knowledge can make it simpler for students to produce appropriate writing structures. Therefore, a specified genre seems to be an important way to teach and learn writing for both teachers and students. In addition, the GBA enables students to engage in the world around them, see writing as a tool they can use, and understand how writers organize text for logical sequence. Additionally, it enables students to be more adaptable learners and to eventually comprehend how writers structure their works.

Some supporters have suggested that the genre approach is better suited for students at the elementary or intermediate levels of foreign language proficiency since it helps them overcome their fears of writing activities. When studying something new, it is normal practice to look for examples to use as guides or for further investigation. There is no doubt that writing assignments are more difficult than those requiring other language skills; thus,

students with a low level of English proficiency require something on which they can rely due to their limited knowledge of English writing (Hyland, 2019).

Genres are constantly developed through the adoption of an increasingly large variety of perspectives, styles, discourse features, and points of view. There are still opportunities for students to improve their creativity while using the genre approach since it exposes them to the variety within a genre. Therefore, if the GBA is to stay true to the essential nature of genres, teaching in the genre approach should eventually result in a stage in which students are encouraged to break the style of the existing genre and develop it (Nguyen, 2020).

#### **2.2.6.8 Limitations of Genre Approaches**

Certain challenges are difficult for genres to successfully address. They underestimate the students' potential for producing textual content and ignore their independence (Byram, 2004). According to Hyland (2008), genre-based teaching approaches limit students' ability to be creative when producing text and do not support natural learning processes. Writing genre approaches have been criticized for explicit teaching and prescriptivism. Explicit genre teaching offers learners ready-made knowledge rather than ways of making meaning and instead uses constricting formulaic templates.

The relationship between the social context of the text and the language structure is explicitly emphasized by genres, which are seen as extending beyond prescriptive educational procedures and working as models and alerts

to enable writers to produce in accordance with the context's criteria (Grabe, 2002).

In EFL classrooms, genres are not independent approaches; rather, they are mixed in nature, which is advantageous since genre approaches cannot be successful without depending on other models to provide a comprehensive framework for language teaching and learning (Badger & White, 2000).

Another limitation of GBA is that they neglect the importance of composition skills in text creation and consider students to be passive participants. This approach exaggerates that acquisition can occur through imitation and analysis, while acknowledging that writing happens in situations that significantly influence its function (Badger & White, 2000).

According to Benesch (2001), teaching the most dominant genres of a culture in a foreign language would not actually modify the power structures that support them or reject the social divergences that are supported by their acceptance; rather, genre instruction could only result in the replication of the social relationship of superior discourses that they establish and support.

## **2.3 Previous Studies**

This section is concerned with the previous studies on how GBA is perceived and utilized in teaching writing skills.

### **2.3.1 Luu (2011)**

This study entitled “Teaching Writing through Genre-Based Approach” aimed to investigate the effects of GBA on students’ writing skills and attitudes toward the use of such an approach in writing instruction. Therefore, (45) first-stage students from “Ho Chi Minh City University of Finance-Marketing” participated in an experimental writing workshop in which the researcher employed the genre pedagogy's teaching-learning cycle to instruct students in the biographical recount genre of writing as well as to respond on a questionnaire related to their attitudes towards the approach. The findings revealed that the majority of students successfully accomplished control over the essential elements of the necessary recount genre in terms of social aims, linguistic aspects, and schematic organization. Students understood the significance of incorporating the teaching-learning cycle into recount genre learning.

### **2.3.2 Yang (2012)**

This study entitled “A Study of Students’ Perceptions and Attitudes Towards Genre-Based ESP Writing Instruction” was a mixed method (qualitative and quantitative). It aimed to explore the perceptions and views of twenty-four Taiwanese polytechnic students regarding an 18-week genre-based ESP writing course using an online questionnaire and interviews which were constructed by the researcher. The results revealed that students largely agreed with the claimed advantages of GBAs, their perceptions on its disadvantages were varied. Furthermore, the results emphasized the importance of providing model examples as well as linguistic and contextual analysis of a genre. Findings also suggested that GBAs improved learners'

confidence in text composition. Yet, their perspectives on independent learning and the many assessments associated with the training were challenged.

### **2.3.3 Prastyo (2015)**

This study entitled “The Students’ Perceptions of the Genre-Based Writing Strategy Used by the Teacher in English Education Department” was examined the perceptions that influenced the quality of the genre-based writing approach implemented by the English Education Department at Muria Kudus University for the academic year 2014–2015. This study utilized a qualitative methodology. For participants, the researcher selected twenty students from the English Education Department. The instruments of the study were an interview and an open-ended questionnaire constructed by the researcher. The findings indicated that genre-based writing teaching and learning strategies could be improved through the use of brainstorming, the collection of repeated references, and the formulation of learning objectives for self-learning strategies. The study concluded that to excite students' imaginations, it is essential to employ a variety of media as a support tool. In addition, contextual learning strategies such as outside classrooms are useful in encouraging students to comprehend the lesson and enhancing their attitude, inspiration, and concentration.

### **2.3.4 Ardiansah (2017)**

This descriptive qualitative study, entitled "Teachers' Perceptions on the Process of Genre-Based Approach in Teaching Writing", intended to

determine the application of GBA in writing instruction by concentrating on viewpoints, issues, and solutions related to that implementation. Open-ended questionnaires and semi-structured interviews were the two instruments constructed to collect the data. Two teachers from a private Islamic senior high school in Kawali, Ciamis, West Java, Indonesia, were chosen purposefully to participate in the study. The results demonstrated that English teachers encountered a number of issues while attempting to apply an approach for teaching writing based on a genre. They found it challenging to evaluate a large group of students that showed little innovation in their thinking patterns across a variety of topics. The key advice given to teachers was to use a genre-based approach while teaching English, not only in terms of writing but also in terms of listening, reading, and speaking, since doing so could help students become more proficient at learning English as a foreign language.

### **2.3.5 Montero-Arévalo (2019)**

This study entitled “Effects of Genre-Based Approach (GBA) in EFL Reading Comprehension and Writing” was investigated the impact of GBA on ninth-grade students from Colombia. The goal of the study was to determine the impact of GBA on reading comprehension and writing by assessing students' performance before and after the implementation of the approach. GBA was conducted over 6 weeks using tests, questionnaires (close-ended and open-ended), and interviews as data collection instruments. Narratives and recounts were chosen for the study because these were the types of texts utilized in the English component of school examinations in

Colombia. Students' reading comprehension, writing, motivation, and autonomy all improved after the application of GBA; as a result, students were able to comprehend, explain, and replicate the genres used in the study.

### **2.3.6 Chen (2022)**

This study entitled “Exploring Students’ Perceptions and attitudes Towards Genre-Based Pedagogy Developed in Persuasive Writing Teaching”. The purpose of this qualitative and quantitative mixed-methods research was to investigate the students' perceptions and attitudes towards the genre-based teaching that was established in persuasive writing. To achieve the purpose of the study, thirty-four Chinese university students participated. A questionnaire and an interview were the two methods that were used in the data collection process. The data were analyzed qualitatively as well as quantitatively, and the findings suggested that the majority of participants had positive perceptions about each item on the questionnaire. Additionally, the majority of students reflected that an approach to teaching writing within particular genres had the potential to offer beneficial outcomes.

### **2.3.7 Cholifah et al. (2022)**

In this study, teachers' perceptions of the genre-based approach (GBA) were investigated at one of Surakarta's senior high schools in Central Java, Indonesia. The aim of this study was to clarify the following topics: first, the teacher's impressions of genre-based approach to teaching writing; second, the challenges facing English teachers; and third, potential solutions to these challenges. In this study, the qualitative method was employed. The data were

collected through using an open-ended questionnaire and semi-structured interviews which were constructed by the researcher. Purposive sampling was used to choose the sample for this study, which included one teacher from Surakarta. The findings showed that: 1) the teacher had a positive perception of the use of GBA in teaching writing; 2) the teacher faced challenges, such as the ease of internet access, which prevented students from expressing their own ideas; and 3) the teacher recommended that the teacher should stay up to date with popular topics and inspire students to express their own ideas.

### **2.3.8 Discussion of the Previous Studies**

The previous studies are discussed in terms of the aim, sample, methodology, instrument as follows:

- 1- The present study is like Chen's, Montero-Arévalo's, and Yang's, in which mixed-method designs were employed, but it differs from Prastyo's, Ardiansah's, and Cholifah's et al. in which qualitative designs were employed. In addition, Luu's study is a quantitative one.
- 2- The aims of Ardiansah's(2017) and Cholifah's et al.(2022) studies are similar to the aims of the current one, in which the teachers' perceptions of GBA in teaching writing are examined. However, Yang's, Prastyo's, and Chen's investigated students' perceptions towards genre-based writing instruction. Luu's and Montero-Arévalo's studies aimed to explore the impact of GBA in teaching writing.

- 3- Concerning the sample, the current study is done on teachers, just like Ardiansah's and Cholifah's et al. . However, it differs from Yang's, Prastyo's, Chen's, Luu's, and Montero-Arévalo's studies as they were conducted on university students.
- 4- Regarding the instruments, the current study, like Yang's, Prastyo's, Chen's, Ardiansah's, and Cholifah studies, in which the questionnaires and interviews were constructed by the researchers, differs from Luu's and Montero-Arévalo's studies, in which they were experimental and pre-post tests were employed. .

## **Chapter Three**

### **Methodology and Procedures**

#### **3.1 Introductory Note**

The current chapter presents the research design and the procedures followed throughout the study. It also gives details about the population and sample size that participated to collect the required data. Moreover, the current chapter gives an idea about the instrument utilized and administered showing the way of improving its validity, reliability, and internal consistency. An idea about the pilot study is also presented. Finally, the statistical tools used are referred to.

#### **3.2 The Research Design**

The researcher uses a descriptive study according to the nature of the study that aims to investigate teachers' perception on using GBA as a tool for the development of the writing skills.

Descriptive survey studies objectives are mainly to explain behaviors and to collect people's perceptions, opinions and attitudes, and to approximately identify a current difficulty in education. These descriptions are then summarized through reporting the range or percent of humans reporting (Lodico et al., 2010)

The essential characteristic of descriptive studies is that the scientist does not have direct management over the variables; they could most

effective document what is going on or what has happened. Strategies utilized in descriptive studies are of a wide variety like survey techniques, comparative and correlational techniques etc. (Mishra & Alok, 2011).

### **3.3. Methods of the Study**

According to Lodico et al. (2010), many research methods are more flexible in the use of quantitative and qualitative methods. Mixed approaches, by definition, use both quantitative and qualitative methods. By using this method, the researcher collects numerical and non-numerical data .It is believed that it gives more complete view and more understanding of the problem.

In the present study, the mixed- method research design was implemented, the kind of mixed method research design that was used for the current study because it is important to uncover the necessary perceptions and information in addition to the best understanding of the research problem. In other words, numerical and textual data are used i.e. quantitative data collected by statistical analysis of questionnaire and qualitative data collected by thematic analysis of in-depth interview with EFL teachers.

### **3.4 Population and Sample**

All objects in any subject of inquiry represent a "Population". A whole enumeration of all objects in the 'population' is referred to as a census inquiry. It may be presumed that during such an inquiry, whilst all objects are covered, no detail of danger is left and maximum accuracy is obtained

(Kothari, 2004). Kothari adds that a sample design is a particular plan for acquiring a pattern from a given population. The sample design refers to the method in which the researcher might undertake in choosing gadgets for the pattern (p.55).

With the directorate of General Education in Baghdad, there are (1900) preparatory schools. The population of the current study is the EFL males and females teachers in these schools during the academic years 2022-2023. The sample of this study consists of (250) teachers to complete the questionnaire. The sample has been accessed through distributing the questionnaire into two forms, i.e., via in-hand and through online methods after taking permissions. A sample of 220 teachers has been collected through the online questionnaire and the rest sample of 30 teachers has been collected through visiting of 12 random schools by the researcher (see Table 3.1).

**Table 3.1**

*The Sample of the Study*

<b>Questionnaire</b>	<b>male teachers</b>	<b>female teachers</b>	<b>Total No.</b>
<b>Online</b>	100	120	220
<b>In-person</b>	12	18	30
<b>Total</b>	112	138	250

The researcher had gained valid information from 250 teachers. Thus, the sample of this study is 250 English language teachers (males and

females). Below is a description of the sample's participants according to the gender, age, years of experience, academic achievement:

### 1. The Gender Variables

The total number of teachers who participated in the study was 250, 138 female and 112 male, as shown in table (3.2&Figure 3.1) below:

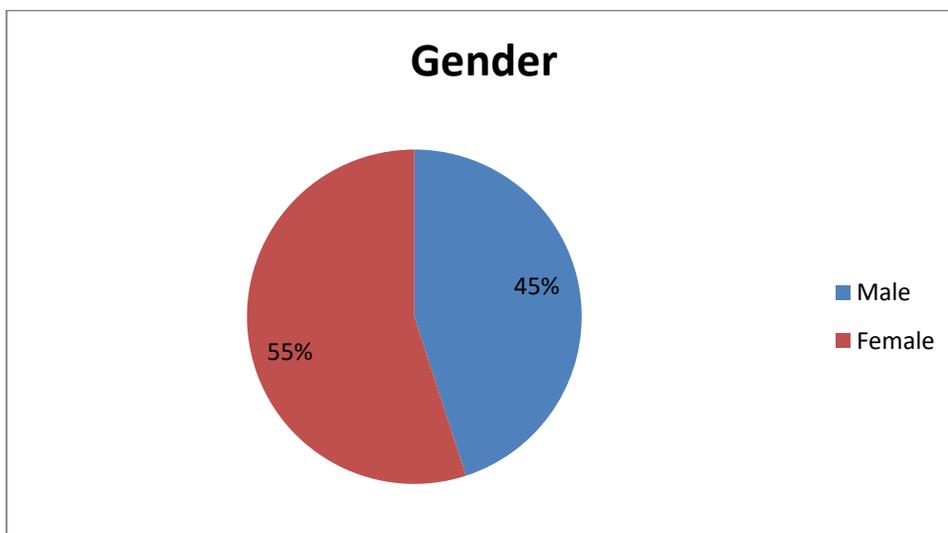
**Table 3.2**

*Distribution of the Participants According to the Gender Variables*

Gender	Numbers	The Percentage
Male	112	45%
Female	138	55%
Total	250	100%

**Figure 3.1**

*Distribution of the Sample According to the Gender*



## 2. The Age Variables

The table (3.3) shows the distribution of the sample's participants of the current study according to the age variables. The table shows that the total number of the sample's participants aged (22-32) is (172) male and female teachers forming (%69) percent, and the total number of the sample's participants aged (33-43) is (48) male and female teachers forming (19%) percent, and the total number of the sample's participants aged (44 and above) is (30) male and female teachers with (12%). (See Table 3.3&Figure3.2)

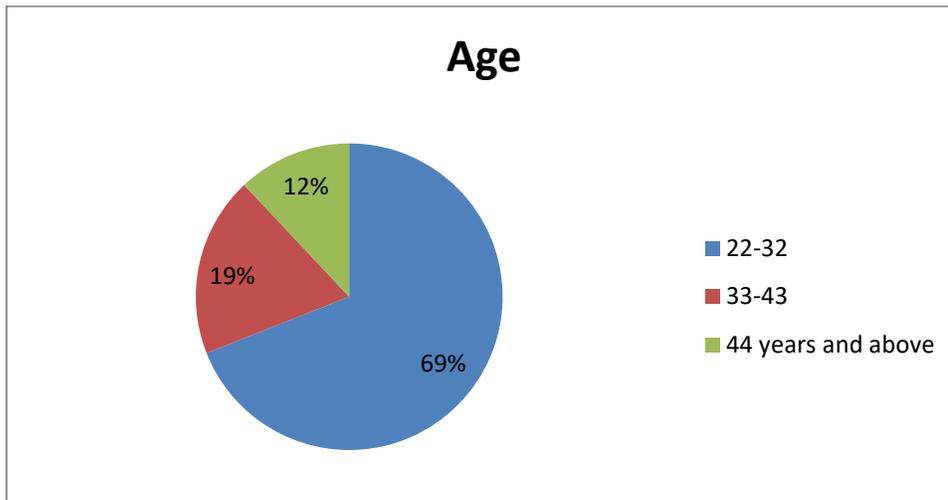
**Table 3.3**

*Distribution of the Sample According to the Age*

<b>Age ( yeas)</b>	<b>Numbers</b>	<b>The Percentage</b>
<b>22-32</b>	172	69%
<b>33-43</b>	48	19%
<b>Over 43</b>	30	12%
<b>Total</b>	250	100%

**Figure 3.2**

*Distribution of the Sample According to the Age.*



### 3. The Years of Experience Variables

Table (3.4) shows the distribution of the sample's participants on the current study according to the years of experience variables. The table shows that the total number of the sample's participants with the experience between (1-5 years) is (122) male and female teachers with (49%) percent, and the total number of the sample's participants between (6-10 years) is (46) male and female teachers with (18%) percent, and the total number of the sample's participants between (11-15 years) is (38) male and female teachers with (15%) percent, and the total number of the sample's participants who are (more than 16 years) is (44) male and female teachers with (18%) percent.

**Table 3.4**

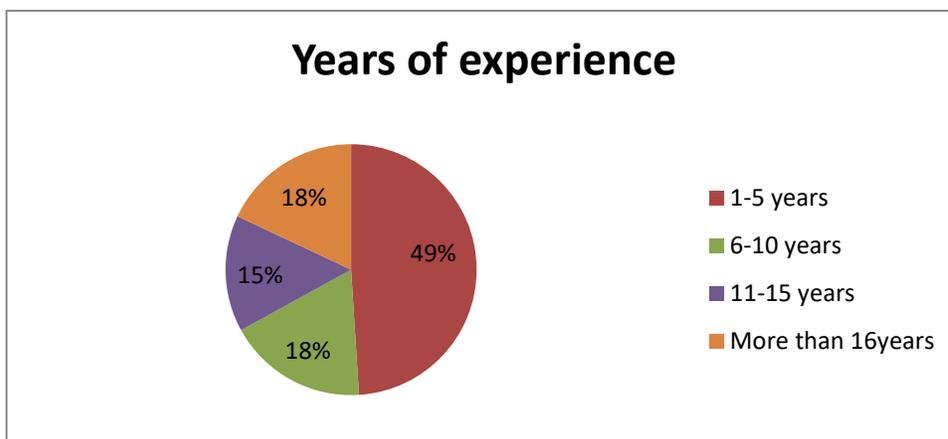
*Distribution of Participants According to the Years of Experience*

Years of Experience	Numbers	The Percentage
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<b>1-5</b>	122	49%
<b>6-10</b>	46	18%
<b>11-15</b>	38	15%
<b>over 15</b>	44	18%
<b>Total</b>	250	100%

**Figure 3.3**

*Distribution of the Sample According to the Years of Experience*

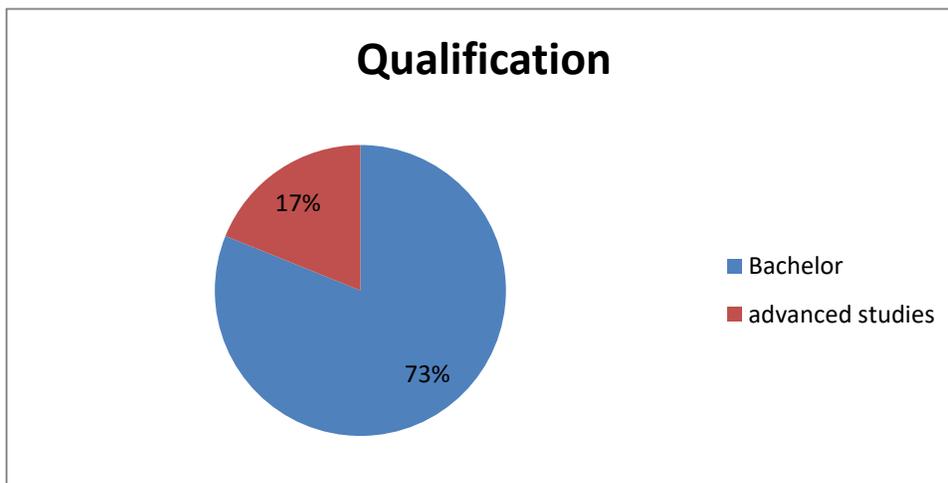


#### **4. The Academic Achievement**

Table (3.5) shows the distribution of the participant in the current study according to the qualification variables. The table shows that the total number of the sample's participants who have the Bachelor Degree is (182) male and female teachers with (73%) percent, and the total number of the sample's participants who have advanced studies is (68) male and female teachers with (17%) percent.

**Table 3.5***Distribution of the Sample Size According to Academic Achievement*

Qualification	Numbers	The Percentage
Bachelor	182	73%
Advanced Studies	68	17%
Total	250	100%

**Figure 3.4***Distribution of the Sample According to the Qualification.***3.5****Instrume****nts of Data Collection**

After reviewing the literature and the previous studies that related to the current research, and to achieve the required results, the researcher observes that the appropriate tools to collect data are triangulation of multiple data collection including questionnaire and in depth interview with EFL teachers

to be given to English Language teachers who teach in preparatory schools. Statistical product (SPSS) program is applied to analyze the questionnaire and inductive thematic analysis to analyze the interview.

### **3.5.1 Questionnaire**

Surveys are a high-quality way to gather a large quantity of facts from a wide variety of people in a quick quantity of time. Surveys are very sturdy and may be used in lots of domains. When the researcher constructs survey items, he must live with whatever decisions he makes during the preparation. Accordingly, it is essential to consider the details before sending the survey. There are two important details that will ensure profitable survey first, proper sampling second, construction of quality items (Vanderstop & Johnston, 2009).

According to Creswell (2009), a survey design provides a quantitative or numerical description of a population trend, attitude, or opinion by studying a sample of the population. From the sample results, the researcher makes generalizations or assertions about the population.

In the current study, the researcher sets up the questionnaire of satisfaction about GBA and divides it into two main parts. The first part in the questionnaire includes personal information about the respondents. This part consists of four questions such as age, gender, years of experience, and the academic achievement.

The second part in the questionnaire includes thirty questions to be answered. There are five options for each item to be chosen by the respondents i.e. (Likert scale of five-point is used). The scale ranges from five (1) for strongly disagree to (5) for strongly agree. The definition of the genre-based approach is put at the end of the questionnaire in order to add extra clarification for the topic of the study.

After formulating the questionnaire, it has been uploaded to the Google Form by the researcher using the following link:

[https://docs.google.com/forms/u/0/d/11P3q-eb1u1XqOOBBg-TwrbZmpYh\\_k9lA0ad7az7O84s/edit?no\\_redirect=true&pli=1](https://docs.google.com/forms/u/0/d/11P3q-eb1u1XqOOBBg-TwrbZmpYh_k9lA0ad7az7O84s/edit?no_redirect=true&pli=1)

The link to this form has been sent to the relevant participants, i.e. to EFL teachers to get their perspectives with regards to using a genre-based approach. In the questionnaire, the participants are intended to choose one of the five options given for each item.

The researcher used two techniques for data collection : The first is the Google Form by sending the link via Telegram or Messenger, and What's up to the participants. The second is through visiting the schools and distributing the questionnaire to the teachers. Hence, scores for each item are measured on the basis of the following five-points' Likert Scale:

- 1- Strongly agree
- 2- Agree
- 3- Neutral
- 4- Disagree

5- Strongly disagree

After collecting the data, the researcher has analyzed the data using SPSS as a statistical tool for analysis to maintain the validity and reliability of the questionnaire.

### **3.5.2 Interviews**

According to Kumar (2011), interviews are a generally used approach to gathering data from people. In many walks of existence, we gather data through various types of interactions with others. When interviewing a respondent, the researcher has the liberty to determine the layout and content material of inquiries to be requested of his respondents, pick the wording of his questions, determine the manner in which he needs to invite them and pick the order in which they are to be requested. This manner of asking questions may be very flexible, in which the researcher as the interviewer has the liberty to reflect on consideration and formulate questions as they arrive at his thoughts around the difficulty being investigated, or inflexible, in which he needs to maintain strictly to the questions determined beforehand along with their wording, the sequence and the manner in which they are asked. Interviews are categorized into distinctive classes in line with this degree of flexibility.

According to Cohen et al. (2018), in studies, using the interview marks a flow far from seeing human topics as simply flexible and in some ways external to individuals, and toward concerning know aspect as generated among humans, often via conversations. Interview as referred in Cohen's

book has three conceptions. The first conception, interview is a potential means of pure information transfer and collection. The second conception, the interview is a transaction in which it has certainly bias, but can be recognized and controlled. The third conception, the interview can be seen as an encounter dealing with many features of everyday life. Accordingly, the interview is considered a theory of everyday life actually it is not a technique for dealing with bias but it takes account of the relevant features of the encounter.

Cohen (2018) et al. Introduce four types of interviews (their characteristics, strengths, and weaknesses) as follows:

**1. Informal conversational interview:** In this type, the questions emerge from the immediate context and are asked in the natural course of things in other words, there is no predetermination of question topics or wording. The strength of this type increases the salience and relevance of questions; the interview can be matched to individuals and circumstances. The weakness of this type is that different information is collected from different people with different questions.

**2. Interview guide approach:** With this type topics and issue to be covered are specified in advance in outline form the interviewer decides the sequence and working of questions in the course of the interview. The strength of this type is illustrates as follows: The outline increases the comprehensiveness of the data and makes data collection somewhat systematic for each respondent. The logical gaps in the data can be anticipated and closed. The interviews

remain fairly conversational and situational. The weaknesses of this type are that the important and salient topics may be inadvertently omitted. Interviewer flexibility in sequencing and wording questions can result in substantially different responses, thus reducing the comparability of responses.

**3. Standardized open-ended interviews:** This type characterized as follows: the exact wording and sequence of questions are determined in advance. All interviewees are asked the same basic questions in the same order. The strength of this type is that the respondents answer the same questions, thus increasing the comparability of responses; data are complete for each person on the topics addressed in the interview. In addition, this type reduces interviewer effects and bias when several interviewers are used. It also permits decision makers to see and review the instrumentation used in the evaluation and facilitates the organization and analysis of the data.

**4. Closed quantitative interviews:** With this type, the questions and responses categories are determined in advance. In other words, responses are fixed; the respondent chooses from among these fixed responses. The strength of this type is that data analysis is simple. In other words, responses can be directly compared and easily aggregated; many short questions can be asked in a short time. The weakness of this type is that the respondents must fit their experiences and feelings into the researcher's categories. This may be perceived as impersonal, irrelevant, and mechanistic.

### **Table 3.6**

*The Sample Size of the Interview*

<b>Gender</b>	<b>Bachelor</b>	<b>Master</b>	<b>Total No.</b>
<b>Male</b>	4	1	5
<b>Female</b>	7	3	10
<b>Total</b>	11	4	15

In the current study, the researcher conducts an interview with fifteen respondents, as illustrated in Table (3.6). Seven of the interviewees have a master's degree in methods of teaching, and eight interviewees have a bachelor's degree in teaching English. The interviewees are EFL teachers from the capital Baghdad. The teachers were purposefully selected in order to participate in the interview, i.e. the researcher contacted the participating teachers who provided their email addresses or phone numbers in the questionnaire and agreed to take part in the interview. The researcher has conducted these interviews to get additional information about the teachers' perspective on using the genre-based approach. The personal information of the interviewees was kept confidential, like their real names upon their request instead, the researcher uses numbers to refer to them, such as teacher1, teacher 2, and so on.

The researcher divides the interview into two parts. The first part contains general information about the interviewees such as age, place of work, years of experience, academic achievement, etc. The second part involves asking the teachers about their opinion and their ideas about the

genre-based approach. The rest of the items contain searching about the teachers' opinion in regards to using a genre-based approach and whether it is valuable or not. All of the interview's questions are open-ended, and the interviewees provide their own answers depending on their own experiences.

The final form of the interview questions consists of three pages. The first page is a cover letter with a brief introduction to the subject of the study and the title of the thesis. The researcher mentions that the participants' responses will be used for the purpose of the current study only to collect adequate information. The definition of the GBA is put at the end of the interview sample in order to add an extra explanation to the topic of the study. The interview lasted between 35 minutes to an hour. When the researcher finished the interview transcriptions, they were validated and approved by two experts (Appendix B).

To prepare and organize the data, the researcher copied the data collected during the interview with the student verbatim and imported Arabic versions of the interview responses, and saved them with Microsoft files. The researcher then translated the Arabic version of the student interviews into English and gave it to an expert from the English department of the College of Human Sciences/Al-Anbar University. He was asked to verify the accuracy and compatibility of the meanings of the Arabic and English versions. They are also typed and saved as Microsoft files. For the purposes of data discovery and encryption, the data is read multiple times and classified according to sentiment. In addition, the researcher wrote descriptive notes for these categories to develop an in-depth understanding of the data and arrive at

emerging topics related to the research questions of the current study. In describing the findings and formulating the themes, the data were carefully reviewed to generate broad themes incorporating identified subtopics and categories.

### **3.5.3 Pilot Study**

Johnson and Christensen (2019), refer to the pilot test as the initial test of the questionnaire. It is a ground rule in research that you must "pilot" or pilot test your questionnaire to see if it is working properly before using it in a research study. According to Leavy (2017), a pilot test is a complete analysis of your research. If you are using the pilot test for the study you are proposing, describe the methodology in detail, including data collection, measuring instruments, sampling methods, and results. If you make changes to design, including any measurement or data collection tools, explain the reason to do so.

In order to apply the pilot study on the current study, the researcher selects a random sample of 30 EFL teachers (which represents 8% of the total sample) and distributes the questionnaire to them to know whether there are any difficulties in answering the items and to determine the time allowed to answer the items, calculate the reliability of the questionnaire. The objective of the pilot study was to check how long it would take for teachers to complete the questionnaire. The pilot study shows that teachers need between 25 to 35minutes to answer by using the statistical mode law.

Interviews were conducted with three participating volunteers, one male and two females to better understand their thoughts on the entire process.

### **3.6 Validity of the Questionnaire**

According to Leavy (2017), the two main criteria for evaluating quantitative research are validity and reliability. Effectiveness refers to the extent to which a measure actually utilizes what we think it is utilizing. Reliability refers to the consistency of results. A good metric should be both valid (measure what it is supposed to measure) and reliable (reliable results). He adds that, there are numerous types of validity that can be achieved, as follows: face validity, content validity, construct validity, statistical validity, ecological validity, internal validity, and external validity.

#### **3.6.1 Face Validity**

According to Leavy (2017, p.113), face validity is "a judgment call made by regular people that, at face value, the measure is tapping what we think it is" .based on common sense, measurement exploits what we claim exploit. If you give your measurements to someone walking down the street, he will know what measure is supposed to test or contemplate.

To verify the validity of the content of the tool, it was presented in its initial form to a group of experts whose number reached (15) experts with experience and specialization from some universities and colleges, in order to judge the validity of its items and the integrity of the linguistic formulation,

and the appropriateness of each item to measure what it was set to measure. In addition submitting any proposals that the experts deem appropriate, and making any amendment, deletion, or addition to improve the tool. The researcher relied on the chi-square value to find out the validity of the items by comparing it with the tabulated value of the chi-square of (3.84) with a degree of freedom (1) and a level of significance ( 0.05), which corresponds to (80%) of the opinions of the experts, and in the light of the experts' opinion, all the paragraphs were approved for the approval of the majority of the experts to become a tool consisting of (30) items, and the Table (3.7 ) shows the opinions of the experts on the validity of the paragraphs(see Appendix D).

**Table 3.7**

*The Opinions of the Experts (Chi-Square Test for Face Validity)*

<b>Items</b>	<b>No. of Items</b>	<b>No. of Approvals</b>	<b>No of Disapprovals</b>	<b>%</b>	<b><math>\chi^2</math></b>	<b><math>\chi^2</math> crit.</b>	<b>Sig. 0.05</b>
<b>1, 3, 5, 7, 8, 9, 10, 13, 15, 16, 17, 20, 21, 23, 25, 26, 27, 29</b>	18	15	0	100	15	3.84	Sig
<b>4, 18, 6, 28, 19</b>	5	14	1	93.33	11.26	3.84	Sig
<b>12, 2, 24, 30</b>	4	13	2	86.67	8.06	3.84	Sig
<b>11, 14, 22</b>	3	12	3	80	5.4	3.84	Sig

### 3.6.2 Reliability of Questionnaire

According to Johnson and Christensen (2019, p 384), reliability refers to "the consistency or stability of test scores" . In psychological and pedagogical tests, reliability is defined as the consistency or stability of test scores. When the testing or evaluation procedure is reliable scores, scores is the same in each case. For example, if the score reliable, identical or nearly identical in intelligence tests, you get it whenever a test is administered to a specific group of people. The reliability of the measured score must be determined empirically. Researchers have to choose. How to provide required information often several ways reliability calculations are used to describe the different ways in which estimation is performed. They can be trusted to provide evidence to support their reliability. For example, test -retest and internal consistency reliability are generally reported as high quality. Reliability is usually calculated by using some type of correlation coefficient.

Leavy (2017, p.113) states that reliability denotes to "the consistency of results" a good measurement should be both valid (in other words, measure what it is supposed to measure) and reliable (the reliable results). If a measure of both survey instrument , and the experimental intervention is reliable, it will produce consistent results. Inter-item reliability refers to the use of multiple questions or indicators to measure a single variable. For example, in a survey about body image, there may be many questions designed to assess "negative body image". Questions related to this variable should be answered

consistently by the subjects. If they don't, it will indicate a problem with one or more of these questions. Common reliability tests used in survey research to check the internal consistency of scales are Cronbach's alpha and factor analysis.

In the current study, Cronbach's alpha has been employed to measure the reliability, the reliability value of teachers' questionnaire items is (0.874). The reliability value being consumed in the study confirm that items or statements in the questionnaire are reliable to a great degree, and are deemed sufficient to use in the present study.

### **3.6.2.1 The Internal Consistency of the Questionnaire**

To verify the internal consistency of the questionnaire, the Pearson correlation coefficient was used to measure the relationship between each item and the total score of the questionnaire. Function at the level of significance (0.01), the critical value at the degree of freedom (248) is (0.124).

**Table 3.8**

*Correlation Coefficients of the Items Score with the Total Score*

<b>Item</b>	<b>R</b>	<b>Item</b>	<b>r</b>	<b>Item</b>	<b>R</b>
<b>1</b>	0.444	<b>11</b>	0.433	<b>21</b>	0.504
<b>2</b>	0.342	<b>12</b>	0.469	<b>22</b>	0.460

<b>3</b>	0.406	<b>13</b>	0.538	<b>23</b>	0.440
<b>4</b>	0.404	<b>14</b>	0.430	<b>24</b>	0.517
<b>5</b>	0.379	<b>15</b>	0.437	<b>25</b>	0.494
<b>6</b>	0.451	<b>16</b>	0.472	<b>26</b>	0.496
<b>7</b>	0.392	<b>17</b>	0.477	<b>27</b>	0.396
<b>8</b>	0.279	<b>18</b>	0.467	<b>28</b>	0.419
<b>9</b>	0.368	<b>19</b>	0.491	<b>29</b>	0.484
<b>10</b>	0.465	<b>20</b>	0.487	<b>30</b>	0.437

### 3.7 Statistical Instruments

After the data has been collected, it has been analyzed using SPSS by applying certain statistical tests. These tests are:

1. Cronbach's alpha through SPSS to extract the reliability value.
2. Means score and standard deviations (SD) are used to identify the sample's responses to each item of the questionnaire.
3. Pearson correlation to identify item analysis.
4. Independent Samples t-Test is performed to indicate the differences between two independent groups.
5. Frequencies and percentages are used to describe the characteristics of the study sample.
6. A One-way ANOVA is used to find out the significance of the differences between more than two independent groups with respect to their gender, qualification, age, and years of experience.

7. The Chi square test has been used to find face validity.

You can note in a five-point Likert scale, have given values to all scales, like strongly agree=5, agree=4, neutral=3, strongly disagree=2, disagree=1.

Cutoff point was 3 and cutoff point is the mean score of five-point likert scale questionnaire (calculated as the sum of all scales by dividing their numbers i.e.  $(1+2+3+4+5=15/5=3)$ ).

The questionnaire items have been arranged in descending order from the highest arithmetic mean to the lowest arithmetic mean.

As for the data collected qualitatively by using in-depth interview, they were analyzed inductively.

## **Chapter Four**

### **Data Analysis and Discussion of the Results**

#### **4.1 Introductory Note**

In this chapter, data related to the questionnaire are statistically analyzed and the results are separately presented in sequence using statistical

methods. Data related to the interview are thematically analyzed and presented separately in sequence.

## 4.2 Presentation of Teachers' Questionnaire Results

### 4.2.1 Results Related to First Question:

To answer this question, which asks whether there are any significant statistical differences in the Iraqi EFL teachers' perspective on using genre-based approach to develop writing skills in preparatory school, arithmetic means and standard deviations were calculated on the paragraphs related to the teachers' perspective on using the GBA to develop the writing skill, according to the use of the following gradient to indicate the averages of the responses to the degree of approval as shown in Table (4.1).

**Table 4.1**

*The Averages of the Responses of the Samplers and the Degree of Approval*

<b>Degree of approval</b>	<b>Mean</b>
Strongly agree	4.2 and above
Agree	3.4- 4.1
Neutral	2.6 - 3.3
Strongly disagree	1.8 - 2.1
Disagree	Less than 1.8

The means and standard deviations were calculated for the scores of the sample's responses to the items related to the teachers' perspective on using the GBA to develop the writing skills, as shown in Table (4.2)

**Table 4.2**

*Descriptive Statistical Analysis of EFL Teachers' Perspective on Using GBA to Develop Writing Skills*

<b>Items</b>	<b>M</b>	<b>SD</b>	<b>Rank</b>
<b>2- GBA aims to help students in understanding the lexical and grammatical features</b>	<b>4.080</b>	<b>0.774</b>	<b>1</b>
<b>1- GBA plays a great role in reforming language teaching and has profound influence in writing skill.</b>	<b>3.972</b>	<b>0.725</b>	<b>2</b>
<b>15- Teaching by using GBA can be helpful to students in regard to acquiring new English vocabulary, and/or to promoting self-study habits.</b>	<b>3.952</b>	<b>1.044</b>	<b>3</b>
<b>21- Choosing the topic of composition writing by the students themselves can help them to express and create more ideas.</b>	<b>3.951</b>	<b>0.976</b>	<b>4</b>
<b>13- By using GBA, students become competent in using language patterns to achieve a coherent and purposeful composition.</b>	<b>3.948</b>	<b>0.923</b>	<b>5</b>
<b>22- Applying GBA in order to meet the goals of the English language teaching, and principles of learning.</b>	<b>3.948</b>	<b>0.978</b>	<b>6</b>
<b>28- It is important to acknowledge the students about the different genres in order to develop their writing and reading skills.</b>	<b>3.944</b>	<b>0.905</b>	<b>7</b>
<b>25- The teacher can control the lessons by changing from prescribed classes into teaching by GBA.</b>	<b>3.928</b>	<b>0.958</b>	<b>8</b>
<b>19- Teachers encourage students to practice writing a short composition in the class in order to learn new vocabulary easily.</b>	<b>3.920</b>	<b>1.0011</b>	<b>9</b>

<b>30- GBA makes processes of writing transparent, provides bases for teaching.</b>	<b>3.899</b>	<b>1.005</b>	<b>10</b>
<b>11- By using GBA, students can develop the knowledge and skill to deal with written text in social contexts.</b>	<b>3.888</b>	<b>0.965</b>	<b>11</b>
<b>17- Giving a sample of writing to the students during the teaching process will increase their ability in writing.</b>	<b>3.884</b>	<b>1.021</b>	<b>12</b>
<b>4- The GBA supports student's writing with generalized, systematic guiding principles about how to produce meaning passages.</b>	<b>3.884</b>	<b>0.983</b>	<b>13</b>
<b>7- Students need a grammatical description of the language structure and of how they are used in different social context, in order to communicate effectively in writing.</b>	<b>3.880</b>	<b>1.076</b>	<b>14</b>
<b>3- Explicit attention to genre teaching provides students a concrete opportunity to acquire conceptual and cultural frameworks to be able to undertake writing tasks.</b>	<b>3.872</b>	<b>0.931</b>	<b>15</b>
<b>26- The students can learn better through GBA more than the traditional process.</b>	<b>3.872</b>	<b>0.986</b>	<b>16</b>
<b>12- Students encounter difficulties in using correct grammatical structure when they write.</b>	<b>3.864</b>	<b>0.956</b>	<b>17</b>
<b>24- It is better for the students to learn some recognizable patterns during using genre-based method than traditional way.</b>	<b>3.860</b>	<b>0.986</b>	<b>18</b>
<b>29- GBA gives more chance for students to participate actively in the teaching and learning process.</b>	<b>3.848</b>	<b>1.002</b>	<b>19</b>
<b>10- GBA helps students to enhance their skills in writing a paragraph.</b>	<b>3.844</b>	<b>1.039</b>	<b>20</b>
<b>9- Students face difficulties to distinguish between essay writing and composition writing.</b>	<b>3.843</b>	<b>0.994</b>	<b>21</b>
<b>18- The designing syllabus in a way that helps conducting GBA taking in to consideration the students' age and background</b>	<b>3.828</b>	<b>0.943</b>	<b>22</b>

knowledge.			
<b>14- Teachers can use GBA in the class when teaching writing.</b>	<b>3.824</b>	<b>0.999</b>	<b>23</b>
<b>16- Practicing English writing with using different genres make students acquire the skills more spontaneously.</b>	<b>3.815</b>	<b>1.056</b>	<b>24</b>
<b>27- Due to the longtime of preparation, and a great effort that GBA requires, it causes dissatisfaction feelings.</b>	<b>3.783</b>	<b>1.032</b>	<b>25</b>
<b>20- Giving the students unfamiliar topics to write can develop their writing habits and encourages them to use new vocabulary.</b>	<b>3.772</b>	<b>1.018</b>	<b>26</b>
<b>5- It is impossible to write without first knowing language.</b>	<b>3.766</b>	<b>1.110</b>	<b>27</b>
<b>8- Teachers' opinion in regards to using the communicative way that is related to teaching writing leads to misunderstanding of applying the process of writing.</b>	<b>3.747</b>	<b>1.042</b>	<b>28</b>
<b>23- I am (as a teacher of English) reluctant to use GBA in the class and I prefer using the traditional methods.</b>	<b>3.719</b>	<b>1.097</b>	<b>29</b>
<b>6- Students need to predict the text from the context which raises the difficulty to foreign language.</b>	<b>3.652</b>	<b>1.019</b>	<b>30</b>
<b>Total mean and standard deviation</b>	<b>3.866</b>	<b>0.985</b>	

Table (4.2) shows the descriptive statistics represented by the mean and standard deviation (SD). For the teachers' response on a five-point Likert scale (5 to 1), the cut-off point for the questionnaire is (3). The average score for all items is higher than the cut-off point (3). It also shows the agreement of the teachers to use the genre-based approach to develop students' writing skill, as the total average of the questionnaire was (3.866) and the standard deviation was (0.985).

Looking at the results in detail in Table (4.2), the items in the questionnaire obtained an average score higher than the cut-off point (3), ranging from (4.080) with a standard deviation (0.774) to a mean of (3.652) with a standard deviation (1.019). This indicates that teachers' perspectives on using the GBA to develop writing skills are high. Item No. (2), which states that (Genre-based approach aims to help students understand the lexical and grammatical features), ranked first on and it gained the highest mean (4.080). While item No. (1) which states that (Genre-based approach plays a great role in language teaching reforming and has profound influence on writing skills) came in second place with a mean of (3.972). Whereas, item No.(15), which states that (Teaching by using a genre-based approach can be helpful to students in regard to acquiring new English vocabulary, and/or to promoting self-study habits) which ranked third with a mean of (3.952). In regard to item No. (21), which states that (Choosing the topic of composition writing by the students themselves can help them to express and create more ideas), it came on fourth and had a mean of (3.951), and there are (26) other items whose average score is higher than the maximum (3) as shown on the Table (4.2).

#### **4.2.2. Results related to the second question:**

To answer this question, which is: Are there any statistical differences in the Iraqi EFL teachers' perspective on using genre-based approach to develop writing skills due to gender, age, years of experience, and academic degree? Appropriate statistics were used for each variable of the study as follows:

### 4.2.2.1 The First Variable: the Gender

To measure the effect of the social variable, the "t" test was used for independent samples to see if there were statistically significant differences between the male and female teachers' perspectives about the effect of GBA developing writing skills. See table (4.3)

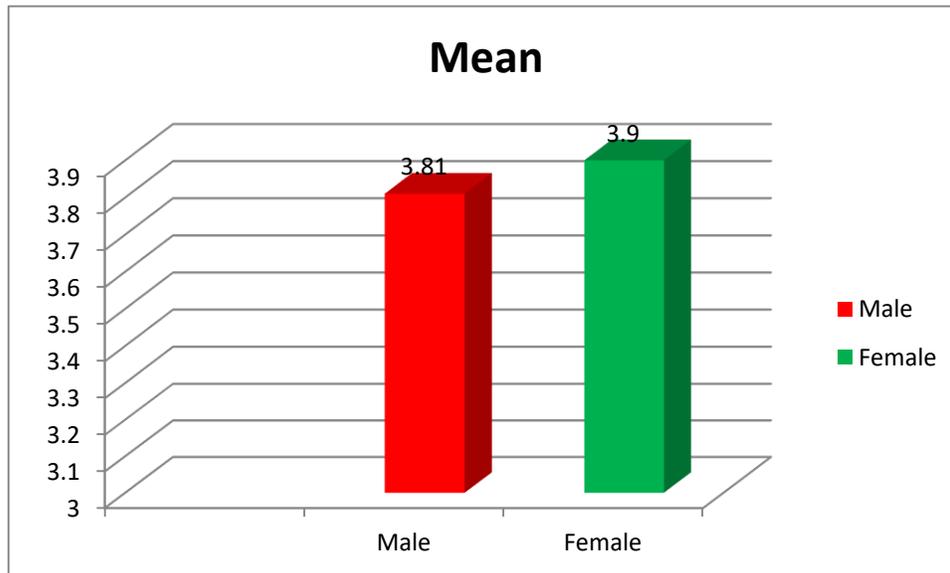
**Table 4.3**

*T-Test for Independent Samples*

<b>Gender</b>	<i>N</i>	<i>M</i>	<b>SD</b>	<i>DF</i>	<i>T- value</i>	<i>P value</i>
<b>Male</b>	112	3.81	0.440	248	1.523	0.130
<b>Female</b>	138	3.90	0.432			

**Figure 4.1**

*The Arithmetic Average of Teachers' Answers According to Gender*



It is clear from Table (4.3) that the results of the t-test for independent samples show that the calculated t-value of (1.523) is not significant because the p-value of (0.130) is greater than the significance level (0.05). The results showed that there are no statistical differences between males and females' perspectives on using GBA to develop writing skill.

#### **4.2.2.2 The Second Variable: The Academic Degree**

To measure the effect of the academic degree, the t test for independence sample was used to see if there were statistically significant differences between the teachers' perspectives on the use of the GBA to develop writing skills according to the academic degree. See Table (4.4)

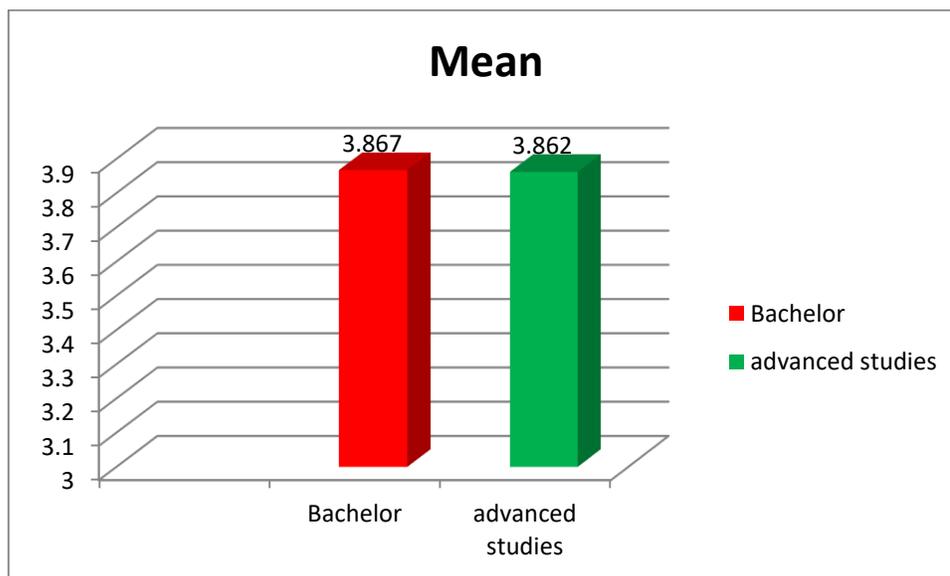
**Table 4.4**

*T-Test for Independent Samples Male and Female Teachers*

Qualification	<i>N</i>	<i>M</i>	<i>SD</i>	<i>DF</i>	<i>T- value</i>	<i>P value</i>
<b>Bachelor</b>	182	3.867	0.455	248	0.073	0.942
<b>Advanced Studies</b>	68	3.862	0.387			

**Figure 4.2**

*The Arithmetic Average of Teachers' Answers According to Academic Qualification.*



It is clear from Table (4.4) that the results of the "T" test for independent samples showed that the calculated t-value of (0.073) is not

significant because the p-value of (0.942) is greater than the level of significance (0.05). The results of the teachers' opinion survey about the use of the genre-based approach to develop writing skills.

#### 4.2.2.3 The Third Variable: The Age

Before measuring the age variable, the means and standard deviations of the teachers' perspective were calculated according to the age variable in the results of the teachers' perspective on using the GBA to develop writing skills. See Table (4.5)

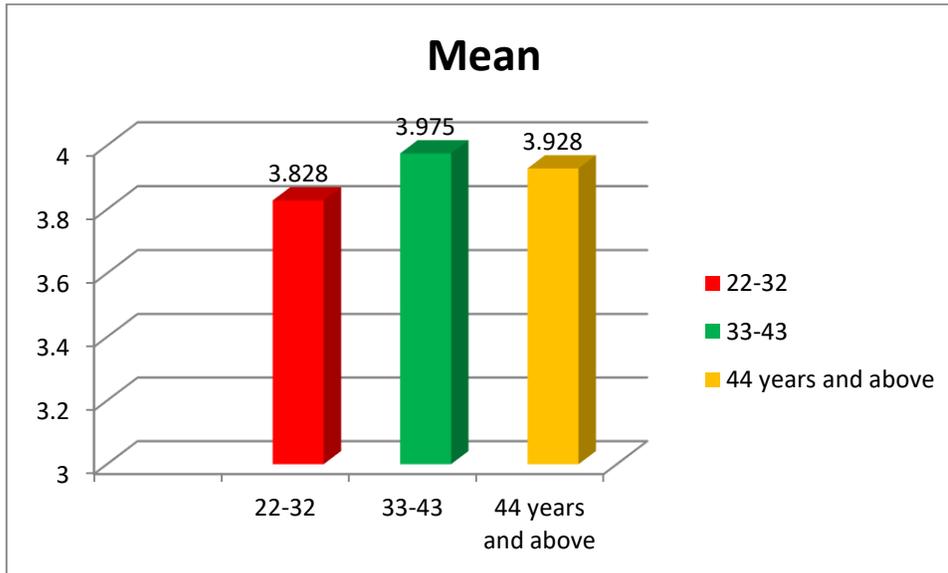
**Table (4.5)**

*The Means and Standard Deviations of Teachers' Estimates According to the Age*

<b>Age(years)</b>	<b><i>N</i></b>	<b><i>M</i></b>	<b><i>SD</i></b>
<b>22-32</b>	172	3.828	0.445
<b>33-43</b>	48	3.975	0.428
<b>Over 43</b>	30	3.928	0.355
<b>Total</b>	250	3.865	0.437

**Figure 4.3**

*The Arithmetic Average of the Teachers' Answers According to Age.*



A one-way analysis of variance test is conducted to determine the significance of the differences between teachers' perspective based on age in the results of a survey on the use of the GBA to develop writing skills. See Table (4.6

**Table 4.6**

*One-way Analysis of Variance According to Age*

Source	SS	DF	MS	F	Sig.
Between	0.967	3	0.322	1.700	0.168
Within Groups	46.64	246	0.190		
Total	47.607	249			

The results presented in Table (4.6) indicate that there are no statistically significant differences at the level of significance ( $p \leq 0.05$ ) according to the years of experience, because the Sig value of (0.168) is greater than the level of significance (0.05). Therefore, the results indicate that there are no statistically significant differences between the teachers' estimates according to age in the results of the teachers' opinion survey about using the GBA to develop writing skill.

#### **4.2.2.4. The Fourth Variable: Years of Experience**

Before measuring the years of experience variable, the means and standard deviations of the teachers' perspectives were calculated according to the years of experience variable in the results of the teachers' perspective survey on using of the GBA to develop writing skill. See Table (4.7)

**Table 4.7**

*The Means and Standard Deviations According to the Years of Experience*

<b>Years of Experience</b>	<b><i>N</i></b>	<b><i>M</i></b>	<b><i>SD</i></b>
<b>1-5</b>	122	3.830	0.439
<b>6-10</b>	46	3.980	0.330
<b>11-15</b>	38	3.904	0.516
<b>Over 15</b>	44	3.810	0.448
<b>Total</b>	250	3.865	0.437

To measure the effect of the years of experience variable and find out the significance of the differences between teachers' perspectives according to the years of experience in the results of the teachers' survey on using GBA to develop writing skills due to the years of experience variable, a one-way analysis of variance test was conducted.

**Table (4.8)**

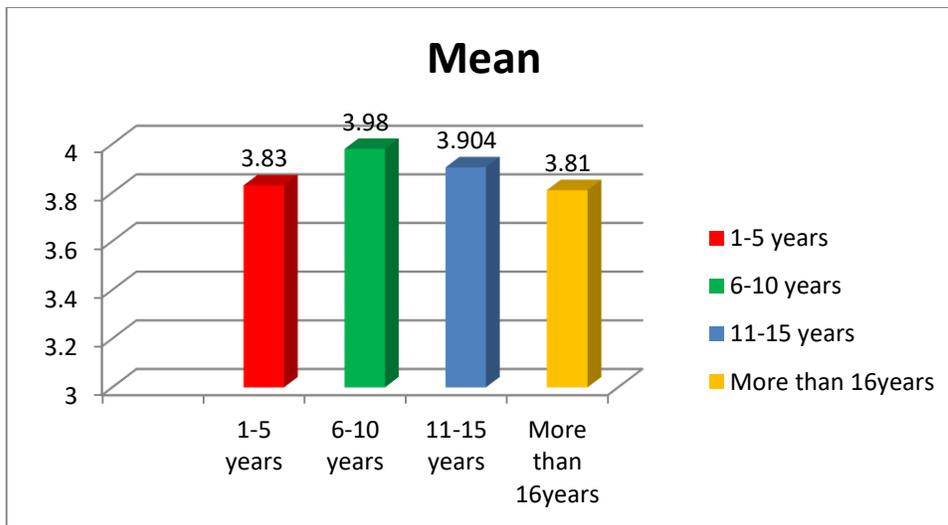
*One-way Analysis of Variance Test According to the Years of Experience*

<b>Source</b>	<b>SS</b>	<b>DF</b>	<b>MS</b>	<b>F</b>	<b>Sig.</b>
<b>Between</b>	0.967	3	0.322	1.700	0.168
<b>Within Groups</b>	46.64	246	0.190		
<b>Total</b>	47.607	249			

The results presented in Table (4.8) indicated that there are no statistically significant differences at the level of significance ( $p \leq 0.05$ ) according to the years of experience. Because the Sig value of (0.168) is greater than the level of significance (0.05). Therefore, the results indicate that there are no statistically significant differences between the teachers' estimates according to the years of experience in the results of the teachers' perspective survey on using of the GBA to develop writing skill.

**Figure 4.4**

*The Arithmetic Average of the Teachers' Answers According to the Years of Experience.*



### 4.3 Results Related to the Interview

Participants' responses were written down and discussed by the researcher after dividing the questions into two parts: the first part of five questions and the second part of ten.

#### 4.3.1 Results Related to the First Part of the Interview

The first part in this interview is about the interviewee's personal information. (See Appendix B). The researcher has made sure of the interviewees' privacy by following the informed consent rules and adhering to confidentiality and anonymity.

### 4.3.2. Results Related to the Second Part of the Interview

The second part of the interview consists of ten questions. The first question asks teachers about their perspectives on using GBA. The results show that most of the interviewees have a positive opinion towards using this approach in developing writing skills as shown in their answers. Below are some examples of the participants' answers to the questions (1):

*"In my opinion, I think using a genre-based approach to teaching writing skills, give valuable results". 1*

*"Genre-based approach is the best method for teaching writing".9*

*"It is the best way to teach writing skills, specifically teaching composition".5*

*"Actually, in my opinion, this approach can motivate learners through building the learners' knowledge and independent construction of the text".11*

*"Actually, the genre-based approach is considered a tool for developing the teaching language process".13*

The second question asks about teachers' opinions of genre-based approaches as a tool that can develop writing skills. The results show that most of the interviewees have positive answers, and some of the interviewees have neutral answers since they don't have an idea about the principles of this approach, as shown in their replies:

*"Yes, it can develop the writing skills since it gives the learners a chance to be exposed to more than one sample of different text related to the same topics in that way, the learners communicate effectively with texts that relate to their particular purpose and context".2*

*"The genre-based approach can develop writing skills. It allows learners to draw on relevant knowledge about text structure to predict the language they need".7*

*"Yes, genre-based approach can develop the writing skills especially developing composition writing ,because this approach can develop the understanding of how language works, by using this approach, the vocabulary that are needed in a particular topic are acquired by the exposure to different types or different genres of the same topic".9*

*"It can develop expectation by exposing the learners to the appropriate inputs".1*

*"In my opinion, the GBA can develop the writing skills".4*

The third question asks about the preference of the interviewees among the process approach, the product approach, or the genre-based approach. The answers show that some of the interviewees have neutral answers while most of them prefer the genre-based approach for many reasons as shown in their answers:

*"In fact, I think that the genre-based approach is a better method than the process approach in teaching writing skill".11*

*"Both the process approach and the product approach are valuable, but the genre-based approach is considered a trend in teaching writing and developing the writing process".3*

*"I prefer the genre-based approach because it enhances the students' confidence".5*

*"In my opinion, I choose genre-based approach among the three approaches since it builds a base for accumulated vocabulary".7*

*"I see both the process and the product approach are good in teaching writing skills, but there is no harm in conducting other methods".10*

The fourth question asks about the teachers' opinion of choosing the best approach in teaching writing. The answers show that the interviewees answer a positive opinion with choosing the genre-based approach as a method that gives valuable results in teaching writing, but many of them have a neutral opinion as shown in the following answers:

*"Using genre-based approach gives valuable results".1*

*"According to the results of using genre-based approach, it shows that there are valuable results in developing writing skills to the learners".8*

*"I am, as a teacher in need for a good method that gives valuable results, accordingly, genre-based approach has proof that it can be a developmental tool in teaching writing skills".9*

*"In my opinion, it is genre-based approach".11*

*"My opinion is somehow neutral since the three approaches are giving valuable results, but they differ in producing high quality results".12*

The fifth question asked about the teachers' satisfaction with using genre-based approach and why they use it. The answer of the interviewees to this question has two directions with many reasons for choosing this method as shown below:

*"Actually, yes I'm satisfied with this approach, since it focuses on engaging the learners with examples of a particular genre .At this point , the learner becomes a competent in constructing and deconstructing of the same examples".2*

*"With using genre-based approach, the learners are prepared for individual writing and achieving the main objectives of the process of writing. So, I'm satisfied with this approach".1*

*"I'm very satisfied with using this approach it gives valuable results".13*

*"This approach facilitates the process of acquiring many vocabularies related to specific genre, in that way it builds the habits of creative writing, that is the reason beside reasons for my satisfying".4*

*"I can't give you the exact answer for this question, because this approach in spite of its benefits, but it takes time and effort"15.*

The sixth question includes asking about what aspects of writing students can learn more effectively when genre-based approach is used rather than other approaches to teaching writing. The answers of the interviewees

show a positive perspective towards the effective aspects of this approach as shown below:

*"Students can learn more effectively by using genre-based approach in the coherent aspects because genre-based approach provides a coherent framework for focusing on language and context".12*

*"This approach enables the teacher to get a central role in scaffolding students' learning activities and that is the most important aspect".9*

*"The most effective aspect is that, it increases teacher awareness of texts and confidently advises his students on their writing".6*

*"I think, learners can learn more effectively by providing access to the patterns and possible variations in text".3*

*"I think in the three approaches, learners can learn effectively but with using genre-based approach teachers ensure that course objectives and content meet the learners' need".14*

The seventh question is asking about the teachers' opinion towards the learners' ability to distinguish between essay writing and composition writing despite the fact that this approach may take more time and effort. The answers of the interviewees show that, it is hard for the learners to distinguish between essay writing and composition writing, and by applying this approach they can get valuable results in spite of consuming time and effort. See the answer below:

*"Obviously, it is hard for the learners to distinguish between essay writing and composition writing, but if we give them one type of text different times, in this way ,learners can distinguish between essay and composition despite it can take time and effort but it gives good results".12*

*"There's confusion in the learners' production, i.e. they write a piece of writing but they can't distinguish whether it is an essay or a composition".11*

*"There are some similarities in the steps of writing composition and writing essay and that causes confusion for the students and they can't distinguish between the two types".12*

*"By applying genre-based approach students can create a dependent text by their own .since genre-based approach helps students in improving their capacity by the intensive exposure to more than one sample of the same type of the text".2*

*"I think students can't distinguish between essay and composition writing due to the fact that there's a lack in designing the curriculum and lack in the training program for the teachers, and lack of the time devoted for the English lessons during the semester".1*

The eighth question in this interview includes asking about whether genre-based approach meets the goal of the English teaching writing or not? The answers of the interviewees show positive impact and some of them take a neutral side as noted the answers bellow:

*"As a teacher, I think genre-based approach meet the goals for teaching writing, because this approach comprehends writing as a tool the students can utilize. In addition, the results approve that it can meet the goals".9*

*"In my opinion, genre-based approach meets the goals, since the production of the learners show a valuable change. It becomes highly constructed and becomes more comprehended".8*

*" In my opinion, genre-based approach meets the goal. It shows rising in consciousness i.e. teachers awareness of texts and this is reflected on students' awareness in their writing".2*

*"The answer to this question implies the achieving goals, one of the results in applying genre-based approach is independent construction of the text i.e. students can independently work with the text. Actually it meets the goals".14*

*"Genre-based approach meets the goals in teaching writing".15*

The ninth question asks about whether they are reluctant to the use of genre-based approach in the class and why. The answers of the interviewees show the reasons i.e. most of them are willing to teaching writing skills using genre-based approach and some of them are unwilling for some reasons as shown below:

*"Actually, I'm willing to use this approach. Genre-based approach will form a kind of background knowledge, so that students can activate in the next learning situation".1*

*"I don't mind to use genre-based approach".6*

*"Most of teachers are willing to use new method, since it brings together formal and functional properties of a language in writing instruction".13*

*"I'm quite confused about using this method. It takes time and effort".3*

*"I'm willing to use this method .So, I 'm not reluctant".14*

The last question is asking about the difficulties faces teachers in teaching composition for preparatory schools. The answers of the interviewees show that there are numerous difficulties facing teachers in teaching composition as shown below:

*"One of the difficulties that faces the teachers in teaching writing skills in general and teaching composition specifically is that, learners in preparatory schools reach to this stage without acquiring the writing skills perfectly".5*

*"I think the difficulties are: 1.Students are lack proper knowledge of grammar and spelling rules. 2. Students have difficulties in expressing their ideas.3.Students have difficulties in word order and punctuation as well".7*

*"The difficulties are the ability of the teachers in conducting the right method".4*

*"The difficulties can be concluded by some points. Teachers' unproductive teaching method, weak sentence structure, inexperienced teachers, and inappropriate use of vocabulary".2*

*"Yes actually, I face difficulties in teaching composition".11*

Concerning the answers of the interviewees, the researcher has noticed that, the use of genre-based approach has a positive impact on teachers' perspectives and can be considered a valuable method in developing the writing skills for the learners. According to this answers which came in line with the statistical results of the questionnaire,

#### **4.4 Discussion of the Results**

The results show that the teachers' perspective are varied according to several variables such as the gender variables, the age , the years of experience , and the academic degree. The results reveal the following:

1. The results of the current study show the positive impact on using genre-based approach in developing the writing skill of the EFL Iraqi teachers in-service. This result can be attributed to the fact that a genre-based approach has positive features and characteristics in teaching writing skills.
2. According to the statistical analysis of the data of the present study, represented by the questionnaire, the researcher noted that the teachers' have the positive opinion on using GBA. Moreover, the calculated data of the questionnaire' items are at the level of statistical significance (0.05) which means that there are no statistically significant differences in the teachers perspective and they have highly positive opinions.
3. As presented in the results of the questionnaire, the finding reveals that there are no statistically significant differences in teachers' perspectives

according to the gender. It reveals that both male and female EFL teachers have the same or similar opinion in regard to the benefit of using GBA in teaching writing. This is due to the fact that, the equalization in EFL teachers' perspectives can be attributed to the beliefs in the teaching tools and strategies.

4. In regards to the age, there are no statistically significant differences in the Iraqi EFL teachers' perspective on using genre-based approach to develop writing, the age between (22-32) years with 69% percentage. Teachers at the ages 22-32 are influenced by the trend teaching methods as well as the textbook materials.
5. In regard to the years of experience, the results reveal that there are no statistically significant differences in the teachers' perspective on using genre-based approach to content writing.
6. According to the academic degree, the findings reveal that there are no statistically significant differences in the teachers' perspectives on using genre-based approach to develop writing skills.
7. In regards to the qualitative data, the findings of the first, second, fourth, and fifth questions of the interview confirm to the results of the items: (1, 15, 13, 11, 26, 28, 14) of the questionnaire.
8. The findings of the third question of the interview confirm to the results of the items :(20,24,25) of the questionnaire. That indicates that teachers prefer to teach the writing skills through using GBA.
9. The findings of the sixth question of the interview confirm with results of the items :(3 ,7, 4, 16, 29 ,6, 21,2 ) of the questionnaire.

10. The findings of the seventh question of the interview confirm to the results of the items :( 19, 5,9) of the questionnaire.
11. The findings of the eighth question of the interview confirm to the results of the items :( 22, 17) of the questionnaire.
12. The findings of the ninth question of the interview confirm to the results of the items: (27, 23) of the questionnaire.
13. The finding of the last question of the interview confirm to the results of the items:( 12,18).

## **Chapter Five**

### **Conclusions, Recommendations, and Suggestions for Further Studies**

#### **5.1 An Introductory Note**

The conclusions drawn from the results of the current study together with the discussion of these results are presented in the current chapter. Also, some recommendations and suggestions for further studies are listed.

#### **5.2 Conclusions**

Based on the findings of the current study, the researcher has come to the following conclusions:

1. Iraqi EFL teachers have a positive and approving perspective with regards to the use of genre-based approach to develop the writing skills.
2. There are certain grounds for EFL teachers having positive response to the use of genre-based approach to develop writing.
3. The interview data generally confirmed with the questionnaire data, it indicated that, most participants hold positive attitudes towards using GBA.
4. Teachers need to be acquainted with the exact steps of GBA in order to improve the student's level in writing.
5. Based on the questionnaire data and the interview data, the Iraqi EFL students encounter difficulties in writing especially in formulating ideas, organizing their thoughts, organizing text, and create thinking.
6. There is a confusion between conducting the exact steps of GBA and the process approach, which leads to low production in writing skills.

### **5.3 Recommendations**

After analyzing the data, the following recommendations are proposed in light of the outcomes:

1. Paying more attention to the teaching of the writing skills at preparatory schools in Iraq. This includes increasing the time during the course.
2. Paying more attention to the use of genre-based approach.
3. Teachers need more training in writing according to GBA.

4. Students should select their preferred topic when they write and they should be helped to write about the topics they are interested in.
5. The EFL supervisors should induce teachers using genre-based approach appropriately.
6. EFL teachers are invited to develop their procedures in teaching writing and up to date with the newest topics.
7. Teachers should update their information in regards to methods of teaching.
8. Teachers should be able to deliver the steps of GBA very well .
9. Teachers should motivate their students to write a genre of text based on their own ideas.

#### **5. 4 Suggestions for Further Studies**

At the end of the current study, the following topics are suggested to be investigated for further studies:

1. As the current study is a descriptive one, it is suggested that, an experimental study can be conducted to determine the effectiveness of using Genre-Based Approach to develop the writing skills.
2. A similar experimental study can be conducted to examine the effect of using GBA on improving other skills, like speaking, for example.
3. A study can be done to compare the traditional teaching approach and the Genre-Based Approach.
4. A more specific study can be done examining the effect of using Genre-Based Approach for enhancing creative writing.

5. The current study can be duplicated examining other group of EFL students, e.g. the university students.
6. Investigating the effect of genre-based approach in improving reading comprehension of Iraqi EFL students.

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## Appendix A

### Questionnaire Initial Form

Ministry of Higher Education and  
Scientific Research  
University of Babylon  
College of Basic Education  
Department of English  
Department of Higher Studies/ M.A  
Methods of Teaching English Language



### Teachers' Questionnaire

***Dear Teachers,***

The researcher would be so grateful if you respond to this questionnaire which is an attempt to gather information needed for the accomplishment of the master degree's requirements. Through this work, the researcher attempts to investigate **“Investigating Teachers’ Perspective on Using Genre-Based Approach to Content Writing 5<sup>th</sup> Iraqi Preparatory Students”**. Your answers are extremely crucial and will be of great help for the completion of this research. Therefore, you are kindly requested to give precise answers to enrich this research with your responses. Your answers need to be marked with (✓) in the corresponding boxes. The researcher assures you that the answers you provide will remain confidential and will only be used for research purposes.

Thank you for your collaboration

Prepared by: **Athraa Shallal Habeeb**

Supervised by: **Assist. Prof. Dr. Lihadh Mubarak**

**Part One: Participant's Personal Information**

1. Name (optional):
  
2. Gender: Male  Female
  
3. Age:
  
4. Years of experience:
  
5. Grade you teach:
  
6. Total number of students you teach:
  
7. School's name:
  
8. Province:

**Part Two:** Please answer the following questionnaire by ticking in appropriate box.

<b>Items</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1-Genre-Based Approach plays a great role in language teaching reforming and has profound influence in writing skill.					
2- Genre-Based Approach aims to help students understand the lexical and grammatical features.					
3- Explicit attention to genre teaching provides students a concrete opportunity to acquire conceptual and cultural frameworks to undertaking writing tasks.					
4- The genre framework supports student's writing with generalized, systematic guiding principles about how to produce meaning passages.					
5.It is impossible to write without first knowing of the language.					
6. Students need to predict the text from the context which raise the difficulty to foreign language .					
7.Students need a grammatical description of the language and of how they are used in different social context ,in order to communicate effectively orally or in writing.					
8. Teachers' opinion in regards to using the communicative way that related to teaching writing leads to misunderstanding of applying the					

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
process of writing.					
9.Students face difficulties to distinguish between essay writing and composition writing					
10.Genre-Based Approach helps students to enhance their skills in writing a paragraph.					
11. By using Genre-Based Approach, students can develop the knowledge and skill to deal with written text in social contexts.					
12. Students encounter difficulties in using correct grammatical structure when they write.					
13.By using genre-based approach, Students become competent in using language patterns to achieve a coherent and purposeful composition.					
14.Teachers can use genre-based approach in the class when teaching writing.					
15.Teaching by using genre-based method can be helpful to students in regard to acquiring new English vocabulary, and/or to promoting self-study habits.					
16.Practicing with using different writing genres make students acquire the skills more spontaneously.					
17.Giving a sample of writing to the students during the teaching process will increase their ability in writing creativity.					

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
18. The designing syllabus in a way that helps conducting genre-based approach taking in to consideration the students' age and background knowledge.					
19. Teachers encourage students to practice writing a short composition in the class in order to learn new vocabulary easily.					
20. Giving students unfamiliar topics to write can develop their writing habits and encourages them to use new vocabulary.					
21. Choosing the topic of composition writing by the students themselves can help them to express and create more ideas.					
22. Applying genre-based approach in order to meet the goals of the English Language teaching, and principles of learning.					
23. I am ( as a teacher of English) reluctant to use genre-based method in the class and I prefer using the traditional methods .					
24. It is better for the students to learn some recognizable patterns during using genre-based method than traditional way.					
25. The teacher can control the lessons by changing from prescribed classes into teaching by using genre-based method.					
26. The students can learn better through genre-based method more					

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
than the traditional process.					
27. Due to the longtime of preparation, and a great effort that genre-based method requires, it causes dissatisfaction feelings.					
28. It is important to acknowledge the students about the different genres in order to develop their writing and reading skills.					
29. Genre-based approach gives more chance for students to participate actively in teaching and learning process.					
30. Genre-based approach makes processes of writing transparent, provides bases for teaching.					

## Appendix B

### Questionnaire Final Form

**Ministry of Higher Education and  
Scientific Research University of Babylon**

**College of Basic Education**

**Department of English**

**Department of Higher Studies/ M.A**

**Methods of Teaching English Language as  
a Foreign Language**



### Teachers' Questionnaire

*Dear Teachers,*

The researcher would be so grateful if you respond to this questionnaire which is an attempt to gather information needed for the accomplishment of the master degree's requirements. Through this work, the researcher attempts to investigate "**Investigating Teachers' Perspective on Using Genre-Based Approach to Content Writing 5<sup>th</sup> Iraqi Preparatory Students**". Your answers are extremely crucial and will be of great help for the completion of this research. Therefore, you are kindly requested to give precise answers to enrich this research with your responses. Your answers need to be marked with (✓) in the corresponding boxes. The researcher assures you that the

answers you provide will remain confidential and will only be used for research purposes.

Thank you for your collaboration

M.A.Candidate: Athraa Shallal Habeeb

College of Basic Education

Department of English Language

Phone No.:07733398395

**Supervisor**

Asst. Prof. Lihadh Mubarak(Ph.D)

**Part One: Participant's Personal Information**

9. Name (optional):

10. Gender: Male  Female

11. Age:

12. Years of experience:

13. School's name:

14. Province:

**Part Two:** Please answer the following questionnaire by ticking in appropriate box.

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1-GBA plays a great role in reforming language teaching and has profound influence in writing skill.					
2-GBA aims to help students understanding of the lexical and grammatical features.					
3- Explicit attention to genre teaching provides students a concrete opportunity to acquire conceptual and cultural frameworks to undertake writing tasks.					
4- The GBA supports student's writing with generalized, systematic guiding principles about how to produce meaning passages.					
5. It is impossible to write without first knowing of the language.					
6. Students need to predict the text from the context which raise the difficulty to foreign language .					
7. Students need a grammatical description of the language and of how they are used in different social context ,in order to communicate					

<b>Items</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
effectively orally or in writing.					
8. Teachers' opinion in regards to using the communicative way that related to teaching writing leads to misunderstanding of applying the process of writing.					
9. Students face difficulties to distinguish between essay writing and composition writing					
10. GBA helps students to enhance their skills in writing a paragraph.					
11. By using GBA, students can develop the knowledge and skill to deal with written text in social contexts.					
12. Students encounter difficulties in using correct grammatical structure when they write.					
13. By using GBA, Students become competent in using language patterns to achieve a coherent and purposeful composition.					
14. Teachers can use GBA in the class when teaching writing.					
15. Teaching by using GBA can be helpful to students in regard to acquiring new English vocabulary, and/or to promoting self-study habits.					
16. Practicing with using different writing genres make students acquire the skills more spontaneously.					
17. Giving a sample of writing to the students during the teaching process will increase their ability in writing creativity.					
18. The designing syllabus in a way that helps conducting genre-based approach taking into consideration the students' age and background knowledge.					

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
19. Teachers encourage students to practice writing a short composition in the class in order to learn new vocabulary easily.					
20. Giving students unfamiliar topics to write can develop their writing habits and encourages them to use new vocabulary.					
21. Choosing the topic of composition writing by the students themselves can help them to express and create more ideas.					
22. Applying GBA in order to meet the goals of the English Language teaching, and principles of learning.					
23. I am (as a teacher of English) reluctant to use GBA in the class and I prefer using the traditional methods.					
24. It is better for the students to learn some recognizable patterns during using GBA than traditional way.					
25. The teacher can control the lessons by changing from prescribed classes into teaching by using GBA.					
26. The students can learn better through GBA more than the traditional process.					
27. Due to the longtime of preparation, and a great effort that GBA requires, it causes dissatisfaction feelings.					
28. It is important to acknowledge the students about the different genres in order to develop their writing and reading skills.					
29. GBA gives more chance for students to participate actively in teaching and learning process.					
30. GBA makes processes of writing transparent, provides bases for teaching.					

## Appendix C

### Interview Form

Republic of Iraq

Ministry of Higher Education and Scientific Research

University of Babylon-College of Basic Education

English Department



Dear Teacher:

The researcher is intended to conduct a study entitled "*Investigating Teachers' Perspective on Using Genre-Based Approach to Content Writing of Iraqi EFL 5<sup>th</sup> Preparatory Students*". The study includes an interview to collect information about teachers' opinion of using genre-based approach to content writing. Your answers will be helpful for my study; your response will only be used for the purposes of research, and all your personal data is confidential. Thanks a lot for your time and response.

M.A.Candidate: Athraa Shallal Habeeb

College of Basic Education

Department of English Language

Phone No.:07733398395

**Supervisor**

Asst. Prof. Lihadh Mubarak

## Interview Questions

---

### **Part One: Participants' Personal Information:**

**Your name: (optional)**

**Gender:**

**Age:**

**Academic achievement:**

**Years of experience:**

**Place of work:**

### **Part Two: Teachers' Perspective and Opinion in regards to using Genre-Based Approach in teaching English writing:**

- 1. You as a teacher, what are your perspectives about Genre-Based Approach?**
- 2. You (as a teacher), do you think it can develop the writing skills?**
- 3. Do you prefer using the process approach, the product approach, or the Genre-based Approach?**
- 4. In your opinion which approach can give valuable results in learning writing skills?**

**5. As a teacher, are you satisfied with using Genre-Based Approach to teaching writing? Why?**

**6. What aspect of writing can students learn more effectively when Genre-Based Approach is used rather than other approaches to teaching writing?**

**7. Do you think, by using genre-based approach, the learner can distinguish between writing an essay and writing a composition despite it may consume time and effort?**

**8. As a teacher, do you think Genre-Based Approach meet the goals of the English Language teaching?**

**9. As a teacher, are you reluctant to use Genre-Based Approach in the class? Why?**

**10. As a teacher, do you face difficulties in teaching composition for preparatory school?**

## Appendix D

### List of Interviewees

No.	Name	Gender	Age	Academic achievement	Years of Experience
1.	Teacher	Male	50	Bachelor	23 years
2.	Teacher	Male	26	Bachelor	3 years
3.	Teacher	Female	44	Bachelor	20 years
4.	Teacher	Female	52	Master Degree	30 years
5.	Teacher	Female	50	Bachelor	26 years
6.	Teacher	Female	48	Bachelor	20 years
7.	Teacher	Male	60	Bachelor	30 years
8.	Teacher	Female	48	Master Degree	20 years
9.	Teacher	Male	42	Bachelor	18 years
10.	Teacher	Male	33	Master Degree	10 years
11.	Teacher	Female	48	Master Degree	25 years
12.	Teacher	Female	48	Bachelor	20 years
13.	Teacher	Female	38	Bachelor	17 years
14.	Teacher	Female	41	Bachelor	20 years
15.	Teacher	Female	43	Bachelor	30 years

## Appendix E

### List of Jury Members

No.	Title	Expert's Name	Degree	Specialty	Place of Work
1.	Prof.	Abd Ali Naif	Ph. D	Linguistic	College of Basic Education/ University of Babylon
2.	Prof.	Alaa Ismael Challob	Ph.D	TEFL	College of Education for Human Science University of Anbar
3.	Prof.	Bushra Saadoon Mahmood Al Noori	Ph.D	TEFL	Al Mansoor University/Baghdad
4.	Prof.	Shaimaa Abdulbaqi Ibrahim Al Bakry	Ph.D	TEFL	College of Education for Human Science-Ibn Rushd/ University of Baghdad
5.	Prof.	Shaimaa Qassim	Ph. D	TEFL	College of Education for Women/University of Baghdad
6.	Asst. Prof.	Asmaa Sirry Mahmood	Ph. D	TEFL	College of Education-Ibn Rushd/University of Baghdad
7.	Asst. Prof.	Dhiyaa Mizhir	Ph. D	TEFL	College of Education-Ibn Rushd/University of Baghdad
8.	Asst. Prof.	Elaf Riyadh Khalil	Ph. D	TEFL	College of Education-Ibn Rushd/University of Baghdad
9.	Asst.	Istabraq Rasid	Ph.D	TEFL	College of Basic Education/

	Prof.	Ibraheem			Al Mustanssiryia University
10.	Asst. Prof.	Khalid Shamlchi	Ph.D	Linguistic	Al Imam Al Kadhim University
11.	Asst. Prof.	Khansaa Hassan Hussein	Ph.D	TEFL	Al Imam Al Kadhim University
12.	Asst. Prof.	Mais Flaieh Al- Jabbaw	Ph.D	TEFL	College of Basic Education/University of Babylon
13	Asst. Prof.	Najwa Yassin Ismael	Ph.D	TEFL	College of Basic Education/University of Tikreet
14.	Asst. Prof.	Narmeen Mahmood Muhammad	Ph.D	TEFL	College of Education for Women/University of Baghdad
15.	Asst. Prof.	Sundus Abdul- Jabbar Kamel	Ph.D	TEFL	College of Education for Human Science-Ibn Rushd/ University of Baghdad

## Appendix F

### List of Visited Schools

No.	School's Name	Level	Gender
1.	Al Baidhaa school	Preparatory	Boys
2.	Al Etezaz for distinguished students	Preparatory	Girls
3.	Al Farooq School	Preparatory	Boys
4.	Al Firdaws School	Preparatory	Girls
5	Al Hawraa School	Preparatory	Girls
6.	Al Hussainia School	Preparatory	Boys
7.	Al Maghrib School for Distinguishing students	Preparatory	Girls
8.	Al Mawadda School	Preparatory	Girls
9.	Al Mustansirya School	Preparatory	Boys
10.	Al Raya School	Preparatory	Girls
11.	Al Saiaab School	Preparatory	Boys
12.	Al Qanaa School	Preparatory	Girls
13.	Baghdad School	Preparatory	Girls
14.	College of Baghdad	Preparatory	Boys
15.	Hunain Shool	Preparatory	Girls
16.	Noon Wa Al Qallam School	Preparatory	Boys
17.	Zahoo Al Iraq School	Preparatory	Girls

## Appendix G

### Permissions

Ministry of Higher Education and Scientific Research  
 University of Babylon  
 college of Basic Education

جمهورية العراق  
 وزارة التعليم العالي والبحث العلمي  
 جامعة بابل  
 كلية التربية الاساسية

Ref. No.:  
 Date: / /

العدد: ١١٨٦٥  
 التاريخ: ١٠/١٠/٢٠٢٢

“استثمار الطاقة التطبيقية طريقنا نحو التنمية المستدامة”

كلية التربية الانسانية  
 شعبة الموارد البشرية  
 الصادرة

الى/مديرية العامة لتربية في محافظة بغداد /الرصافة الاولى  
 م/ تسهيل مهمة

تحية طيبة ..

يرجى تفضلكم بتسهيل مهمة طالبة الدراسات العلى ( عذراء شلال حبيب ) اختصاص ماجستير/ طرائق تدريس اللغة الانجليزية لغرض اكمال متطلبات رسالتها الموسومة ب: - ( investigating teacher's perspective on using genre based approach to content writing of Iraqi EEL 5<sup>th</sup> preparatory students)

..... مع الاحترام .....

أ . د . فراس سليم حياوي رزوقي

معاون العميد للشؤون العلمية والدراسات العليا

٢٠٢٢/١٠/١٠

نسخة منه الى//

- الصادرة  
 - الدراسات  
 - ملفه الطالبة

زينب

STARS

basic@uobabylon.edu.iq

وطني ٠٧٢٣٠٠٣٥٧٤٤  
 امنية ٠٧٦٠١٢٨٨٥٦٦

مكتب العميد ١١٨٤  
 المعاون العلمي ١١٨٨  
 المعاون الاداري ١١٨٩

العراق - بابل - جامعة بابل  
 بدالة الجامعة ٠٠٩٦٤٧٢٣٠٠٣٥٧٤٤

www.uobabylon.edu.iq

## Appendix G

### Permission

جمهورية العراق  
 مديرية تربية الرصافة الاولى  
 قسم الاعداد والتدريب/ شعبة البحوث والدراسات  
 العدد: ب.د. ٢٠٢٢/١٠/٢٦  
 التاريخ: ٢٠٢٢/١٠/٢٦

بسم الله الرحمن الرحيم  
 محافظة بغداد  
 مدينة السلام  
 Baghdad Governorate

Republic of Iraq  
 Baghdad Governorate  
 Department of  
 Preparation and Training  
 NO:  
 Date:

---

المديرية العامة لتربية بغداد الرصافة الاولى  
 ألى/ ادارات المدارس والاعدادية والثانوية كافة  
 م/ تسهيل مهمة  
 تحية طيبة...

إشارة الى كتاب وزارة التعليم العالي والبحث العلمي/ جامعة بابل / كلية التربية الاساسية  
 المرقم ( ١١٨٦٥ ) في ٢٠٢٢/١٠/٢٦

يرجى تسهيل مهمة طالبة الماجستير ( عذراء شلال حبيب ) قسم طرائق تدريس اللغة الانكليزية عند  
 زيارتها لكم لإكمال متطلبات بحثها الموسوم ( investigating teachers perspective on using )  
 (genre based approach to content writing of Iraq EEL5 preparatory students)  
 للعام الدراسي الحالي .

لاتخاذ مايلزم .....مع التقدير.

علي واوراسمان الشمري  
 معاون مدير قسم الاعداد والتدريب  
 د. محسن مهمل عبدالله  
 مدير قسم الاعداد والتدريب  
 ٢٠٢٢/١٠/٢٦

نسخة منه الى  
 - معاون المدير العام للشؤون الفنية المحترم.....للعلم مع التقدير.  
 - قسم التخطيط التربوي/ شعبة الاحصاء لتزويد الباحث بالبيانات المطلوبة...مع التقدير.  
 - قسم الاعداد والتدريب ..للعلم مع التقدير.  
 - شعبة البحوث والدراسات ...مع الاوليات.





## **Appendix H**

Letter of Acceptance

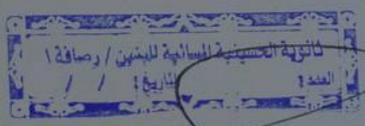


المديرة  
شيماء كفاح حسن  
٢٠٢٢ / ١ / ١٩

المديرة العامة لتربية بغداد / الرصافة الاولى  
إعدادية المنصور  
٢٠٢٢ / ١ / ١٩



المديرة  
جنان سجاد سجاد  
٢٠٢٢ / ١ / ١٩



المدير  
حسين حماد صالح العاصري

Ministry of Higher Education  
Scientific Research &

**AL-IRAQIA UNIVERSITY**

Al Iraqia University Refereed  
Journal



وزارة التعليم العالي والبحث العلمي

**الجامعة العراقية**

مجلة الجامعة العراقية المحكمة

العدد: م.ب.ش.ع. / ٤٤٧  
التاريخ: ١ / ٦ / ٢٠٢٣ م

Print ISSN: 1813-4521  
Online ISSN: 2663-7502  
DOI: 10.18576/2020J102

الى // Athraa Shallal Habeeb Mohammed

Asst. Prof. Dr. Lihadh Mubarak,  
College of Basic Education, University of Babylon, Iraq.

م/تأييد نشر

تحية طيبة ...

نود إعلامكم أن بحثكم المقدم إلى إدارة مجلة الجامعة العراقية الموسوم بـ:  
(Investigating Iraqi EFL Teachers' Perceptions Towards The Role of  
Teaching and Learning Cycle Models of GBA in Teaching Writing Skills)  
صالح للنشر في مجلة الجامعة العراقية  
وتقبلوا خالص الاحترام.

ح

٠٥٠٠ صباح نوري حمد

مدير تحرير المجلة

٢٠٢٢/٦/٢١

مجلة  
الجامعة العراقية

نسخة منه الى //

- إدارة المجلة/ لاتخاذ ما ينزم.
- ملفّة صادر صلاحيات النشر.



رقم الايداع في دار الكتب والوثائق  
ببغداد ١٠٨٦ لسنة ٢٠٠٨

العراق - بغداد - الزبيرية - مجلة ٢٠٦ - شارع المشاتل

موقع المجلة: mabdaa.edu.iq

موقع الجامعة: mabdaa.aliraqia.edu.iq

موقع المجلات الاكاديمية العراقية: www.iasj.net/iasj/issue/2776

البريد الالكتروني للمجلة: aliraqiajournal@aliraqia.edu.iq

## المستخلص

توفر طريقه نوع النص لتدريس الكتابة لكل من المعلمين المحتملين والحاليين موردًا قيمًا لمساعدة الطلاب على إنشاء نصوص فعالة وذات صلة. تمكّن طريقه نوع النص المعلمين من بناء الفصول الدراسية على النصوص التي يُطلب من الطلاب كتابتها في السياق المستهدف، ومن خلال ذلك يمكن للمتعلمين التقدم بفعالية والمشاركة في العالم خارج الفصل الدراسي للغة الإنجليزية كلغة أجنبية.

تهدف الدراسة الحالية الى استطلاع وجهات نظر مدرسي اللغة الانكليزية كلغه اجنبيه في العراق حول استخدام طريقه نوع النص لتطوير مهارات كتابه لدى طلاب الصف الخامس الإعدادي كما تهدف الدراسة الحالية الى استكشاف المعلومات الديموغرافية حسب المتغيرات: العمر، الجنس، سنوات الخبرة، ومتغير المؤهلات العلمية.

لتحقيق هذه الأهداف يطرح الباحث التساؤلات التالية:

1. ما هي وجهة نظر المدرسين تجاه استخدام طريقه نوع النص؟
  2. هل توجد فروق ذات دلالة إحصائية في وجهة نظر مدرسي اللغة الإنجليزية كلغة أجنبية في العراق حول استخدام طريقه نوع النص لتنمية مهارات الكتابة في المرحلة الإعدادية؟
  3. هل توجد فروق ذات دلالة إحصائية في وجهة نظر مدرسي اللغة الإنجليزية كلغة أجنبية في العراق نحو استخدام طريقه نوع النص لتطوير مهارة الكتابة تعزى لمتغيرات الجنس والعمر وسنوات الخبرة والمؤهل العلمي؟
- تقتصر هذه الدراسة على مدارس الصف الخامس الإعدادي للجنسين (ذكور وإناث) في محافظة بغداد خلال العام الدراسي (2022-2023).

لتحقيق أهداف هذه الدراسة استخدم الباحث المنهج الوصفي التحليلي المختلط باستخدام الاستبانة والمقابلة لجمع البيانات وتحليلها وعرض النتائج.

ان مجتمع الدراسة هم مدرسون اللغة الإنجليزية كلغة أجنبية من العاصمة بغداد للمدارس الإعدادية المرحلة الخامسة لكلا الجنسين. وقد تم اختيار عينة الدراسة المكونة من 250 معلماً للغة الإنجليزية كلغة أجنبية من المدارس الإعدادية للإجابة على فقرات الاستبيان. بناءً على مقياس ليكرت ذو النقاط الخمس، بينما تم اختيار عينة مكونة من 15 مشاركاً (مدرسي اللغة الإنجليزية كلغة أجنبية) بشكل قصدي لإجراء المقابلة. تم استخدام أدوات إحصائية مختلفة لتحقيق أهداف الدراسة مثل اختبار ألفا كرونباخ من خلال برنامج SPSS، والمتوسطات الحسابية والانحرافات المعيارية (SD)، وارتباط بيرسون، واختبار (T) (اختبار العينات المستقلة)، وتحليل التباين الأحادي (One-way ANOVA)، واختبار مربع كاي.

أظهرت النتائج أن مدرسي اللغة الإنجليزية كلغة أجنبية راضون للغاية عن معايير الاستبيان وعناصره وكذلك أسئلة المقابلة. بالإضافة إلى ذلك أشارت النتائج إلى تفوق طريقه GBA على الطرق الأخرى من وجهة نظر المدرسين .

تشير نتائج الدراسة إلى أن مدرسي اللغة الإنجليزية كلغة أجنبية في العراق لديهم وجهات نظر إيجابية ومقبولة نحو استخدام النهج القائم على النوع. ويبين أنه لا توجد فروق ذات دلالة إحصائية ملحوظة في العمر والجنس وسنوات الخبرة.

وفقاً للنتائج التي تم الحصول عليها تم ذكر الاستنتاجات والتوصيات والاقتراحات لمزيد من الدراسات حول هذا الموضوع.



وزارة التعليم العالي والبحث العلمي

جامعة بابل

التربية الاساسية

قسم اللغة الانكليزية

**استقصاء وجهات نظر المدرسين في استخدام طريقه نوع النص  
لمحتوى الكتابه لطلبه مرحله الخامس اعدادي من متعلمي اللغة  
الانكليزية لغة اجنبية من العراقيين**

رسالة مقدمة إلى مجلس كلية التربية الاساسية/ جامعة بابل وهي جزء من متطلبات نيل درجة  
الماجستير/تربية في طرائق تدريس اللغة الانكليزية لغة اجنبية

من قبل

عذراء شلال حبيب

اشراف

الاستاذ المساعد الدكتور ه لحاظ مبارك

جامعة بابل

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صفر ١٤٤٥