



**Using Genre-Based Approach to Develop EFL Faculty of
Education Students' Recount Writing
Ability and Reducing**

Writing Apprehension

By

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Abstract

This study aimed to recognize the effectiveness of using a Genre based Approach (GBA) to develop 1st year English Majors' Recount Writing ability(RW) and reduce their Writing Apprehension(WA). The participants of the study were 60 English majors at the Faculty of Education, Minia University. The study adopted the quasi-experimental design in which two groups were assigned; one serving as the experimental group (30 students) while the other serving as the control group (30 students). They participated in the field study which took place in the first term of the academic year 2022/2023. The instruments of the study were: a questionnaire, a language placement test, a RW test, a writing scoring rubric and a WA scale. Data obtained from students' responses was analyzed using t-test. A genre based training instruction material was also utilized. The findings of the study revealed statistically significant differences due to the training, favoring the experimental group, in the post-administration of the RW test as well as the WA scale. Accordingly, the suggested training material was found to have a positive effect on developing EFL Faculty of Education students' 1st year English majors' ability in writing recount texts and reducing their writing apprehension. Suggestions for further research and recommendations were also presented.

Key words: Genre-Based Approach, Recount Writing and Writing Apprehension.

استخدام المدخل القائم على نوع النص لتحسين قدرة طلاب كلية التربية تخصص اللغة الإنجليزية على الكتابة السردية و خفض المخاوف الكتابية لديهم إعداد

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الملخص

هدفت الدراسة الحالية إلى التحقق من فاعلية المدخل القائم على نوع النص على تحسين قدرة طلاب الفرقة الأولى كلية التربية، جامعة المنيا تخصص اللغة الإنجليزية على الكتابة السردية وتقليل المخاوف الكتابية لديهم . قد تألفت عينة البحث من 60 طالباً وطالبة موزعين على مجموعتين أحدهما تجريبية والآخرى ضابطة شاركوا في دراسته خلال الفصل الدراسي الأول للعام الجامعي 2022-2023. استخدمت الدراسة المنهج شبه التجريبي لتحقيق أهداف البحث. و اشتملت أدوات الدراسة على اختبار لغه ، واستبيان لفحص معرفة الطلاب حول المدخل القائم على نوع النص و الكتابة السردية وتم تطوير دليل لتحقيق ذلك من قبل الباحثه وتم استخدامه مع مجموعة الدراسة. و لقياس فاعلية التدريب تم إستخدام مقياس قبلي و بعدي في إختبار مهارات الكتابة السردية ومقياس الخوف من الكتابة. تم تحليل البيانات التي تم الحصول عليها من إستجابات الطلاب باستخدام اختبار t وأسفرت التحليلات الكمية لنتائج الطلاب عن وجود فروق ذات دلالة احصائية بين متوسطى درجات طلاب المجموعتين للتطبيق البعدي لاختبار مهارات الكتابة السردية ومقياس الخوف من الكتابة لصالح المجموعه التجريبية. كما تجاوز أداء الطلاب البعدي أدائهم القبلي في كلا المتغيرين مما يؤكد فاعلية المدخل القائم على نوع النص فى تحسين القدره على الكتابة السردية لدي طلاب العينه و خفض المخاوف الكتابية لديهم. وقد تم عرض النتائج ومناقشتها. وفى ضوء هذه النتائج تم تقديم مجموعة من التوصيات والمقترحات لبحوث مستقبلية.

الكلمات المفتاحية: المدخل القائم على نوع النص - الكتابة السردية - الخوف من الكتابة

Using Genre-Based Approach to Develop EFL Faculty of Education Students' Recount Writing Ability and Reducing Writing Apprehension

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Introduction

Writing is among the essential language skills required for communication in several contexts. Writing could be a very impressive tool to convey ideas and thoughts and a powerful means of reflection in understanding more about the way we think. It is to be the most challenging and demanding skill for EFL learners. Accordingly, developing the students' thinking abilities, analytical skills, and distinguishing things accurately and validly should be among the basic targets of writing. Cognitive and linguistic processes are incorporated in writing that requires certain skills to put thoughts on paper. Hence, writing must be instilled from an early age as it could enhance students' creativity and literacy to express and communicate ideas about their experience. It is the teachers' responsibility to facilitate and introduce the chances for students to apply writing tasks in different contexts (Suwartini et al., 2022).

Students' thoughts and actions are monitored from the beginning of writing to the production of work during the writing process which is

perceived as a road map for them. Mastering these core skills and abilities impressively enables students to produce meaningful pieces of writing and let others to read and understand them as well (Dieni, 2022). Owing to the wide incorporation of writing in all stages of education, improving students' writing ability via distinguishing and utilizing different text genres; namely: reflective, narrative, descriptive, procedure, explanation, discussion, exposition, recount, report, news item and review should receive a great concern. Being acquainted with these text genres is considered prerequisite for university students to achieve success in different academic courses as proposed by many researchers (e.g. Ahmed, 2018, Ajmal & Irfan, 2020, Abdel-Wahab, 2020, Ferawati, Baa & Nurul, 2022).

Recount writing (RW)

Recount writing (RW): events are presented chronologically as a science experiment or cooking;

- an imaginative recount in which factual knowledge is applied to an imaginary role to interpret and recount events and the first person in retelling events is usually used; and
- a factual recount in which report of an actual event is reconstructed like newspaper news or police reports (Saksono, 2022).

In learning RW, some generic structure and features of a recount text should be taken into consideration such as title, orientation which explains who, what, when, and where of the experience in the introduction. Significant sequence of events is recorded; events are described in its chronological sequence and organization of relevant information is grouped in paragraphs. Re-orientation, which is optional,

personal comments, opinions or interpretations of the recounted event are included. It is like a summary at the events (Sopian & Sugianto, 2023, Saksono, 2022 and Mustika, Siti, & Rasi. (2020). Therefore, for students to produce a meaningful piece of writing, they need to demonstrate such key aspects of writing, which might lead to fear, anxiety and apprehension for most of them.

Writing Apprehension (WA)

Among the difficulties and obstacles which affect EFL students' ability to write is Apprehension. The term "Writing Apprehension" (WA) was first introduced by Daly & Miller (1975), referring to it as "a person's general tendencies to approach or avoid situations perceived to demand writing accompanied by some amount of evaluation". It is the negative feeling of someone when writing that leads to discomfort and nervousness resulting in writing disruption. Students' unpleasant feeling dramatically affects their ability to write. When being experienced writing apprehension, students become unable to produce a coherent and an extended piece of writing, lose integrity of the text, are more likely to make mistakes and hence, and tend to write short texts with poor quality. Subsequently, students avoid executing writing tasks and presenting writing classes as it requires great consciousness in composing and generating ideas. (Rasool, Qian & Aslam, 2023). Furthermore, missing any of writing key elements could be challenging for students and might lead to writing apprehension.

There are lots of causes leading to WA among EFL students as caught in literature. Among these causes are: the type of instructional practices offered to students when learning writing; the difficulties that

students encounter in writing may be associated with their affective states such as stress, apprehension; lack of self-confidence when writing; inappropriate learning context; fear of teachers or peers' negative review; inadequate strategies for teaching writing; poor knowledge of lexical and syntactical items; pressure to produce perfect work; linguistic difficulty or pressure of time. Consequently, instructional practices and activities for teaching writing skills should be improved and introduced using a more effective way to reduce WA among EFL learners (Al Asmari, 2013, Abdel-Latif, 2015, Al-Shboul & Huwari, 2015, Al Hinai, 2018, Qadir, Bostanci & Kurt, 2021 & Quvanch & Si Na, 2022). They need to learn writing different text genres to improve their performance; develop their awareness of text structure and overcome their negative feeling and worry towards writing (Abdel-Wahab, 2020); they need to be well knowledgeable and aware of the steps of writing a specific genre to communicate effectively and they need to be introduced with 'models of good writing' to imitate till they got control over text structure (Haerazi, 2017). Developing students' writing abilities and reducing the level of WA becomes an important pursue to be reached in educational contexts and several methods have been proposed in the relevant literature including GBA. It emphasizes the communicative function of writing and help students to improve their understanding of text genres (Pham & Bui, 2021, Harpiansi, 2023).

Genre-based Approach (GBA)

The term 'genre' is used in different aspects of life. Hyland (2007) viewed 'genre' as an abstract, socially recognized way of using language referring to the relationship between text-genres and their contexts. It

enlarges the interaction among experienced peers which helps learners move from their existing level of performance, what they can do now, to a level of “potential performance”, what they are able to do without assistance. Genre’ is also viewed as a matter of communicative events that are ‘goal oriented’ due to certain social context representing fixed conventions. Hence, GBA focuses on the social context of writing serving communicative purposes and treating texts as genres for students to learn (Uzun & Topkaya, 2018). Among the good characteristics of GBA is that it helps students understand the lexical and grammatical features of different rhetoric contexts being aware of communicative purpose in social interaction. When using GBA, students are provided with systematic guiding principles about constructing and producing meaningful passages. GBA helps students’ positive perceptions about writing, independence to improve writing performance and self-confidence are remarkably fostered and writing anxiety levels are reduced as well. GBA provides students with sufficient chances to be familiar with the steps of writing text genres to produce coherent and clear paragraphs and express their ideas thoroughly (Saksono, 2022). A series of themes or topics developed into a piece of writing was generally included in GBA. The subsequent stages of GBA facilitate the learning process of genres. In this regard, students are provided with a clear understanding of the purpose, generic structure and linguistic features of texts. Having personal background knowledge about the topics being discussed, learners will be able to significantly write about them (Harpiansi, 2023).

GBA is commonly recognized to comprise four key stages: the first stage is *'Building Knowledge of the field'*, where students' genre awareness and topic knowledge is acknowledged through brainstorming, discussion and questioning. The second stage is *'Modeling'*, where students' attention is drawn to text language features i.e. purpose, organization. Hence, a number of targeted texts that model the genre in which they will write is presented to students. The third stage is *'Joint construction of a text'*, where students work with peers to construct texts similar to the given models under the teacher's supervision. Revising and paraphrasing the vocabulary usage, the grammatical patterns, and textual devices may be done by students' own words. The fourth stage is *'Independent construction of a text'*, where students work independently to write a text based on their learnt experiences. In this stage, certifying students' abilities to understand the features of a certain genre such as the communicative purpose, structure element of the text, grammatical patterns and relevant vocabulary usage, is so crucial (Hyland, 2007, Haryanti & Farnia, 2019, Ajmal & Irfan, 2020 and Pham & Bui, 2021). The following figure presents GBA cycle:

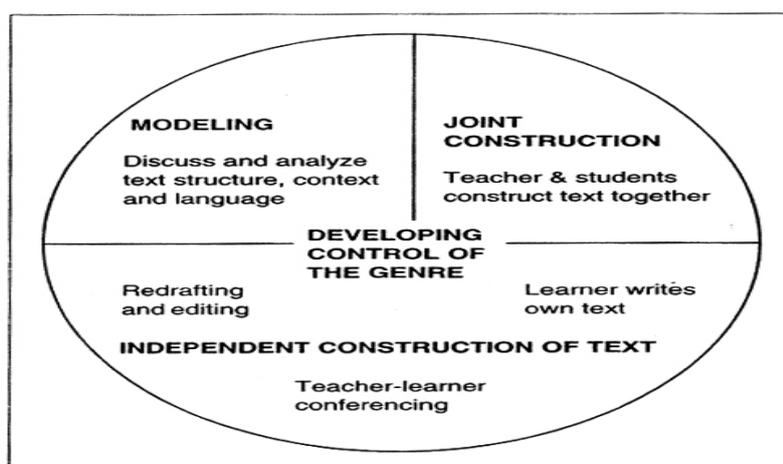


Figure (1) GBA learning Cycle in Hyland, 2007

<https://doi.org/10.1016/j.jslw.2007.07.005>

Literature Review

Due to the importance of GBA in teaching writing, some researchers developed students' abilities in writing text genres; namely recount type via using GBA. For example, Harpiansi (2023) found promising results in increasing EFL Indonesian college students' abilities to write coherent essays through applying GBA in teaching. Student's writing posttest average score (70.7) was greater than the pretest average (55.67). The study also referred to the benefits students gained from being engaged in GBA basic phases. In a study conducted by Saksono (2022), GBA was found to be effective in improving students' ability to identify characteristics and differences between several types of recount text; assisting them to pay more attention to the text's structural elements and language style in the process of reading and writing and find essential information in the text according to the elements of the genre and it also increased their self-confidence in writing.

Abdel-Wahab (2020) investigated the effect of the process genre approach on EFL sophomore students' reflective writing skills and genre awareness at the Faculty of Specific Education, Zagazig University. Using a reflective writing skills test and genre awareness scale to collect data, results indicated that experimental group students scored significantly higher than those in the control group on both tests. Incorporating the GBA into teaching of EFL writing skills was highly

recommended in the study. Hassan (2020) as well utilized GBA with 50 EFL third year students enrolled at the English section at Faculty of Education, Benha University aiming to enhance their writing skills. An EFL writing skills test and an analytic rubric were administered to achieve the purpose of the study. Results revealed that students' writing skills were significantly after the treatment developed due to the implementation of GBA.

In a study conducted by Haerazi, Irawan & Suadiyatno (2020), they compared between the impact of using genre-based instructional model (GBI) and the process-based instruction (PBI) on developing pre-service teachers' EFL writing skills and creativity. For this purpose, a writing test and a creativity test were administered on the study participants. The results revealed that the GBI model was more effective than the PBI model. Therefore, the GBI helped the students have better writing achievement and have high creativity. Another investigation was done by Haryanti & Farnia (2019) who highlighted the effectiveness of using GBA in eleventh-grade students' ability to write narrative texts. Analyzing the data collected from the pre-posttest writing text, they found that students' performance in all aspects of writing was improved after utilizing GBA. According to Ahmad's study (2018) GBA provided significant results indicating its practicality to improve Senior High School students' descriptive writing ability. It is deemed to have a successful target for increasing students' writing ability supporting them to be more confident and enthusiastic in writing practice. In another context, Al Hinai (2018) attained great results of using GBA to develop colleges of technology students' academic writing. It was useful in

tackling a lot of writing problems which students encountered in writing classes.

In an investigation conducted by Hidayat, Setyowati & Mabaroh (2018), they attempted to improve students' ability in writing recount text via GBA at eight grades. To achieve this, an interview, an observation checklist, and a writing test were used. Results showed that the students' mean scores gradually improved from 56.51 to 71.31. These improvements indicated that the implementation of GBA was successful in enhancing students' ability in writing recount text.

Abdel-Malek (2017) as well investigated the effect of using the genre based approach in teaching recount text genre to fifteen university level. This study aimed to explore the effect of GBA on students' ability to write recount texts; examine the relationship between learning to write a recount and reading a recount in the same genre and observe the meta-language students used during the joint construction of a recount. A comparison between students' initial recount writing and their recounts after the implementation of GBA was actually done. Findings revealed that because of utilizing GBA to writing the recount, students' recount genre writing significantly improved on the posttest compared to the pretest. This indicated the valuable impact of using GBA on fostering students' recounts. In the same line, Haqiqotul (2017) used GBA to promote thirty eighth grades in junior high Indonesian students' personal recount text writing. Data was collected using observation sheet, writing test, and document. Analysis of data showed that most of the students were able to write a personal recount text with appropriate text structure, well developed content, and no serious errors on grammar. This

significant improvement on students' personal recounts was due to the different phases of GBA which helped students to have good understanding about recount text organization. Nueva (2016) compared between the effectiveness of GBA and Process-based approach on students' writing proficiency and ability of writing articles in terms of content, accuracy, fluency, appropriateness and intelligibility. The study was conducted on 80 students to examine the differences of their writing performance. The results revealed that both approaches improved students' writing ability and performance but, GBA gave more positive and significant outcomes than the other approach. This indicated that adoption of GBA improved students' writing proficiency. Similarly, Irawansyah (2016) investigated the ability of GBA in enhancing students of English education department recount writing skills. Results showed that there was an overall improvement of students' mean score of writing recount text and each aspects of writing as it increased from 56.56 to 68.52. The improvement was applied in all writing skill aspects, including organization content, vocabulary, and mechanics, including spelling and pronunciation.

A number of studies have been also devoted to exploring the effectiveness of GBA in reducing students' WA, fear and anxiety. Herman, Nguyen & Anita (2020) noted that GBA had an important role in overcoming students' difficulties in writing achievement as it supported students who had problems with writing. The noted improvement aspects were in building text context and social purposes, students' willingness to learn and be active in class, students' ability in generating the ideas of the text and students' ability developing the text

description. Moreover, they referred to the role of GBA in increasing students' vocabulary, and developing their motivation to write. Similarly, Ajmal & Irfan (2020) investigated the effect of process GBA on writing anxiety among ESL intermediate/pre-university students in Pakistan. To collect study data, they used second language writing anxiety inventory (SLWAI), a multidimensional questionnaire, and interviews. Comparing the results before and after the application of process GBA, data revealed that GBA gave remarkable evidence on changing the experimental group' score in the writing anxiety inventory as it reduced from 73.57 to 50.25. Consequently, using GBA was effective in reducing students' apprehension.

Abdullah (2019) examined the effect of process GBA on developing English writing skills of secondary stage students and reducing their writing anxiety. Sixty two secondary stage students were divided into experimental and control groups. A writing skills checklist, a pre-post writing skills test, and a writing anxiety inventory were used as study instruments. Analysis of data revealed the large effect of GBA on improving students' writing skills and reducing their writing anxiety. In their study, Uzun & Topkaya (2018) developed a second language writing anxiety inventory to test the writing perceptions of 2nd year undergraduate students of ELT. The findings showed that the writing anxiety levels of the participants were largely influenced by the GBA writing module and it was found to be an effective tool to promote positive psychology among pre-service English teachers.

Commentary

The aforementioned research studies manifestly refer to the importance for university students to master writing skills, be familiar with different text genres and reduce WA through using effective techniques. Literature review makes it explicit that GBA was acknowledged as an effective in improving students' performance of writing skills, knowledge and use of different writing genres namely: recount texts and in reducing their anxiety, stress and WA. It was also noteworthy that there is a strong correlation between using GBA and teaching RW, as both encompass step by step stages. These stages could assist students to have a clear understanding of a text in the beginning and gradually develop their writing ability. Nevertheless, less attention was given to teaching different genres in writing courses and students' WA was also neglected. To the researcher's best knowledge, within the Egyptian context, few studies regarding GBA in higher education contexts can be found. This motivated the researcher to explore its potential effectiveness in improving 1st year EFL students' ability to write recount texts and reducing their WA.

Context of study

Aiming to develop EFL novice students' language proficiency at the Faculty of Education, Minia University, and English branch provided some extra training sessions for them in the academic year 2021-2022. Those sessions gave students a chance to practice different language skills and aspects namely; listening, speaking, writing, some grammatical structures, some communication skills and some phonological features. Based on the pre-study observation, it was noticeable that students mostly struggled with writing tasks as they

couldn't manage to write a coherent paragraph. Besides, within the Egyptian context, some studies (e.g. Masoud, 2017, Hassan, 2020, Abdel-Wahab, 2020) addressed that EFL students lacked mastery in writing aspects e.g. vocabulary and structure and were unable to produce a well written text. Other studies (Abdel-Latif, 2015, Hassan, 2021) addressed that students experienced great apprehension, fear and anxiety when start writing.

To shed more light on the problem, a RW test and a WA scale were administered to 27 1st year English Majors during the second of the academic year 2021-2022. Results of the test revealed that most of the students lacked the ability to develop their ideas logically and coherently, lacked awareness of paragraph structure and features and made a lot of mechanical, spelling and grammatical mistakes. Results made obvious that writing was considered as a burden for the majority of students revealing that they always tried to avoid class writing tasks. This indicated that students had high level of writing apprehension. In addition, a questionnaire was administered to check students' knowledge on different writing genres which gave an indication of their insufficient knowledge about them. Validity and reliability of the instruments were tested during the pilot study.

Statement of the problem

It is commonly noticeable that 1st year English majors found great difficulty in mastering recount writing ability and they exhibited high level of anxiety, stress and apprehension when asked to execute writing tasks. Hence, the present study was an attempt to explore the potential

effectiveness of using GBA in enhancing 1st year English majors' RW and reducing their WA.

Questions of the Study

The present study was conducted to answer the following question:

What is the effectiveness of using a GBA in enhancing EFL students' RW and reducing WA?

The following minor questions emanated from the above major one:

1. What is the effectiveness of using a GBA in enhancing EFL students' RW?
2. What is the effectiveness of using a GBA in reducing EFL students' WA?

Objectives of the Study

The current study sought to:

1. Identify the effectiveness of using a GBA in enhancing EFL students' RW.
2. Identify the effectiveness of using a GBA in reducing EFL students' WA.

Hypotheses of the Study

1. There would be a statistically significant difference between the mean scores of the experimental students group and those of their control peers in the post administration of the (RW) Recount Writing test favoring the experimental group.

2. There would be a statistically significant difference between the mean scores of the experimental group students in the pre-post administration of the RW test favoring post administration results.
3. There would be a statistically significant difference between the mean scores of the experimental group students and those of their control peers in the post administration of the (WA) Apprehension scale favoring the experimental group.
4. There would be a statistically significant difference between the mean scores of the experimental group students in the pre-post administration of (WA) Apprehension scale favoring post administration results.

Significance of the Study

The significance of the study lies on:

- Understanding recount texts and practice its different steps.
- Enlarge students' knowledge about writing genres, namely recount writing.
- Shedding light on GBA structure and stages.
- Providing an instructional strategy based on using GBA.
- Trying to fill the gap in the review of literature in Egypt.
- Providing opportunities for novice students to enhance their writing skills.

Delimitations of the Study

The present study was delimited to the following:

1. A group of first year English majors enrolled at the Faculty of Education, Minia University.
2. The study was implemented in the first term of the academic year 2022-2023.
3. Faculty of Education 1st year English majors' recount writing ability. Recount text writing was basically chosen because it is the easiest genre to start with novice students in order to enhance their writing ability for further progress.

Definitions of Terms

Genre-Based Approach

Genre-Based Approach is viewed as “a balanced approach in learning writing that involves students' language knowledge and linguistic skills” (Harpiansi, 2023). Another definition of GBA is given by Saksono (2022) as “the approach that supports students in writing focusing on vocabulary and grammar appropriate to a particular genre and familiarizes students with schematic structures”.

GBA is operationally defined as the framework of genre structure that provides students with systematic guiding principles about how to construct and produce meaningful pieces of writing.

Recount Writing

Sopian & Sugianto (2023) defined RW as is a “type of text writing that is close to the students' life usually tells a personal experience in chronological order”. The operational definition of RW is a genre of text writing that describes students' past experience of a series of related events usually in the order in which they happened.

Writing apprehension

Daly (1978) gave a comprehensive definition of WA as “a situation and subject-specific individual difference” concerned with “a person’s general tendencies to approach or avoid situations perceived to demand writing accompanied by some amount of evaluation”.

It is operationally defined as students’ emotional feelings of worry and stress towards executing a writing task.

Research Design

The present study utilized the quasi-experimental research design to examine the impact of GBA on EFL students’ RW ability and WA. The participants were assigned into the experimental and the control groups. Both groups were exposed to the RW test and the WA scale to measure their skills before receiving the instruction. The researcher taught the experimental group where and control group was taught by another EFL colleague. The experiment group received instruction with GBA model, whereas the control group adopted the usual instruction in their writing course.

Variables of the Study

Independent Variable

- A training material based on GBA.

Dependent Variables

1. Students' performance on RW
2. Students' level of WA

Participants

This study was conducted during the first term of the 2022/2023 academic year at Faculty of Education, El-Minia University. The sample comprised 60 English Majors enrolled in first year who were assigned randomly into an experiment group (n=30) and a control group (n=30). They were almost of the same age and years of studying English. To certify the participants' homogeneity, language placement and pre-RW tests were administered to gauge students' entry level of language proficiency and RW ability. Results showed no significant differences between the two groups in both tests as shown in the following tables:

Table(1): Means, Standard Deviations and T-value of Participants' Language Proficiency Test

No	Group	Mean	SD	DF	T-value
30	Experimental	29.53	5.16	58	*0.223
30	Control	29.23	5.09		

*Not Significant at 0.05 level

Table(2): Means, Standard Deviations and T-value of study Participants in Pre- RW test

No	Group	Mean	SD	DF	T-value
30	Experimental	13.16	2.73	58	*0.091
30	Control	13.23	2.82		

*Not Significant at 0.05 level

Before conducting the experiment, the instruments of the study have been piloted in order to verify their suitability in terms of validity, reliability, difficulty, and time. The pilot study was carried out on a random sample of 27 2nd year EFL students at the Faculty of Education, Minia University in the second term of the academic year 2021/2022 before delivering the GBA instruction. Piloting the instruments of the study facilitated making any modification proposed by the jury members.

Instruments of the study

To accomplish the purpose of the study, a RW test, a WA scale, a writing scoring rubric and a needs analysis questionnaire were utilized.

1. A Needs analysis questionnaire

2. A RW Test and its scoring scale

3. A WA Scale

1. The Questionnaire

This questionnaire was basically designed by the researcher to identify students' background knowledge about the GBA Instructional model and RW. It consisted of twelve questions delivered to students to be answered whether by choosing 'Yes, 'Not sure' or 'No. The questionnaire was submitted to a panel of TEFL experts, to evaluate its suitability and necessity for the participants. The jury members approved the face validity and appropriateness of the questionnaire. For final form see Appendix (A).

2. A Recount Writing Test

This RW test, developed by the researcher, aimed to measure students' ability in recount texts focusing basically on its generic structure i.e. Title, Orientation, sequence of events, language features and Re-orientation. A list of vocabulary words were given to students to refer to, if needed to help them to concentrate on writing. The items were reviewed by a panel of TEFL experts. Based on the TEFL experts' assessment, some modifications were made. The test was constructed according to a table of specification and consisted of two productive

items and one identification item. The two productive items were given 20 points each using a writing scoring rubric based on the above mentioned generic structure of recount text. The third question was given 10 points so that the total score was 50 points. The duration of the test was 100 minutes. The test was administered to a pilot group of 27 EFL 2nd year students at the Faculty of Education to verify its reliability, difficulty coefficients and discrimination coefficients. The correction of the test was performed by two raters (the researcher and another colleague) and the average was taken to be the score of each student. The calculated reliability coefficient between the two raters was (0.937*) which is considered high. For final form see Appendix (A).

The test was reliable as the calculated Cronbach's Alph was (0.904*). The internal consistency of each question of the RW test ranged from (0.782 to 0.949) significant at 0.01 levels and beyond and the internal consistency of each dimension ranged from (0.698 to 0.906) which indicated high validity of the test as shown in table 3:

Table(3): Correlation Coefficients between each dimension and the total sheet RW Test (No=27)

Sub-Skill	R
Title	0.906*
Orientation	0.698*
Sequence of events	0.871*
Language features	0.874 *
Re-orientation	0.751*

*Significant at 0.01 level

3. A Writing Apprehension Scale

The scale is a 5-point Likert-type scale, measuring EFL students' level of writing apprehension by means of two subscales, namely

Notions of Writing performance and Avoidance Behavior. The scale encompasses 20 items, ranging from (Strongly Disagree to Strongly Agree). The scale was administered to the same pilot group which consisted of 27 EFL 2nd year students at the Faculty of Education to verify its reliability and validity. The scale was reviewed by a number of TEFL experts who confirmed its suitability and belongingness of its main domains to sub-domains. The duration of the scale was forty five minutes and the possible score ranged from a minimum of 20 to a maximum of 100 points. Scale reliability was verified using Cronbach's Alpha and it was (0.893) considered as high. The internal consistency of each scale item with the total WA scale ranged from (0.645 to 0.910) and the internal consistency of each sub-domain of the scale was (0.754) for Notions of Writing Performance domain and was (0.868) for Avoidance Behavior, significant at 0.01 levels which indicated a high validity of the scale as shown in the following tables:

Table(4): Cronbach Alpha's reliability Coefficient of the WA Scale No=27

Variable	Alpha
WA	0.893*

*Significant at 0.01 level

Table(5): Correlation Coefficients between each domain and the total sheet of the WA Scale N=27

Domain	R
Notions of Writing Performance	0.754*
Avoidance Behavior	0.868*

*Significant at 0.01 level

Treatment Procedures

- Before starting the treatment, pre-administrations of RW test and WA scale were implemented on both the experimental and control groups.

Pre-testing aimed at measuring participants' entry level before the real intervention.

- The experimental group was taught through the ‘Writing course’ in the light of the GBA instructional manual that was developed by the researcher.
- The implementation of the study lasted for 8 weeks (two hours per week) and two other weeks for pre-post administrations.
- The treatment started with an orientation session aiming to set instructions and organize work among participants. A presentation on GBA stages and RW generic structure and language features were given to students.
- Teaching RW was organized according to the adopted GBA instructional model encompassing four core stages (Building knowledge of the field; Modeling; Joint Construction of Text and Independent Construction of Text).
- In ‘Building knowledge of the field’ stage***, students were prepared to get into the topic through introducing a kind of Recount text; exploring their background knowledge about the text; discussing the social and cultural context of the text with them and sharing a list of vocabulary relevant to the text. Sentence grammar and structure used related to the text is raised. Some language features of writing Recount text were discussed; namely, using first and third person, using proper nouns to refer to specific people, places, times and events; using both active and passive voice and using conjunctions and

connectives to link events and indicate time sequence. Sometimes, students were given various pictures or already written recount texts to discuss and compare them with their own personal activities. The purpose of this stage was to make students familiar with the term 'Recount text'.

- ***In the 'Modeling' stage***, students are provided with a 'Recount text' model explaining its generic structure namely: title, orientation, sequence of events and re-orientation. With the instructor's assistance, students were encouraged to work with each other to establish the setting and introduce the characters and the topic of the recount; look for a suitable title and related vocabularies for the give text; explore grammar used and raise questions e.g. who, what, when, and where of the experience in the model text. Students are also directed to focus on and record significant events of the 'Recount text' and recognize how re-orientation is developed through making some sort of evaluative comment on the events they have just described. In this stage, students were given another 'Recount text' model to implement the same structure mentioned above individually. Then, an open discussion is conducted to ensure students' understanding of the procedures. Various forms of activities were presented in this stage; sometimes, a random text was given asking students to rearrange based on structure of 'Recount text'; or a gap test was submitted where some words of the text were omitted and students were asked to fill in and students were encouraged to use graphic organizers and mind maps.

- ***In the ‘Joint Construction of Text’ stage***, students were allocated into small groups to work together to produce a ‘Recount text’. With the help of the researcher, students were encouraged to reconstruct the text in their own words in few lines. They were fortified to revise, paraphrase the function of the text, the vocabulary usage and grammatical patterns included in ‘Recount text’. Using a scoring writing rubric, students were encouraged to point to the title, orientation, sequence of events, and re-orientation in the given text in each other group. Then, written recount texts were exchanged among groups for peer assessment. Guidance was consciously provided by the researcher; first to make sure that students gained a complete understanding of the previous stages before moving to the ‘Independent Construction’ stage. Second, to treat any sign of stress, apprehension, fear, worry experienced by students while training.
- ***In the ‘Independent Construction of Text’ stage***, students could work individually or within groups. They were asked to write a ‘Recount text’ independently following the same steps practiced taking into consideration the same text structure and language features discussed before. Students’ drafts were submitted for assessment and given back to them in the following session. Students then applied revising and editing on their text before presenting in front of the whole class.
- Finally, students were invigorated to write their impressions and comments about the training and submit them after finishing the intervention.
- At the end of the intervention, students were undergone through the administration of the post RW test and the WA scale.

- Data were treated statistically as presented in the next section

Results

In order to answer the questions of the current study and in light of the quantitative results of the pre-post administration of the utilized instruments on the participants, the following section deals with the results in terms of the anticipated hypotheses.

Hypothesis One

Results of the study revealed that there was a statistically significant difference between mean scores obtained by the participants of the experimental and control group on the post-performance of RW test favoring the experimental group. The experimental group outperformed the control one in the whole RW test. The mean score of the experimental group was (13.16) and became (39.40) and t-value was found high and significant at (0.01) levels and beyond. To ensure the effect size of the utilized model, Eta-square (η^2) was calculated and reached (0.933) which is considered high. Additionally, the experimental group achieved a higher degree of improvement on each dimension of the post RW test compared to the control group. The difference in the mean scores between the experimental and control groups was remarkably high. Hence, the first hypothesis is affirmed as presented in the following tables:

Table(6): Means, Standard Deviations, η^2 and t-value of Experimental & Control groups in the Post-RW Test

No	Group	Mean	SD	DF	T-value	η^2
30	Experimental	39.40	6.98	58	18.72*	0.933*
30	Control	13.27	2.77			

*Significance at 0.01 level

Table(7): Means, Standard Deviations, t-value & η^2 between mean scores of the Experimental & Control groups in the post RW dimensions

Dimension	Mean Ex.	Mean Cont.	SD Ex.	SD Cont.	T-value
Title	7.63	3.13	1.54	0.805	13.96*
Orientation	7.40	2.40	1.69	0.916	14.04*
Sequence of Events	8.07	2.53	1.59	0.805	16.72*
Language Features	8.57	2.57	1.17	0.668	23.92
Re-Orientation	7.73	2.63	1.71	1.05	13.68

*Significance at 0.01 level

Hypothesis Two

Results obtained revealed out that the experimental group got higher means in the post-testing of the RW test as compared to those of pre-testing. This difference in the mean scores was statistically significant as t-value was (18.83) and Eta-square was (0.951). Furthermore, the experimental group obtained higher marks on each dimension in the post-performance of RW test. Accordingly, the second hypothesis is affirmed. The following tables show the above results:

Table(8): Means, Standard Deviations, η^2 and t-value of Experimental in the Pre- Post-RW Test

No	Experimental	Mean	SD	DF	T-value	η^2
30	Pre	13.87	2.73	58	18.83*	0.951
30	Post	39.40	6.99			

*Significance at 0.05 level

Table(9): Means, Standard Deviations, t-value & η^2 between mean scores of the Experimental group in the Pre-post RW dimensions

Domain	Mean Pre	Mean Post	SD Pre	SD Post	t-value	η^2
Title	3.13	7.63	0.806	1.54	13.96*	0.921*
Orientation	2.40	7.40	0.917	1.69	14.04*	0.941*

Sequence of events	2.50	8.07	0.764	1.59	16.99*	0.951*
Language features	2.57	8.57	0.667	1.17	23.92*	0.971*
Re- Orientation	2.57	7.73	9.89	1.71	14.07*	0.942*

*Significance at 0.01 level

Hypothesis Three

In light of the obtained qualitative results, it is clear that there is a significant difference between mean scores obtained by the participants of the experimental and control group on the post-performance of WA scale. The control group got higher mean scores as compared to the experimental group in the whole post WA scale. The calculated t-value was (14.76) and Eta- squared was (0.934) significant at the 0.01 level. Besides, the control group obtained higher mean scores in each dimension of the WA scale, where the experimental group got lower mean scores. This reduction of the experimental group mean scores is due to the implementation of GBA in learning. Hence, the third hypothesis is verified. The following tables present the above results:

Table(10): Means, Standard Deviations, η^2 and t-value of Experimental & Control groups in the Post-WA Scale

No	Group	Mean	SD	DF	T-value	η^2
30	Experimental	57.53	3.77	58	14.76*	0.934*
30	Control	72.33	3.86			

*Significance at 0.01 level

Table(11): T-value between mean scores of the Experimental & Control groups in the Post WA Scale dimensions

Dimension	Mean Ex.	Mean Cont.	SD Ex.	SD Cont.	T-value	η^2
Notions of Writing performance	27.60	35.43	3.13	1.93	11.49*	0.910*
Avoidance Behavior	29.93	36.90	2.73	2.40	10.32*	0.891*

*Significant at 0.05 & 0.01 levels

Hypothesis Four

According to the results, mean scores obtained by the participants of the experimental group was lower in the post administration of the whole WA scale compared to the pre-administration. The differences in the experimental group' mean scores between the pre- post performance was statistically significant as t-value was (14.83) and Eta- squared was (0.931) significant at 0.01 level. Furthermore, the experimental group' mean scores in both WA scale dimensions exceedingly reduced. The calculated t-value reached (23.26) and Eta- squared was (0.943) for the Notions of writing performance dimension and t-value was (19.94) and Eta- squared was (0.951) for the Avoidance Behavior dimension. Thus, the fourth hypothesis is affirmed as shown in following tables:

Table(12): Means, Standard Deviations, η^2 and t-value of Experimental in the pre-Post-WA Scale

No	Experimental	Mean	SD	DF	T-value	η^2
30	Pre	72.23	3.77	58	14.83*	0.931*
30	Post	57.53	3.77			

*Significance at 0.05 level

Tabl (13): Means, Standard Deviations, t-value & η^2 between mean scores of the Experimental group in the Pre-post WA Scale dimensions

Dimension	Mean Pre	Mean Post	SD Pre	SD Post	t-value	η^2
Notions of writing performance	65.83	35.90	5.25	4.33	23.26*	0.943*
Avoidance Behavior	61.45	33.66	5.83	4.51	19.94*	0.951*

*Significance at 0.01 level

Discussion

In the light of the abovementioned results of the study, it can be verified that GBA had positively contributed to improve students' ability to write 'Recount Texts'. GBA proved to be an effective tool to reduce students' WA as well. Results revealed the superiority of the

experimental group compared with the control group as the experimental group scored higher in the RW test and scored lower in the WA scale after the implementation of the intervention. These changes in the experimental group' performances were attributed to the effectiveness of the GBA instructional model. Using such a model in the current study seemed to be applicable for students with low capabilities. It really guided them to learn writing 'Recount texts' gradually moving from dependent paces to independent ones in a non-threatening environment. Following the entire stages of the GBA model raised students' awareness of basic writing skills such as, choice of relevant vocabulary, grammar usage, identifying social and cultural context of a text, which are crucial and useful for the participants to master when writing. Students' linguistic competencies were built by applying GBA in teaching RW as they were given opportunities to explore and discuss meanings of words and expressions in the text. Students' knowledge of the 'Recount text' was also developed and promoted before they actually started writing their recounts. Due to many of GBA features in each stage, it was thought effective in reducing the level of WA among study participants. These results are consistent with results obtained from similar studies (e.g. Harpiansi, 2023, Saksono, 2022, Ajmal & Irfan, 2020).

The systematic and implicit explanation employed in teaching RW texts via GBA helped students to gain enough background knowledge on how text is structured and practice other language skills. For example, in the '*Building knowledge of field*' stage, through discussing the given text to check students' previous knowledge, they

were practicing; reading, listening and speaking. Through the repeated discussion and emphasis of language features of given 'Recount texts', students got more control over writing and eliminated committing grammatical mistakes. This helped students acquire a list of vocabulary and expressions on each presented text to be used when starting to write their own recounts. Whereas, in the '*Modeling*' stage, students' understanding of 'Recount texts' structure was strengthened and reinforced. Through these presented models of RW, some writing skills were enriched as: organizing and developing ideas and events in chronological order, using appropriate action verbs, proper use of voice, tense, conjunctions, pronouns and transition words. Discussion of assigning a relevant title for the text, arranging events in sequence, and making re-orientation of a text, practicing all these aspects had a tangible impact on students' ability to write.

The '*Joint Construction of text*' stage is perceived as very influential and beneficial in RW process as students became more active and involved in producing well-organized paragraphs on certain topics. As a result of their collaboration, students managed to generate and share ideas, build on previous knowledge and experiences and discuss how to start their writing to construct better 'Recount texts'. Doing peer correction and receiving peer feedback assisted students to have clearer vision of what to do next and increased their mastery of writing aspects and language features; namely, spelling, mechanics and grammar which facilitated their writing. Students' first attempts in writing a 'Recount text' were highly reinforced which had positive effect on enhancing their writing performance. Approaching students in this stage enabled the

researcher to handle any difficulty or misunderstanding once occurred for the learning process to move forward to the next stage.

In the '*Independent Construction of Text*' stage, students gained more confidence and independence to construct their own 'Recount text' expressing own experiences. Autonomous learning was remarkably implemented and students' full understanding of previous explained procedures were checked. Choosing a topic to write on enabled them to have a flow of ideas; concentrate only on the text structure; relate the text with their reality and make sense of own experiences. This stage was a tangible sign of students' improvement, progress and development in RW.

It is worthy stating that the relatedness between the stages of GBA and RW generic structure contributed to the success and efficacy of the model in improving students' abilities to execute writing tasks. During the procedures of teaching both GBA and RW students were provided with systematic guidance and careful support through various activities so that they ultimately gain the control of writing performance. This is in line with the results of (Abdel-Wahab, 2020, Hassan, 2020, Hidayat et al., 2018, Ahmed, 2018 & Abdel-Malek, 2017).

Students' reflections supported the study results as well. They referred to their experience to learn using GBA model of great efficiency and utility. According to them, they gained new experiences in each phase of the model pointing to '*Joint Construction of text*' stage, as more enjoyable and beneficial where they had to work collaboratively to carry out tasks with the instructor's help without feeling worried to be evaluated. Students also pointed to the RW structure which largely

helped them got clear understanding of writing aspects. Finally, they highlighted the motivating, enjoyable and valuable features of GBA model in learning RW as presented in the following comments:

Student (1): *"Actually, I enjoyed the training as it was my first trial to study using GBA model which increased my ability to write"*.

Student (2): *"The best stage for me was the Joint Construction of text as I worked with my mates in every step of writing which was very helpful"*

Student (3): *"Through the different stages of GBA, we learned lots of words, used grammar, collected ideas for the topic and corrected each other writings. This was wonderful"*.

Student (4): *"Working within a group helped us to share our ideas, apply a good order for events, and look for sentences of re-orientation in the text"*.

Student (5): *"Learning to write a Recount text was of great importance for me because I learned more information about structures and managed to understand how to write text"*

The non-threatening and friendly environment offered to EFL students in this study had a significant impact on reducing the level of WA among them. The collaborative tasks and activities executed, in the form of discussion and sharing ideas between the instructor and students and among students themselves, in the 'Joint Construction of text' stage helped eliminating feeling of fear, anxiety, worry and apprehension. Monitoring students while engaging in tasks and manipulating any problems once occurred and giving advice and positive feedback was effective on making students feel tranquil and relaxed. This added another important dimension for the success of the GBA model to eliminate students' level of WA.

According to the results of this study, it is remarkable that students' post-performance of WA level showed a noticeable improvement due to the implementation of GBA model. Analysis of data revealed that the experimental group students' feeling of apprehension was decreased compared to the control group. The mean score of the experimental group reduced from (72.23) to (57.53), whereas those of the control were the same (72.33) in both pre-post administrations. Moreover, students' mean scores in the post-administration of WA scale were lower than their pre-administration. Besides, the experimental group students' level of apprehension was reduced in both scale dimensions. The mean scores were reduced from (65. 83) to (35.90) for 'Notions of writing performance; and from (61.45) to (33.66) for 'Avoidance behavior. These results indicated the effectiveness of using GBA in the present study. It is deemed that this meaningful difference created by the model in terms of WA aroused from a well-organized, implicit instruction and effective use of GBA training. The systematic cycle and framework provided to students in the application of GBA stages enabled them to gain confidence and independence which assisted them to get rid of fear, panic and apprehension when start writing. Acquiring a lot vocabulary and expressions and practicing different grammatical patterns throughout all GBA stages also made students feel comfortable to do any writing tasks without stress and uneasiness. Accordingly, the GBA model proved to be effective in improving students' accountability for learning, increasing their ability to learn autonomously which leads to reducing their level of WA. This result goes in accordance with the findings of (Herman et al., 2020, Ajmal & Irfan, 2020, Abdullah, 2019,

Uzun & Topkaya, 2018). Students' reflections supported the above results as presented in the following:

Student (1): *"I liked the training because in each stage my fear of writing started to cut down"*.

Student (2): *"Knowing exactly what to do next gave great help controlling my anxiety in writing and concentrated only on how to write my text"*.

Student (3): *"Correcting mistakes for my work and my friend gave me more confidence in writing and gradually I tried to get rid of worry"*.

Student (4): *"For me I liked all sections of the training specially, the joint construction of text which helped me greatly in reducing my tension of writing"*.

Student (5): *"Throughout the model sections I learned many things but the most important one was that now I'm not afraid of writing"*.

Conclusion

Due to the challenging and problematic feature of writing among the majority of university students, practice writing different text genres is recommended to develop students' knowledge of writing dimensions. Providing a meaningful non-threatening environment proved to have an influential role on enhancing their performance and independent learning. Increasing students' genre knowledge and reducing WA level could be contributed to have a positive perception of writing performance. By looking at the results of the current study, it can be established that the implemented GBA model succeeded in providing such a motivating environment where students practiced different types of 'Recount texts' that increased their genre knowledge. The model

proved to be relevant and influential tool for giving students the opportunity to develop their RW dimensions, namely orientation, language feature, sequence of events and re-orientation. GBA found to have the potential to reduce the level of WA among participants of the study. Before the implementation of GBA model, EFL 1st year students suffered from poor grammar, poor spelling, lack of vocabulary and uneasiness, whereas after the implementation, all those aspects were developed and students' apprehension was decreased. Hence, this is a noticeable indication of the effectiveness of utilizing GBA model in enhancing students' performance in both RW and WA. Undoubtedly, results gained from the quantitative data and students' impressions are clear empirical evidence that the model worked effectively and successfully.

Recommendations

In light of the results of the study, it is recommended that:

- EFL students should be given training on writing different genres.
- Faculty of Education courses should encompass activities that lead to reducing students' WA.
- Students' WA should be noticed and manipulated early so that students' performance is not affected.
- TEFL staff members should think of different instructional activities to eliminate students' WA.
- The suggested GBA model should be incorporated in different courses to foster students' writing skills.

Suggestions for further research

- Investigating the impact of using a GBA model on developing speaking and reading skills.
- Exploring the value of using GBA model for enhancing EFL students' academic writing and reading comprehension.
- Investigating the impact of using GBA model on improving EFL students' writing achievement and genre awareness.
- Investigating the effect of using GBA model on promoting EFL students' narrative writing and self-efficacy.
- Exploring the correlation between learning environment and WA.
- Exploring the effectiveness of using GBA model on fostering EFL students' metacognitive skills.

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