The Effectiveness of Using the Genre Approach to Enhance the Writing Skills of
Grade Seven Students' Writing of Exposition Text Type

فاعلية استخدام منهج الكتابة المعتمد على الأساليب الكتابية في تحسين مهارات الكتابة لطلاب
الصف السابع عند كتابة النص الإقناعي

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I

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Abstract:

Recent research in second language writing suggests that the genre based writing approach may help different students to develop their literacy skills (Martin and Rose 2012). Therefore, this study investigates the effectiveness of using the genre based approach to enhance the writing skills of adolescent Arab learners in the UAE (12-13 years). The genre focused upon is the argumentative essay embodied in the exposition text type. The instructional intervention originated at the Sydney School of Linguistics as explained by Martin & Rose (2012). The study also uses Feez's (2002) model referred to as the Genre-Based Approach. In this approach the students are explicitly taught the linguistic and text structural features of the target text type. The study also examines the students' attitude towards the genre based writing course.

This research employs a mixed method approach using both quantitative and qualitative methods. It uses a quasi-experimental pre-test- post-test design to examine the effectiveness of the genre based approach. The questionnaire measures the students' attitudes towards the genre based writing course.

The statistical analysis of the students' genre writing performance level shows that students significantly improved from the pre-test to the post-test due to the genre based writing intervention. This improvement is a direct result of the explicit instruction that helped the students construct meaning in this genre. The analysis of the questionnaire regarding the students' attitudes towards the genre based writing course shows that the target students have a positive attitude towards the genre based writing approach. The approach not only raises their genre awareness but it also provides the students with the scaffolding help they need to write more valued texts.

This study highlights the pedagogical implications of using the genre based approach. It emphasizes the role of the teacher in explicitly teaching the structural and linguistic features of the target genre and the target text type to the students. It also sheds light on the steps the teacher should follow such as: building context, modelling, scaffolding, deconstructing the text, and designing appropriate materials. It also adds to research on genre pedagogy and to research on the second language acquisition of adolescent Arab UAE students in cycle two.

ملخص البحث:

تشير البحوث التي أجريت مؤخرا عن مهارة الكتابة باللغة الثانية ، إلى أن منهج الكتابة المعتمد على الأساليب الكتابية المختلفة ، قد يساعد الطلاب على تنمية مهارات القراءة والكتابة لديهم (مارتن وروز 2012) . لذلك فإن هذه الدراسة تهدف إلى التحقق من فعالية استخدام هذا المنهج ، لتعزيز مهارات الكتابة لدى المتعلمين العرب المراهقين في دولة الإمارات العربية المتحدة في سن (12-13 سنة). و سوف يتم التركيز على أسلوب الكتابة الجدلية ، متمثلا في كتابة النص الإقناعي . و قد نشأ هذا المنهج في ظل مدرسة سيدني الخاصة باللغويات ، كما أوضح مارتن وروز(2012) . كما تستخدم هذه الدراسة أيضا نموذج فيز (2002) ، المسمى بمنهج الكتابة المعتمد على الأساليب الكتابية المختلفة ، حيث يتم تدريس الطلاب خصائص النص اللغوية و الإنشائية بصورة مباشرة من خلال هذا المنهج . كما تبحث هذه الدراسة أيضا اتجاهات الطلاب نحو تعلم الكتابة باستخدام هذا المنهج.

يستخدم هذا البحث طريقة البحث العلمي المختلط ، وذلك باستخدام طرق البحث الكمية والنوعية. حيث يتم استخدام نموذج بحثي شبه تجريبي ، يقوم على مقارنة نتائج الاختبار القبلي و الاختبار البعدي ، و ذلك بغرض قياس مستوى فاعلية منهج الكتابة المعتمد على الأساليب الكتابية . وقد أضيف للبحث استبيان بهدف التعرف على اتجاهات الطلاب نحو التدريس باستخدام هذا المنهج.

ويظهر التحليل الإحصائي لمستوى كتابة الطلاب باستخدام هذا المنهج أنها قد تحسنت بشكل ملحوظ في الاختبار البعدي مقارنة بالاختبار القبلي ' وذلك نتيجة لاستخدام هذا المنهج في تدريس الطلاب. و يفسّر هذا التحسّن بأنه ناتج عن استخدام طريقة الإرشادات الواضحة في التدريس ، والتي ساعدت الطلاب على بناء المعنى من خلال هذا الأسلوب الكتابي. كما يظهر تحليل نتائج الاستبيان الخاص باتجاهات الطلاب نحو التعلم باستخدام منهج الكتابة المعتمد على الأساليب الكتابية أن الطلاب المستهدفين لديهم اتجاه إيجابي نحو التعلم باستخدام هذا المنهج . والذي بيّن أنه لا يزيد مستوى الوعي بالأساليب الكتابية فقط ، ولكنه يمد الطلاب بالدعم الذي يحتاجونه لكتابة نصوص أكثر فاعلية.

لقد سعت هذه الدراسة إلى إلقاء الضوء على الآثار التربوية لاستخدام منهج الكتابة المعتمد على الأساليب الكتابية .كما شددت على دور المعلم في تدريس الطلاب السمات اللغوية و الإنشائية لهذا النوع من النصوص بصورة مباشرة وواضحة. كما ألقت الضوء أيضا على الخطوات التي يجب على المعلم اتباعها مثل: بناء السياق المناسب ، وإعطاء الأمثلة ونماذج دعم الكتابة وتحليل النص، وتصميم المواد التعليمية المناسبة .كما أضفت هذه الدراسة المزيد إلى علم أصول التربية المتعلق بأساليب الكتابة و أنواع النصوص ، وطرق البحث في اكتساب اللغة الثانية من قبل الطلاب العرب المراهقين في الحلقة الثانية في دولة الإمارات.

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Chapter One: Introduction

1.1 Purpose of the Study

The purpose of this study is to investigate the effectiveness of using the genre approach in enhancing the writing skills of grade seven students, since students in this grade struggle in expressing their ideas in writing in English. The instructional materials were designed to suit the genre based pedagogies that were presented in Martin & Rose (2007); Rose & Martin (1012); Hyland (2003); and Hyland (2007) in what was referred to as the "the Genre-Based Approach". The key feature of this approach to develop the students' proficiency level is the explicit teaching of the linguistic and structural features of different genres as explained by Halliday & Matthiessen (2004). Thus, the present study attempts to examine whether an explicit focus on the exposition text type could improve the L2 writing of grade seven students of English in the UAE context.

The second purpose of this study is to examine the students' attitude towards the genre based writing approach, as an indicator of their genre awareness and acceptance. This is because very few studies focused on students' perceptions and attitudes towards the genre approach and its effectiveness to enhance the writing skills of the students. Most of the previous studies examined the curriculum, materials and the instructional methods. Yet, very few studies examined students' attitudes towards the gene approach, despite its great importance. Therefore, this study focused on how students developed their writing skills and what they learned to enhance their writing skills.

Thus, this study seeks to address these two gaps, and help students - the main stakeholders in teaching and learning approaches. Compared to other settings all over the world, using the genre based approach to enhance UAE students' writing is relatively new and examining its effectiveness is rare in this context.

1.2 Statement of the Problem

Writing is an essential skill that enables ESL and EFL students to use language in their academic study and their future careers. However, national standardized exams such as External Measurement of Student Achievement (EMSA) show that students in the UAE lack confidence, a fact reflected in their weak writing skills, particularly in cycle 2 grades (6-9). That is why most students struggle to convey their ideas and even choose the correct genre that suits the target discourse community. Therefore, most school students need to know how to write in different contexts with the right linguistic and structural format.

To solve this problem, this study will examine the effectiveness of the genre approach in enhancing the writing skills of grade seven students. Exposing students to the linguistic and structural features of an exposition text is in accordance with Hyland, K & Tse, P. (2007) suggestion that it is pedagogically productive to focus our research on specific text types.

1.3 Research Questions

To investigate the effectiveness of using the genre based approach to enhance the writing skills of grade seven students, the following research questions will guide this study.

Q1: What is the effect of the genre based approach on enhancing the writing skills of grade seven students' ability to write an exposition text?

To answer this question, a genre based writing unit was developed to enhance the target students' writing skills. Thus, students' performance in writing was assessed through the usage of a pre and post-test research design.

Q2: What is the students' attitude towards the genre based writing course?

To answer these questions, the students were given a questionnaire to examine their attitudes towards the implementation of the genre approach to enhance their writing skills in a way that reflects their genre awareness.

1.4 Hypotheses

The first hypotheses in this study assumes that the genre based approach to writing is effective for enhancing the writing skills of grade seven students. This hypotheses is examined by comparing the pre and post-test scores of the target students before and after the genre based writing intervention.

The second hypotheses in this study assumes that the target students have a positive attitude towards the genre based writing approach. This hypotheses is examined by conducting a questionnaire that measures the students' level awareness and acceptance concerning the genre based writing approach.

1.5 The Significance of the Study

The main objectives of this study are to enhance the writing skills of adolescent Arab learners in the UAE and to show their attitudes towards the learning approach they adopt in a way that contributes to the ESL/EFL pedagogy. Thus, this study assumes that the genre based approach for writing is the most appropriate approach for enhancing the target students' writing skills for the following reasons.

First, the genre based approach to enhancing writing skills gels with the UAE National Standards focus on better L2 communication in the four strands, reading, writing, talking and listening. In this approach students not only understand the linguistic and structural features of different texts and genres, but they also learn the appropriate social and cultural context in which these genres and texts are used. This enables students to advance in their academic writing skills and their future careers.

Second, through deconstructing texts and joint construction, the teacher enables the target audience to understand more complex texts, leading to improved confidence in the independent construction stage. Lantolf (2011) claims that this type of explicit teaching is essential for the target students' language development as it allows students to "make meaning in specific sociocultural contexts."

Third, the genre approach enables students to focus on a particular genre and a particular text type, which makes it easy for the target students to produce similar texts. Moreover, it

makes this process a daily routine, which makes writing easier for them through modeling and scaffolding.

Finally, the genre approach provides teachers with an integrated theory of language that enables them to plan their instruction, develop their assessment techniques and analyze their students' performance in various modes.

Chapter two: Literature Review

2.1 Introduction

This chapter will provide the theoretical background and framework for the current study.

First, this study will shed light on the importance of writing in an ESL context. So, the main approaches of teaching writing will be explained with reference to the systematic functional linguistics. This is the basis of the genre approach that will be examined in detail in this study. For instance, the teaching and learning cycle will be explained in detail as well as the scaffolding and collaboration processes that L2 learners are supposed to undergo. Then, the genre approach contribution to language teaching will be mentioned with reference to the teacher's and students' perception of this particular approach. After that, the criticism that is directed to the genre approach will be mentioned and discussed. Finally, the targeted text types, especially the exposition text type, will be explained in detail showing the difference between the genre and the text types.

It is worth mentioning that recent action research projects have focused on the best pedagogical practices that support ESL/EFL learners to develop their writing skills (e.g. Gebhard & Harman (2011). Most similar studies have been conducted in the USA and other English speaking contexts leaving a need to discover the best practices in the UAE context. In this study the acronym ESL refers to all contexts in which students from non-English speaking backgrounds study English as a second language or L2.

Thus, this study will examine the effectiveness of using the genre approach with respect to the exposition text type and is inspired by the language theories of Halliday (1993), the learning theories of Vygotsky (1978) and the sociological theories of Bernstein (1996). It explores catering for L2 students' need to develop their writing skills and draws on the expertise of Hyland (2003) study in this field.

2.2. The Importance of Writing

Writing for second language students is a challenging process that entails extensive efforts from both students and teachers. Therefore, teaching writing in an ESL context is a central

issue with increasing scrutiny. L2 learners need to have a good command of writing skills to succeed in the 21st century and to communicate their ideas effectively and globally. As a result there is a growing interest among scholars to find and examine the new theoretical approaches that enhance the process of teaching writing as a second language.

In order to be good writers, L2 learners need composing skills and knowledge about the texts they write and they also need to consider the social contexts of their readers. Moreover, they need to draft, revise and edit their writing to ensure better communication of their ideas. Therefore, this study will focus on the genre approach to investigate its effectiveness in helping both the teachers and the learners of second language writing.

However, in the UAE cycle 2 schools, students avoid writing due to limited exposure to authentic texts in ESL/EFL contexts. Consequently, they lack confidence to write texts in English. Moreover, they struggle in communicating their ideas using the proper language and suitable structure. Therefore, the genre approach is chosen to teach writing to the targeted students in this study since it provides them with the social context alongside with the proper structure and language that are needed to deliver their messages to their targeted readers and achieve their goals. Thus, they can learn how a specific text type (in our case exposition) is used in society.

2.3. The Main Approaches of Teaching Writing

There are three main approaches suggested by the ELT practitioners to write effectively in an EFL/ESL class: product, process and genre. It is worth mentioning that the process and the product approaches have been very popular among teachers over the last 20 years whereas the usage of the genre approach has been growing in the last 10 years.

2.3.1 The Product Approach

The product approach in teaching writing in EFL/ESL class is considered a traditional method, as students are encouraged to produce a text based on an analyzed model text given to them earlier by the teacher Gabrielatos (2002). Thus, the main goal of the students is to enhance their linguistic competence. As a result, writing is considered as a product in

which students display their linguistic knowledge by choosing the right vocabulary and by using the right syntactic patterns.

According to Steel (2004) the product approach involves four stages: a) students are given a model text to identify the features and the techniques employed in this text, b) students are asked to use the language features of the texts in isolation, c) students are asked to organize their ideas, and d) students are asked to use their language skills individually to produce their products (i.e. the written texts).

According to Badger. R, and White. G, (2000), the advantage of this approach is that it meets the needs of the beginner students who want to acquire the basic linguistic knowledge of texts through modelling before writing their own texts. On the other hand, the product approach is criticized for limiting creativity since students are not given the opportunity to write beyond the sentence level as a result of writing sentence patterns and structures in isolation Hyland (2002).

2.3.2 The Process Approach

According to Kroll (2001), the "process approach" is considered as a "cyclical approach" in which students are supposed to write their assignment and receive feedback from their peers and their teachers through stages of drafting, revising and editing until a final version is produced.

Badger. R, & White. G, (2000) believe that the writing process involves four stages: a) prewriting, b) composing & drafting, c) revising and d) editing. The purpose of the prewriting stage is to brainstorm ideas about the writing topic and in the following stage, students write the first draft. Next, students revise their first draft based on their peer or teacher feedback and thus, in the final stage, students edit their texts to compose the final version of the written topic. The role of the explicit explanation by the teacher is minimized since this writing skill is acquired cognitively and naturally. Thus the teacher's role in this approach is as a facilitator and supervisor of the whole process to help the students use their prior knowledge to learn through interaction with a more able peer. The disadvantage of this approach is that it assumes that L1 students and L2 students acquire the language in

the same way although L2 learners need more explicit explanation of the linguistic patterns and the text structure to cover the social and the cultural gap between L1 and L2 learners. Students need to understand the social context to compose different types of texts. Hinkel, E. (2006).

2.4 The Genre Approach

The genre theory explains how individuals use the language in communicative situations and how to use this knowledge in enhancing literacy education Hyland (2003). Writing in the genre based approach is considered as a social and a cultural process. The writer writes within a social context to achieve a certain goal with a clear purpose in his/her mind. According to Paltridge (2004) students need to be taught certain genres to succeed in their future social communication with others in their community. Most of the genre theories that have been developed in this field are affected by the following research areas: a) English for Specific Purposes (ESP), b) North American New Rhetoric Studies, and c) Australian Systematic Functional Linguistics Hyon (1996).

This study is affected more by the Sydney School and the theory of Australian Systematic Functional Linguistics (SFL). This theory focus on the social functions of the language to enable language users to communicate their ideas meaningfully. Thus, the purpose of the text defines its structure and help classify similar texts as one particular genre such as writing job application forms. In other words, the genre in the SFL approach considers language and learning as a social process and thus it focuses on the systematic connections between the language and the context Martin (1992). Moreover genre is considered as rhetorical patterns (such as the exposition text in this study). On the other hand, the ESP approach considers genre as a purposive action used by professional and academic people to achieve a certain purpose according to their communicative needs. To sum up, SFL approach focuses on the cultural and social purpose of the genre whereas ESP approach focuses more on the professional and occupational purpose of the genre.

According to Martin (1992), genre is defined as "a goal oriented, staged social process." It is goal oriented because it is meant to achieve certain goals and it is a staged social process

because conveying the message is done through certain steps that consider the social and the cultural aspects of the targeted community. For example, the food recipe in American culture is a text that helps members of the community to use a certain genre and is a procedure to communicate how to cook a certain meal. The genre recipe involves certain stages Eggins (2004).

Thus, the genre theory according to Martin (2009) " is developed as an outline of how we use language to live; it tries to describe the ways in which we mobilize language – how out of all the things we might do with language, each culture chooses just a few, and enacts them over and over again-." (p.13) Thus, students are explicitly taught the linguistic and the structural features of the targeted text type alongside the vocabulary and the grammar needed to convey the meaning that delivers their message and clarifies the purpose of the text.

Therefore, this study considers the term *genre* as the usage of certain structural and linguistic features to convey a meaningful message in a certain social context. The examples of genre in this study will be borrowed from the Australian Systematic Functional Linguistics list such as: recount, narrative, description, report, explanation, and exposition. They are explained in the following table.

Genre	Social Purpose	Social Location
Recount	To reconstruct past experiences by retelling events in original sequence	Personal letters, police reports, insurance claims, incident reports
Procedure	To show how something is done	Instruction manuals, science reports, cookbooks, DIY books
Narrative	To entertain and instruct via reflection on experience	Novels, short stories
Description	To give an account of imagined or factual events	Travel brochures, novels, product details
Report	To present factual information, usually by classifying things and then describing their characteristics	Brochures, government and business reports
Explanation	To give reasons for a state of affairs or a judgment	News reports, textbooks
Exposition	To give arguments for why a thesis has been proposed	Editorials, essays, commentaries

Table 1: Examples of Genre (Hyland, Genre and Second Language p. 29)

Moreover, this study focuses on teaching students the exposition genre since it empowers students to express their opinion and defend it in their society. Thus, students are taught to systematically create an exposition text using the genre approach through certain stages: a) how to deconstruct a text, b) joint construction of a text, and c) how to construct a text independently Rose and Martin (2012).

2.5 The Teaching and Learning Cycle

The genre based writing approach is meant to develop students' skills in writing by exposing them to different genre and text types used in the society. According to Hyland (2003), this process of teaching and learning occurs in a cycle of three stages: a) modelling, b) joint construction, and c) independent construction of text as shown in the following figure.
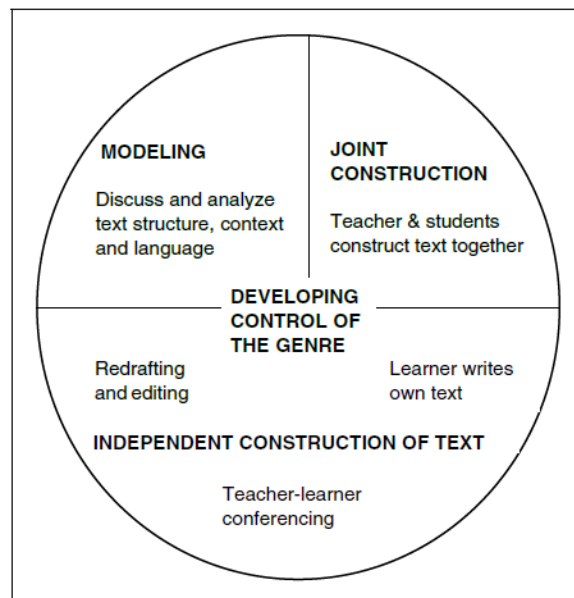
Figure 1: The Teaching and Learning Cycle. Hyland, K. (2003). Second Language Writing. New York: Cambridge University Press. p.21.

This teaching and learning cycle is based on Vygotsky's theory (1978) that learning occurs when students learn through tasks within their Zone of Proximal Development (ZPD) - an area that is situated between what they can do independently and what they can do with help from a more knowledgeable person (i.e. peers or teachers).

The first stage is modelling in which the teacher provides the context and the structural and linguistic features needed to understand and use the genre or text type. The second stage is joint construction in which the students are encouraged to compose the target text collaboratively with their teacher or with their peers. The third stage is independent construction in which students are asked to write their own target text independently.

2.6 Scaffolding and Collaboration

According to Hyland (2004), the teacher who adopts the genre approach in writing cooperates with the students to help them improve their writing. Therefore, collaboration and scaffolding are major roles he/she has to play in a genre based classroom for writing.

Thus, Hyland (2004) refers to "*Scaffolding*" as a tool used by the teacher to provide the students with the required support they need to understand the linguistic and the structural features of the text they are creating. This tool is meant to help the students to write a similar text independently. The teacher here changes the level of scaffolding according to students' need and progress as explained in this figure.
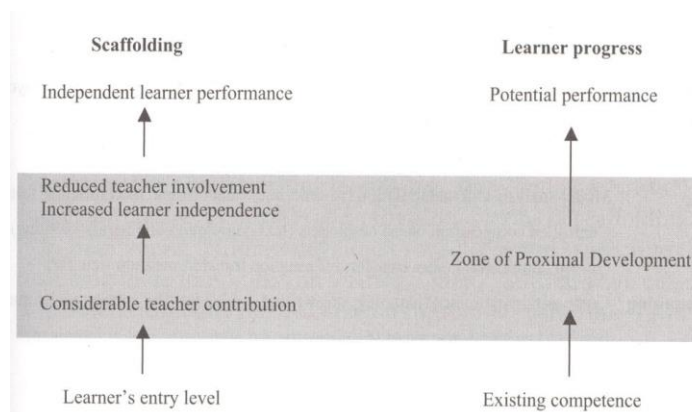
Figure 2: The process of teacher learner scaffolding – Hyland (2004). Genre and Second Language Writing. Ann Arbor, MI: University of Michigan Press. p. 123

According to Paltridge (2001), the teacher can give his/her students the social and cultural context of a certain genre alongside its linguistic features through scaffolding. This process include modelling, analyzing text features both structurally and linguistically, explicit teaching of these text features. Thus, by becoming aware of these textual features, students are able to produce similar texts independently in later stages of writing. Eventually, when students' writing proficiency level increases, the teacher can monitor his/her students' performance and provide positive feedback to them instead.

On the other hand, Hyland (2003) refers to "*Collaboration*" as a process that enables students to learn from other peers and from the teacher to develop their writing skills. The students who are working with a more knowledgeable person, such as the teacher or the peer, will complete the writing task more effectively. Therefore, scaffolding and collaboration are integrated and indispensable in a genre based writing class.

Wells (2000) confirms the importance of collaboration when he states "knowledge is created and recreated in the discourse between people doing things together" (p.71). This definition refers to the importance of collaboration among students as a device that enables them to share their experiences and learn about the target genre and text type from each other.

Collaboration and scaffolding are usually integrated in the classroom. When the teacher designs a certain task such as writing an exposition text, he/she can provide a worksheet that enables the students to collaboratively identify and use the linguistic and the structural features of this particular genre and text type. In this case, the worksheet serves as a scaffold and collaboration occurs when students work in pairs or groups to fulfil the task. Thus collaboration and scaffolding will occur simultaneously in the classroom.

```
┌─────────────────────────────────────────────────────────────────┐
│                      An Exposition Text                          │
│                                                                  │
│  I strongly believe that students should use their mobiles in    │
│  the school.                                                     │
│                                                                  │
│  _____     │
│                                                                  │
│  _____     │
│                                                                  │
│  Firstly, students need their mobiles for urgent family calls.   │
│  For example, ____                                               │
│                                                                  │
│  _____     │
│                                                                  │
│  Secondly, students can use their mobiles in their lessons.      │
│  For instance, _____                                             │
│                                                                  │
│  _____     │
│                                                                  │
│  For all these reasons, I think that _____ │
│                                                                  │
│  _____     │
│                                                                  │
└─────────────────────────────────────────────────────────────────┘
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Figure 3: A Frame of exposition genre for scaffolding and collaboration. Adapted from Hyland, K. (2004). Genre and Second Language Writing. Ann Arbor, MI: University of Michigan Press. p127.

2.7 The Genre Approach Contribution to Language Teaching (Key Empirical Studies)

This study builds on the work of the Sydney School scholars such as: Martin & Rose (2007); Rose & Acevedo (2006) and Rose & Martin (2012), and is informed by the literature focused on genre based writing approach. Most of these studies are conducted in the United States since this field is not investigated on a high scale in the Arab region, especially in the Gulf Area.

In the field of ESL, Schleppegrell, M. J & Go, A. L (2007) used the functional approach to analyze the writing of four ELLs in the US from a Chinese and Vietnamese background. Two of them were in the fifth grade and two of them were in the sixth grade. The target genre was *a recount* (writing about a shared experience) following California State Standards (1999) for grade 6. The students' texts were explicitly deconstructed by

analyzing the texts stating what the text was about (the topic), how the judgement was expressed (the perspective), and how the text was organized (the structure).

The students met together with a specialist for one hour everyday as a group for a whole academic year. The researcher observed their writing development level over this year as a mentor. The teachers were given some SFL analytic tools to monitor students' developmental level at writing. This approach helped the students a great deal to identify their strength and focus on what they need to learn and enabled them to link meaning and structure to write more effectively with the help of their teachers.

Another important study in this field was conducted by Gebhard, M., Shin, D., & Seger, W., (2011) and showed the effect of blogging in developing the L2 academic literacy level of one student in the genre *friendly letter*. This study shows how the teacher in the US used the systematic functional linguistic approach to improve the writing of one Puerto Rican student through blogging inside and outside the school.

At first, the teacher deconstructed friendly letters and helped the student to identify the linguistic features of this genre. Later on the student wrote his own friendly letters as a blog on computer. The student's texts were analyzed using SFL and the results show that the academic literacy level of this student significantly developed over the year. In the beginning, she used simple expressions but later on she used more complex structures. The findings of this study shows that the student used the class blog to communicate with her classmates for academic and social purposes and that she had developed a better metalinguistic awareness of the target genre.

Another important study in the field of teaching English as a foreign language is Yasuda's (2011) study in a Japanese university. The study was conducted on 70 novice English learners using Norris's (2009) task phases. The target genre was writing emails. The students were asked to analyze two emails linguistically in the first phase. Later on, in the second phase, students started to write their own emails in response to a prompt given to them by the teacher. In the third phase, students were given homework about writing an email bearing in mind the context, purpose and the reader. When the pretest and the post-test results were compared quantitatively, the researcher found a significant difference in terms of the organization and the grammatical control although the vocabulary use did not

improve to the same degree. In the fourth stage, the students were given a survey and a follow up interview to examine their genre awareness. The overall results of this study confirm the effectiveness of using the genre based approach to improve the writing skills of novice university students in learning a foreign language.

2.8 Teacher's and Student's Roles in the Genre Approach

The teacher in the genre-based class is a facilitator and guide who enables the students to analyze texts both structurally and linguistically in specific social contexts. Moreover, he participates actively in the students' learning through explicit teaching of the text type features. However, he recognizes the students' weaknesses and help them improve their writing skills.

According to Hayland (2003 p32), L2 writers need four competences: a) grammatical competence (knowledge of grammar and vocabulary), b) discourse competence (knowledge of genre), c) sociolinguistic competence (using language in different contexts) and d) strategic competence (using a variety of communicative strategies). Therefore, the teacher explains the targeted grammatical patterns and the thematic vocabulary explicitly to the students since they are very important to help students convey meaning in writing. After that the teacher helps the students analyze the text to identify the structure of the text to develop his/her discourse competence. Next, the teacher helps the students integrate their grammatical competence and their discourse competence in the right social and cultural context to develop their sociolinguistic competence and use their second language appropriately in different contexts Hyland (2003). Finally, the teacher helps the students develop their strategic competence by exposing them to various text types that enable them to express themselves and convey their meaningful messages to others through various strategies.

However, the teacher decides the level of his/her intervention according to his/her students' needs. In the early stages of writing, he/she can adopt an 'authoritative negotiating role' as Cope and Kalantzis (1993) explained. In this stage, he/she guides the students and gives them explicit information about the targeted genre and the text type they study. In the later

stages of writing the teacher becomes an observer who helps the students develop their writing skills independently.

2.9 The Advantages of the Genre Approach

There are many advantages of the genre approach in enhancing students' writing in EFL/ESL classrooms. First, it enables the students to enhance their grammatical competence through learning the necessary grammatical patterns and vocabulary they need to write in different contexts using different text types. Second, grammar and vocabulary in the genre approach are taught in a meaningful social context not in isolation. Third, the genre approach expose the L2 students to various genres and text types in the target language in a social context through different authentic resources. Thus, students are not only learning the language but they are also acquiring the target language cultural and social context that enable them to use the language more effectively and raise their 'Genre Awareness' as Johns (2008) explains. In this respect the students will be able to apply their genre knowledge in new contexts.

Fourth, the genre approach helps students learn the linguistic and the structural features of different text types and genres explicitly and thus it improves their L2 competency level Hyland (2007 p151). Fifth, the genre approach helps students to achieve their goals and to communicate effectively with their teacher and the other students through collaboration. Sixth, the genre approach enables students to use the target language and write suitable texts for different cultural and social purposes and this is the most important advantage of the genre approach Hyland (2007).

To sum up the major advantages Hyland (2004) provided the following table:

Explicit	Makes clear what is to be learnt to facilitate the acquisition of writing skills
Systematic	Provides a coherent framework for focusing on both language and contexts
Needs-based	Ensures that course objectives and content are derived from students' needs
Supportive	Gives teachers a central role in scaffolding students' learning and creativity
Empowering	Provides access to the patterns and possibilities of variation in valued texts
Critical	Provides the resources for students to understand and challenge valued discourses
Consciousness-raising	Increases teachers' awareness of texts to confidently advise students on writing

Table 2: The advantages of the genre approach - Hyland, K. (2004). Genre and Second Language Writing.

2.10 Criticism to Genre Approach

One major criticism directed at the genre approach is that explicit teaching of the linguistic and structural features limits students' creativity in their writing. However, it ensures more critical engagement with the authentic cultural and social contexts of the target language. Moreover, the students in a genre based class are criticized for reproducing texts based on the controlled texts that are given to them during their teachers' intervention stage Hyland (2003); but this opposing argument can be applied to other teaching approaches as well. Although the genre approach may limit the writers, selecting a certain genre does not dictate the way students write their own texts since they still have their own freedom of expression.

2.11 The Difference between the Genre and the Text Types

Researchers often use the terms *text types* and *genre* in a vague, interchangeable way. Biber (1989) differentiated between the genre and the text types on the basis of external and internal linguistic criteria of the two written forms. In this sense the term *genre* is used to describe texts according to their external traditional criteria. Thus, the text that is written for a certain audience in a certain context and identified by the community is considered a certain *genre*. For example, documented essays and research reports are considered as *genre*. On the other hand, *text types* represent the rhetorical modes of writing such as exposition texts and argumentative texts which are classified according to their internal discourse criteria.

According to Martin (1994), *text types* are considered as *elemental genres* or *micro genres* such as narratives, recounts, arguments, explanations, description, procedures and discussion. These *elemental or micro genres* make up *macro genres* such as research reports and news stories. Thus, the micro genres characterize texts according to their rhetorical functions whereas the macro genres characterize the socio-cultural factors that affect the construction of these texts.

Moreover, Colina (1997) considers genres as conventional forms of texts that communicate certain goals in certain social situations such as poems, novels, advertisements, and news

reports; whereas text types are basic rhetorical patterns such as exposition, information, description and argumentative text types.

According to Bloor (1998) text types are considered as "language styles" that are used to construct different genre. For example the "story" genre might include description and narrative text types. Therefore, in genre based writing tasks, certain genres can be covered such as documented essays, reports, and research projects. The text types that can be included in these genres can be argument, description, discussion or any other suitable text type.

Consequently, the genre is considered as a bigger umbrella for the text types and thus by enhancing students' ability to identify and compose more text types, they will be able to write different genres more effectively. This will lead to more successful social and cultural communication especially for the second language learners who need to learn these patterns and be aware of their social and cultural connotations to ensure better communicative skills with the native L1 discourse community.

2.12 The Exposition Text Type

This study will focus on using the expository or persuasive essay as a genre through using the exposition text type to persuade an audience with one sided argument or a point of view. Learning how to persuade other people is necessary to succeed in different contexts inside and outside the school. The traditional ways of teaching writing have focused mainly on the syntactic rules that resulted in poor texts that do not give proper attention to the meaningful message of the text for both L1 and L2 learners. Thus, the language is seen as a function that enables students to interact with other people; to express their own ideas; and to create coherent texts as Love & Humphrey (2012) explained.

This particular text type has been chosen because the expository essay is fundamental for students' success in the middle and high school and it is used as an assessment tool to assess their learning as Schleppegrell, M. (2004) explained. Thus, students need to present their point of view and support it with evidence and examples. In other words, they introduce their "position" or Thesis" and support their thesis by arguments Martin (1989).

Chapter Three: Methodology

3.1 Introduction

This study investigates the effectiveness of using the genre approach in a period of seven weeks of instructional intervention to enhance the writing skills of grade seven students' writing of the exposition text type. It is also hoped to shed light on the students' attitudes towards using this approach. The researcher adopts Feez's (2002) model of a genre based writing method that a) builds a context, b) deconstructs a text, c) jointly construct a text, d) then independently construct a text, and e) links related texts.

This chapter provides an outline of the research purpose questions, the research strategy, data collection tools, participants, and the data analysis methods. The focus genre in this study is persuasive essays and the focus text type is exposition text type. All thoroughly in this chapter will discuss the above mentioned points in details and provide examples.

3.2 Research Purpose

The purpose of this research is to examine the effect of the genre approach on enhancing the writing skills of middle school students of English as a second language whose L1 is Arabic. The genre focused upon argumentative essay embodied in the exposition text type. The instructional intervention originated at the Sydney School of Linguistics as explained by Martin & Rose (2012) using Feez's (2002) model referred to as the Genre-Based Approach. In this approach the students are explicitly taught the linguistic and the structural text features of the target text.

Thus, this study is trying to investigate the effect of the explicit teaching of the exposition text features in enhancing grade seven cycle two students' writing skills. This text type was chosen since it enables the students to succeed in their future academic writing and it enables them to continue their secondary and post-secondary studies (Colombi and Schleppegrell 2002).

Recent research in second language writing suggests that the genre based writing approach may help different students to develop their literacy skills (Martin and Rose 2012). Since

most of the research conducted in this area is in the western contexts such as the US or Australia. Consequently, further research in the K-12 school context is needed to investigate the effectiveness of this approach to develop students' writing skills in the Arab world. Therefore, this research is trying to close the research gap in this area.

3.3 Setting

This study was conducted in a seventh grade English L2 classroom at a public cycle two school in Abu Dhabi in the UAE. At the time of the study, this public school enrolled approximately 210 students in grade 7. The population of this school is similar to the surrounding schools in this area and they are all local UAE students whose mother tongue is Arabic. They were learning English as a second language that they need in their studies both at school and in college.

The students come from similar socio-economic backgrounds and they all started learning English from the first grade and thus they are all at an intermediate level of English. The English curriculum follows Abu Dhabi standards and allocates 6 periods of 45 minutes for each class every week. The researcher and the teacher in this study allocated three 45 minute periods for the genre based writing intervention class.

This study took place in the third trimester of the academic year 2013 -2014. It took exactly seven weeks from April 2014 to June 2014. The theme they studies was called "Looking back" to teach the students the importance of history of the UAE and the lessons we learn from it. The materials chosen for these students were appropriate for their age and language level appropriate to help them get a better understanding and performance following the Abu Dhabi curriculum and standards.

3.4 Participants

The participants in this research are classified into three categories: a) the students, b) the teacher, and c) the researcher. They all participated to examine the effectiveness of using the genre approach to enhance the writing skills of grade seven students in this school in particular and help other students in general.

3.4.1 The Students

The students who participated in this study were from a similar English proficiency level because they had learned English for almost 7 years since the first grade. They belong to the same age group 12 – 13 years. They were all selected in the third trimester form grade seven in one of cycle two public school for boys in Abu Dhabi in the UAE. The sample of students that was selected for this study consisted of 30 students in one English class from a population of 210 students in grade seven in this school.

The sampling technique used in this research was convenience sampling. The available class and the available teacher were selected to conduct this research in one school yet all classes in this school were classified randomly in each class based on students' previous year performance to ensure the homogeneity of the students in each class. Both the students and the teacher were willing to participate in this study and this was a fundamental factor. They represent 14 % of grade seven students in this school and so they can be a good representative sample of grade seven students in this particular school.

3.4.2 The Teacher

The teacher in this study is an experienced teacher who has good experience in teaching English as a foreign and a second language to Arab learners of English. He was trained in teaching English based on the national standards of Abu Dhabi in cycle two schools (Grades 6 – 9). He has developed materials for grade seven and assessed his students' work based on Abu Dhabi standards and rubrics. He has been working on developing his students' skills in the four strands in English (i.e. Reading, Writing, Talking and Listening) for four years.

The teacher was willing to collaborate with the researcher to examine the effectiveness of using the genre based approach to develop the writing skills of his students to enhance their performance in their academic writing using the exposition text type. The teacher and the researcher developed the genre based unit of instruction to suit the students' needs and to ensure effectiveness of these teaching and learning materials.

The teacher had previous knowledge of using the genre based approach in teaching text type writing to students and had previous training using the genre based approach with

other students. However, there was a weekly meeting with the researcher to guide the teacher in the instructional process in each stage. There were online meetings as well to discuss and prepare the genre based unit of instruction to update the teaching and learning materials that were introduced to the students during the intervention stage.

3.4.3 The Researcher

The researcher, a Masters student in Teaching English as a Second or a Foreign Language, has a good experience in designing and implementing a standards-based curriculum using Abu Dhabi standards. He has been interested in enhancing the writing skills for Arab students of English since it constitutes a big challenge to students in the UAE and the Arab World. He also had a good experience in teaching English as a second and a foreign language for Arab learners in cycle two and three (Grades 6 – 12). He has a degree in Education, a Professional Diploma in English Methodology and a Special Diploma in Curriculum design.

The researcher and the teacher worked collaboratively in this study to identify the learning outcomes, provide evidence, agree on the instruction techniques and enhance writing skills of the students based on standards. Ongoing assessment was conducted and positive feedback was given to the students during the intervention stage.

3.5 Genre Based Unit of Instruction

The genre based unit of instruction was introduced to the students in the third trimester of the academic year 2013 -2014. It took exactly seven weeks from April 2014 to June 2014. The students were asked to look back in history to study more about their ancestors and learn from the past and express their opinion about that using the exposition text type. This process involved different tasks such as: reading texts about the past, analyzing the linguistic and structural features of related texts, writing collaboratively with the teacher and other students, and writing independently using the target text type.

The backbone of the genre based unit of instruction is built on the work of the Sydney School for reading and writing as displayed in the work of Martin (2009) and Rose & Martin (2012). In these studies the students develop their writing skills through leaning from a more able person such as the teacher or his/her peers. Thus, this approach include

three main phases: Deconstruction of the target text, Joint construction, and Independent construction as displayed in the work of Martin & Rose (2007). These three stages are displayed in the following figure.
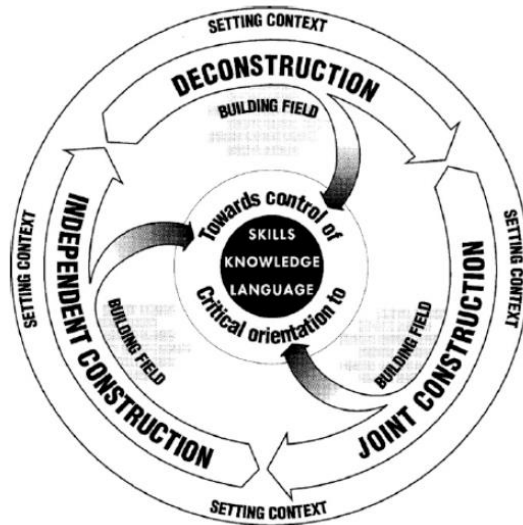
Figure 4: Teaching and learning phases in the genre based approach - Martin, J. R. (2009). Genre and Language Learning: A Social Semiotic Perspective. *Linguistics and Education*, 20(1), pp. 10-21.

The main goal of the first phase of the deconstruction of the target text in this study is to enable the students to be familiarized with the exposition text type they are asked to produce eventually. Fang & Shleppegrell (2008) referred to the importance of considering the context to develop their understanding in this stage.

Thus, the unit was divided into three stages: deconstruction of the target text, joint construction, and independent construction. The deconstruction stage consists of five steps. The first step is devoted to brainstorming ideas and building the context to access students' background knowledge in lessons 1 and 2. The second step represents the comprehension part in lessons 3 and 4. The third step is devoted to the linguistic and structural analysis of the target text in lessons 5, 6, and 7. The fourth step is devoted to the oral presentation through the persuasive speech. The fifth step is focusing mainly on scaffolding in lessons 6, 9 and 10. After that, lessons 11, 12 and 13 are devoted to the second stage which is the joint construction stage and the discussion of assessment rubrics, in which student work

together with the help of the teacher. Finally, lesson 14 is devoted to the independent construction stage, in which students are encouraged to write using the exposition text type independently.

See appendix E for the lessons of the genre based unit of instruction. The unit starts with lesson 1 to help students brainstorm ideas about the theme to access their background knowledge through asking questions such as: Why is looking back important? Then they read a text about UAE in the past and know how to compare in groups between the life of their ancestors and their life today. Finally, they are asked to find words to describe the life of their ancestors and their life today as part of building the context in which they will learn the target text type.

In lesson 2, students will be given a visual text related to the theme of "Looking back" and in groups they will be asked to find the message given in that text and explain it in their own language. Moreover, they will be asked to support this message with one visual feature such as colour, symbols and font. This activity will be done with the help of the teacher as part of the modelling stage. Finally they will be given another visual text to comment on in groups on their own. This lesson is part of building the required context.

Lesson 3 is a part of the comprehension stage to help the students to understand the important vocabulary in the text to help them in their future tasks. Moreover, they would be asked to identify the main ideas, the author, the audience and the purpose of this text and to skim and scan for certain information in the text to check their understanding level in the first period of the lesson. In the second period, students will be asked to find reasons for the importance of learning from the past and provide evidence from the text to support their reasons. Moreover, they will be asked to express their opinion and give reasons for it and support it with enough evidence. This skill will help them in their future tasks.

Lesson 4 is extension to lesson 3 in the comprehension stage to foster their understanding of important vocabulary and ideas related to the theme and the target text type. They will be asked to read a text about the importance of learning about their ancestors and will be given question such as: what is the message of the text? Why is it communicated? Who is

communicating it? How is it communicated? Who is receiving the message? How does the message influence them? They will conduct group discussions and present their ideas to the whole class.

Lesson 5 is part of the deconstruction stage in which students are expected to identify the language features and the structure features of the exposition text type. First, they will be given a simple text to identify the different parts of the exposition text (i.e. the author's view, the arguments plus some supporting evidence, and the concluding statement.) These parts will be mentioned to them at first but they will be given another blank version to identify these parts again on their own. In the second part of the lesson, they will be asked to identify the language features of the exposition text type (i.e. the conjunctions, the modal verbs, evaluative language, thinking verbs, connectives.).

Lesson 6 is an extension of lesson 5 and helps students analyze exposition texts to be familiar with the language and structure features of the target text type. In this lesson, students will be given more details about the exposition writing features they will be asked to read in an exposition text about the importance of studying history. They will be asked to analyze the text stating the language features and the structure features using the scaffold given to them. Finally students will be asked to express their opinion about what they read.

Lesson 7 is an extension of lesson 6 to give the students a better chance to analyze more exposition texts. Thus, they will be asked to analyze two more texts to identify the language features and the structure features of the exposition text to train them and prepare them for the writing stage. The teacher will give them immediate feedback on their work in this stage.

Lesson 8 is part of the oral presentation activity. In this part, students will be asked to prepare a persuasive speech about a topic which is related to the theme of "Looking Back" with the help of their parents and grandparents. They will research their chosen topic on the internet and write some notes about it. They will use these notes to deliver a persuasive speech to the class. Finally, the students will be given some important vocabulary related to the exposition language features to use in their speech to express their opinion more effectively.

Lesson 9 is part of the scaffolding stage, the students will be give two scaffolds and a check list to support them in form their persuasive speech. At first they will be given a semi complete exposition text about the importance of learning from the past and they will be asked to complete it. After that they will be given a scaffold to help them structure their own persuasive speech to state their point of view, and choose their arguments and supporting example, and the concluding statement. Finally they will be given a simple check list to help them deliver the target persuasive speech.

Lesson 10 is an extension of the oral presentation stage. It will take 2 periods to give the students enough time to deliver their persuasive speech to the whole class. Immediate feedback will be given to the students by the help of the teacher and the students themselves by using a feedback form.

Lesson 11 is a part of the joint construction stage, in which students will be asked to work in groups of three to talk about influential people and significant events in history. Then they will be asked to explain in writing how looking back in history helps us remember significant people and events.

Lesson 12 is a part of the joint construction stage, in which students will be asked to think about the mistakes they made in the past and how they learned from them. Then in groups they will be asked to think of five serious mistakes people made in the past explaining their consequences. Finally they will be asked to write in pairs about how looking back in history helps us to learn from our mistakes.

Lesson 13 is the final part of the joint construction stage, in which students will be asked in pairs to write an exposition text about the importance of looking back in history in comparison to looking forward to the future. Two periods will be devoted to this activity and it will be closely monitored by the teacher to give immediate feedback to the students to prepare them for the final stage of the independent construction. The assessment rubrics will be introduced to the students for them to be aware of how they will be assessed. The same rubrics are used to assess their independent writing as well as the pretest and the post test.

Lesson 14 is the independent construction stage, in which the students will be asked to write independently an exposition text about the importance of looking back in history. They will be given some helping pictures and words to support them. Two period will be devoted to this activity to give the students a better chance to express themselves.

3.6 Questionnaire Instrument Design

The questionnaire conducted in this study was designed to investigate 26 cycle 2 grade 7 students' attitude towards the genre based writing approach after a 7 week genre based writing course in Abu Dhabi, UAE. This tool was designed to display students' positive attitudes towards the genre based approach in a way that motivated the students to enhance their linguistic competence.

This questionnaire contains three parts of 17 items in total. The first part includes three 4-point Likert scale questions to identify the students' awareness level of the targets, procedures, and the features of the genre approach. The second part has two questions to examine the students' satisfaction level of using the genre approach in class to enhance their achievement and improve their skills. The last part contains 12 questions to explore students' attitudes towards using the genre approach to enhance their writing skills of writing an exposition text in class. See appendix A about Students' questionnaire for details.

3.7 Quantitative Data Analysis (pre test – post test - rubrics)

3.7.1 The Pretest

A pretest was conducted in this study before the genre based writing course was started to compare it with the posttest as an assessment tool to measure students' improvement level (See Appendix B). This test is used as a baseline test to identify students' performance level before the intervention using the genre based approach. This pretest was scored twice by two different raters to examine rater's reliability. Both of the two raters used the same rubrics (See Appendix D) to examine students' ideas, paragraph writing, sentence writing, language tools, and spelling. A Pearson Correlation test between these five tasks and the total is conducted to examine the relationships among the tasks. Thus, Cronbach's Alpha was performed on the pretest scores to examine the scores reliability.

The teacher explained to the students that they work as writers in the class newspaper and they are asked to write an article in the class wall magazine about the importance of history. He encouraged them to write more details about this topic. Moreover, the students were given a word bank and some photos to support them. Then, students were given 45 minutes to complete the pretest responding to the following prompt: Write an exposition text showing that history is important to our local community today. Finally the pretest was collected and rated.

3.7.2: The Post-test

At the end of the genre based writing course, the students were given a writing post-test (See Appendix C) to measure their writing performance level in comparison to the pre-test to examine how effective the genre based writing approach is. The same pre-test rating rubrics (See Appendix D) were used to ensure reliability of the scores. The difference between the students' mean scores in the pre- and post-test will be measured and discussed.

The teacher explained to the students that they work as writers in the class newspaper and they are asked to write an article in the class magazine about the importance of history. He encouraged them to write more details about this topic. Moreover, the students were given a word bank and some photos to support them. To control the time, the students were given 45 minutes for the post-test as well and the responded to the following prompt: Write an exposition text that will be displayed in the classroom showing your classmates that looking back into history helps us learn from the past. Finally the pretest was collected and rated.

3.7.3: The Rubrics

The rubrics used in this study to rate the pre and the post test is originally designed by Abu Dhabi Education Council to measure grades (7-9) students' performance level in witting in the third trimester in the academic year 2011 – 2012. This writing criteria was chosen simply because it is meant to measure students' performance level in writing at the end of the year according to ADEC standards. Moreover, it is designed to examine students' genre writing in five areas or task which are the targets of this study. These focus areas include: presenting ideas, paragraph writing, sentence writing, language tools usage, and spelling (See Appendix D).

3.8 Statistical Analysis

Statistical analysis using IBM SPSS version 22 was used to answer the following research questions of this study:

Q1: What is the effect of the genre based approach on enhancing the writing skills of grade seven students' ability to write an exposition text?

The difference in students' mean scores between pre- and post- test (n=30) is compared to examine the effectiveness of using the genre approach in enhancing students writing using the exposition text type. The effect size (r) test was used to ensure the relationship between the intervention and the improvement level of the students during the writing course.

Q2: What is the students' attitude towards the genre based writing course?

The results of the students responses on the attitude questionnaire (n=26) was examined statistically to show percentages of student responses, the mean and the SD to show their attitude towards using the genre approach to enhance their writing and their awareness level of the genre approach as well.

3.9 Qualitative Data Analysis of Students' Genre Writing

Students' texts are analyzed qualitatively by using the investigation rubrics to show their linguistic development before and after the intervention. In this process dimensions such as: students' way of presenting their ideas, paragraph writing skills, sentence writing skills, vocabulary choices, and spelling will be examined with real examples. Students written texts are scanned without the students' names for ethical reasons. Using scanned student texts without students' identity is a standard measure in other studies such as Gebhard et al., (2007).

3.10 Validity and Reliability

Both of the writing pre-test and the writing post-test require students to produce an exposition text about looking back in history and thus they can be used as a valid and

reliable way to measure students' performance in this study. The rater's reliability was ensured in this study since the pre-test was scored twice by two different raters to ensure rater's reliability.

The reliability of the rubrics was examined through the Pearson Correlation test to examine the relationship between the five writing skills and the total. The reliability of the pre-test scores was examined through Cronbach's Alpha.

The score reliability of the attitude questionnaire was also examined through Cronbach's Alpha test. To examine the internal consistency of the questionnaire items, the corrected item total correlation for all questionnaire items to ensure high internal consistency.

3.11 Methodology Rationale

This research employs the mixed method using both quantitative and qualitative methods to measure the effectiveness of using the genre approach to enhance the writing of grade seven students using the exposition text type. Most of the previous studies were either quantitative or qualitative in nature. Therefore, this study is aiming at examining this matter in both ways to ensure more accurate results. It is a quasi-experimental pre-test- post-test design because the classrooms were already intact. The participants will be only one experimental group of 30 students because a control group could not be provided for ethical reasons since the other students in the school could not be deprived form learning the similar text type although they did not get the same lessons. Moreover, the students' texts will be analyzed qualitatively by using the investigation rubrics to show the students' linguistic development before and after the intervention. Finally, a questionnaire will be conducted in this study to investigate the students' attitude towards the genre based writing approach after the genre based intervention.

To ensure the accuracy of the research instruments, the rater's reliability will be examined, the reliability of the rubrics will be examined through Pearson Correlation test to examine the relationship between the five writing skills and the total; the reliability of the pre-test scores will be examined through Cronbach's Alpha test; the score reliability of the attitude questionnaire will be also examined through Cronbach's Alpha test; the internal consistency of the questionnaire items will be examined too through conducting total

correlation for all questionnaire items to ensure high internal consistency which leads to ensure the reliability of the research instruments, Brassard & Boehm (2008). However, to investigate the difference between the students' genre writing performance level, the students' mean scores between the pre-test and the post-test were compared using t- test. This step is conducted to eliminate the individual differences that occur between the participants by minimizing the standard error of the mean difference (Smith, Gratz, & Bousquet 2009).

Chapter Four: Findings and Analysis of Outcomes

4.1 Introduction

This chapter displays the results of the investigation of the two research questions that initiated the study. Each research question is addressed separately, and findings are presented along with a brief summary.

4.2 Data Collection and Analysis

The data collection took place over 7 weeks. The following table shows the stages and the periods allocated to collect the data in this study.

Stage	Number of days.	Number of periods
Pre-test	1	1
Genre based writing intervention	18	18
Post-test	1	1
Post intervention Questionnaire	1	

Table 3: Stages and periods of data collection.

The data in this study was collected in the following order: one period for the pre-test, 18 periods for the intervention stage, one period for the post-test, and one period for the post intervention questionnaire.

4.3 Validity and Reliability

Both the writing pre-test and the writing post-test require students to produce an exposition text about looking back in history. These tests are a valid and reliable way to measure student performance. Two markers were used to improve marker reliability.

The reliability of the rubrics was examined through a Pearson Correlation test that observed the relationship between the five writing skills. The totals were 0.82, 0.91, 0.84, 0.86, and 0.95 respectively. All the relationships (r) were strong except for the first task, which was

medium. The reliability of the pre-test scores was examined through Cronbach's Alpha test (n=30) and was found very high 0.91.

Cronbach's Alpha test (n=26) was also used to examine the reliability of the questionnaire. The result was very high 0.87. To examine the internal consistency of the questionnaire items, the corrected item total correlation for all questionnaire items was examined. The results found were all larger than 0.3 indicating high internal consistency (See table 4).

Table 4. Corrected Item-Total Correlation of the questionnaire items.

Items	Corrected Item-Total Correlation
I clearly understand the targets of the genre approach writing instruction course.	.507
I clearly understand the procedures of the genre approach writing instruction course.	.651
I clearly understand the features of the genre approach writing instruction.	.566
I have experienced a higher sense of achievement than before.	.396
My writing skills have been improved.	.453
Genre analysis of structure helps me understand the content of the text.	.729
Genre analysis of language is important.	.257
Genre approach writing instruction guides me in writing exposition texts.	.427
Genre approach writing instruction allows creativity.	.600
Teacher feedback is important to me.	.384
The authentic models/texts are important.	.270
I clearly understand what an exposition text should include after the course.	.454
Analysing authentic texts is important.	.735
I know more about exposition texts after the course.	.532
I am satisfied with my performance in the course.	.473
The teacher s assessment rightly reflects the quality of my writing.	.540
I would recommend the genre approach writing instructions to others.	.628

4.4 The Students' Writing Performance

4.4.1 Quantitative analysis

The findings in this section are related to the student writing performance measured through the pre-test and the post-test to answer to Research Question 1: What is the effect of the genre based approach on enhancing the writing skills of grade seven students' ability to write an exposition text?

First, the target writing skills will be explained. Second, findings related to the pre-test and the post-test are displayed. Third, the performance level of students' writing will be compared through their performance in the pre-test and the post-test.

To measure students' writing performance, a writing rubric will be used to point out five tasks.

- The first task measure the way students present relevant ideas that addressed an exposition prompt appropriately.
- The second task measures the students' ability to use paragraphing structures appropriately.
- The third task measures the students' ability to use a range of sentence writing by measuring the students' ability to use a range of sentence structures and punctuation appropriately.
- The fourth task is related to the students' usage of language tools by measuring their usage of rich, precise words, phrases and text type language features demonstrating control of tense most of the time.
- The fifth task is related to spelling since students are supposed to spell all 100 common words and simple words correctly as well as spelling difficult, complex words accurately most of the time.

To investigate the difference between the students' genre writing performance level, the students' mean scores between the pre-test and the post-test were compared using the *t*-test. The effect size (*r*) in all tasks will be shown too. The following table will show these differences.

Table 5. Differences in students' mean scores between pre- and post-test (n=30)

Writing tasks	Pre Test Mean	Pre Std. Deviation	Post Test Mean	Post Std. Deviation	Mean	Std. Deviation	t	r
Task 1	2.53	0.63	3.77	1.04	-1.23	0.82	8.27**	0.84
Task 2	1.63	1.07	3.63	1.10	-2.00	0.98	11.15**	0.90
Task 3	2.20	0.81	3.30	0.99	-1.10	0.71	8.46**	0.84
Task 4	2.20	0.96	3.00	0.98	-0.80	1.00	4.40**	0.63
Task 5	2.40	0.86	3.47	1.20	-1.07	0.98	5.96**	0.74
Total	**10.97**	**3.76**	**17.17**	**4.86**	**-6.20**	**3.53**	**9.63****	**0.87**

** Significant at 0.001.

There are significant statistical differences in students' mean scores between pre- and post-test at p<0.001 to the favour of the post-test in all of the five tasks, which indicates that the improvement brought about by the intervention is highly significant.

Comparing the means between the pre-test and the post-test shows that the students' ability to use the exposition text type in task 1 to present their ideas improved by 24.6%. Moreover, they also improved their ability to use paragraphing structures appropriately in task 2 by 40% which is highly significant. Furthermore, they improved their ability to use a range of sentence structures and punctuation appropriately in task 3 by 22%. They also improved their ability to use exposition text type linguistic and structural features in task 4 by 16%. Additionally, the students improved their spelling ability in task 5 by 21.4%. Obviously, the students' overall performance improved significantly by 24.8% in total throughout the five tasks which can be considered a highly significant improvement in their genre writing skills due to the genre based intervention.

On the other hand, the effect size in all tasks and the total is large. It means that in task 1, 84% of the students' improvement is due to the study intervention. In task 2, 90% of the students' improvement is due to the study intervention. In task 3, 84% of the students' improvement is due to the study intervention. In task 4, 63% of the students' improvement is due to the study intervention. In task 5, 74% of students' improvement is due to the study intervention. In the total, 87% of the students' improvement is due to the study intervention.
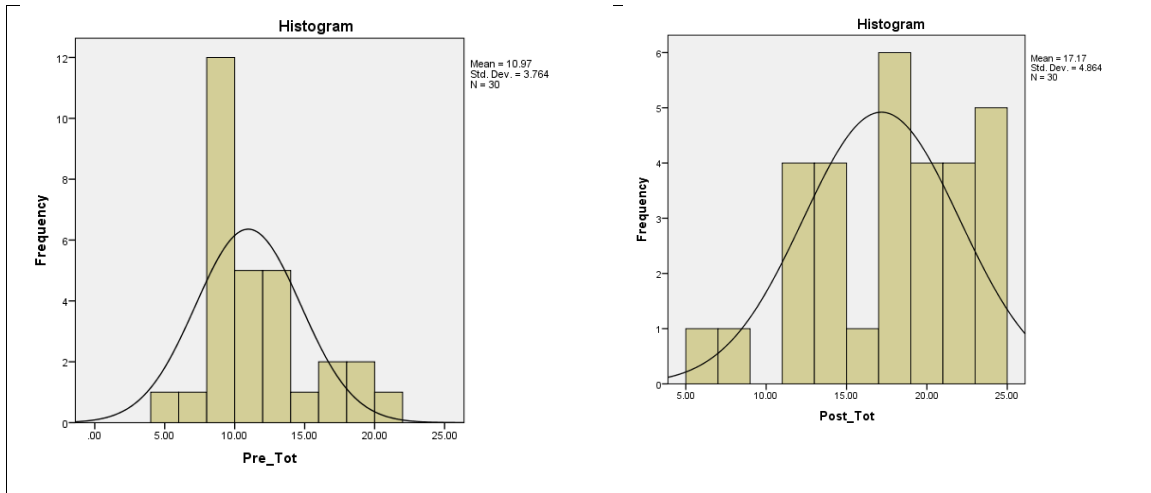
Figure 5: Histogram of students' results in the pre- and post-tests (n=30)

According to this histogram, the range of scores in the pre-test is from 10.97 ± 3.76 while in the post test it ranged from 17.17 ± 4.86. As we can see the standard deviation was somehow higher in the posttest, which indicates that some students were more responsive to the genre based intervention. This led to less homogeneity in the post test scores compared to the pre-test scores.

If every task is examined, the picture is clearer as shown in figure 7.
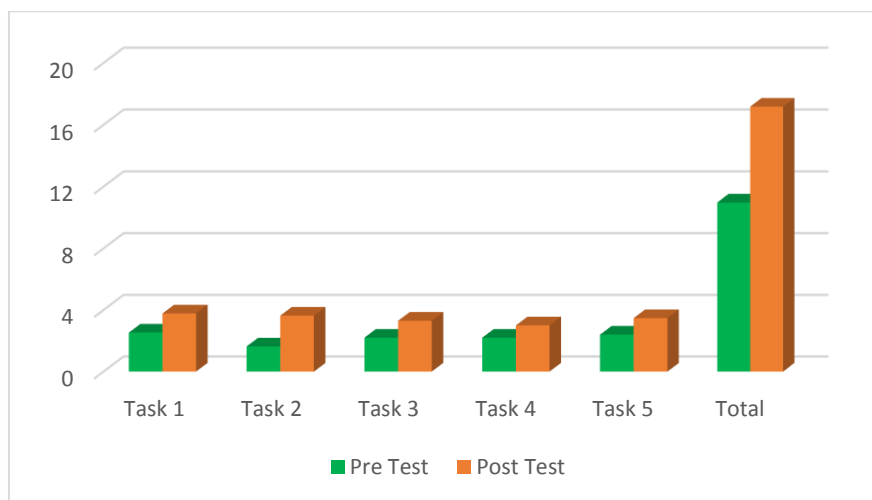
Figure 6: Comparison between students' scores on pre- and post-tests.

As shown in this graph, the students have shown improvement in presenting ideas (task 1), paragraph structure (task 2), sentence structure (task 3), using language tools (task 4), and spelling (task 5).

Figure 8 also shows the mean and the error range of each task. As shown in the following figure, the error range of the pre-test does not intersect with the post-test error range, which reflects a significant difference between each and every task in the pre- and post- tests.
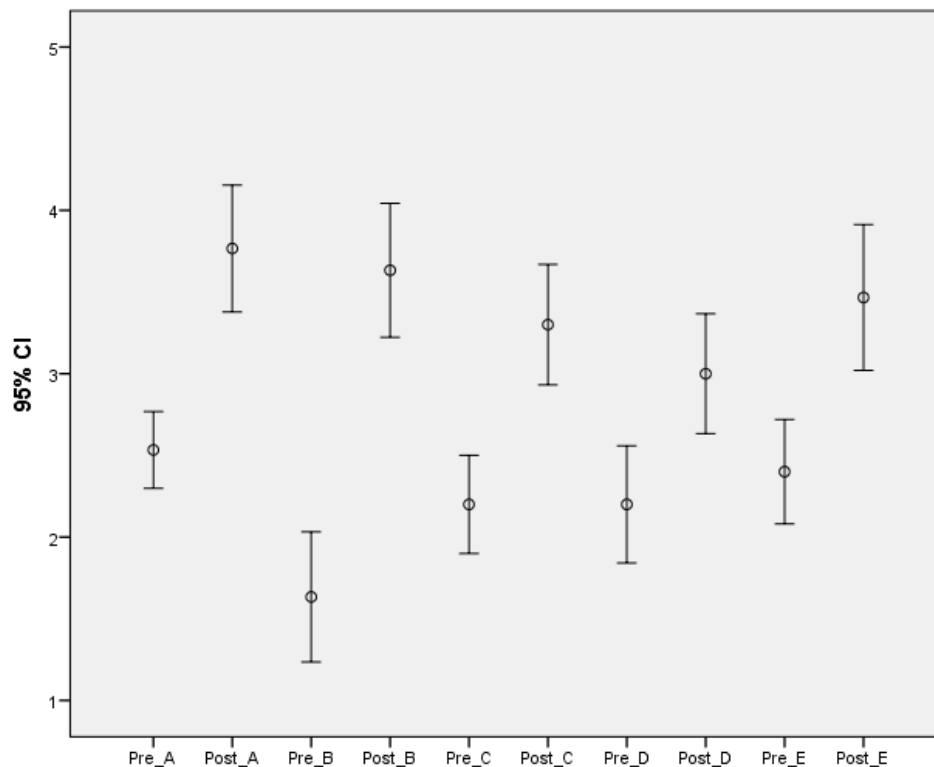
Figure 7: Error plot for pre- and post- test tasks.

4.4.2: Qualitative Analysis

Four students' pre- and post-tests will be compared in this section to show the developmental level of their writing. These tests will be analyzed qualitatively by using the investigation rubrics to show their linguistic development before and after the intervention.

The aim of this type of analysis is to examine how these students presented their ideas, wrote their paragraphs, wrote their sentences, chose their vocabulary, and enhanced their spelling with real examples of their work. It is worth mentioning that students' written texts are scanned without the students' names for ethical reasons.

Student 1 pretest

Write an exposition text showing that history is important to our local community today.

The history and the past is the present of our grandfathers and The present is the future of our grandfathers and we can see and learn and do what They do and we can teach our son's in the future.

we learnt from them and we do like them to make our future like the past and we can see that sheikh Zayed tells; The human that we don't have past he don't have a present and no future.

like that we learn and teach this is the history and the past a they go important to us and to our children in the future and to our community and country.

and we can see our traditional food and dress dressing is different From other countries or communities,

In the pre-test, student 1 tried to address some aspects of the prompt but his ideas were not clear. His paragraph structure was not appropriate and he used a narrower range of sentence structure. Moreover, his vocabulary and tense choices were not appropriate.

Student 1 post-test

Write an exposition text that will be displayed in the classroom showing your classmates that **looking back into history helps us learn from the past.**

I Think that looking back into the history it's like when we looking to the past but we can learn from the past by looking To the history because some historiccl things happen and until now the people talking about it. learn from the past is some important thing you should learn.

Firstly ghow we can learn from the past by looking To the history, we can learn from the past by looking To the history because when you listen to the people that they live in the past or talk With them about the history you can learn more things from the past. EX: (hiroshima bomb, etc...). I like to talk about hiroshima bomb because it is the most biggest historical things we learn from it that united States of America was enemies with eethother.

Secondly, why we should learn from the past, we should learn from the past because we should learn from The past, that the past is the most thing important to our life if we don't have an information about our past or the history you don't have an idintity to your past.

Finally, we can learn from the past most things but we should have information about our past and we should have the most thing important in our past and our life, if you don't, you don't have an idintity.

45

In the post-test, student 1 showed more development in his writing skills. He used the prescribed text type successfully and presented clearer ideas with specific examples such as talking about Hiroshima bomb. His paragraph structure was appropriate since he discussed one idea in each paragraph and ordered them logically. His sentence structure and punctuation was enhanced in comparison to the pretest although he still needs more support in this respect. Moreover, he used more specific and relevant vocabulary in comparison with his pretest choices.

Student 2 pretest

Write an exposition text showing that history is important to our local community today.

Our History in the U.A.E is important to our local community. because today we have cars Electricity and more in our grandfather's Day, No Electricity, No cars, No computer and No Tecnelogya, the horeslike the car, and nothing Nam's Electricity and the lif was difficult, and we shoud learn a lesson from their life, our culture iscome from them, our radiation from house, food, Games, falconars, houses, and a lot of things, so, we s had learn from them, now in our Day, Burj Khalifa becom like ALHis Palace, But althisn Palce is from our radiation.

In the pretest, student 2 used an inappropriate text type and limited aspects of the prescribed text type to address the prompt. He wrote one paragraph only, and he used a limited range of sentence structures and punctuation. He did not have a good control of his language tools, his vocabulary and tense choices, although he could spell most common words and simple words correctly.

Student 2 post-test

Write an exposition text that will be displayed in the classroom showing your classmates that **looking back into history helps us learn from the past.**

I think looking back into history helps us learn from the past is giveus information about our country and our grandparents past because looking back is very important to our country and its glue us very important information.

For Example:

like shik za sed life and our traditional building and traditional game and traditional food.

Firstly!

We can goto museums and take the information and doit in the future

for example!

We can buy books about looking back and take the information from the books

Secondly!

When we rak information from the

Past and now if we need to Better the
Information Better than the Past

Finally:
if we didn't study and learn about our past
we will not know about our Past and
our countrys Past and our culture

In the post-test, student 2 used the prescribed text type and presented his ideas successfully in a way that addressed most of the aspects of the prompt. He also started to use appropriate paragraphing structures most of the time. He also gave better examples and better reasons in comparison with the pretest. Moreover, he improved his sentence structures and his vocabulary and tense choices although he still needed more support in these two areas. His spelling ability seemed similar to the pretest but the overall text had been significantly improved after the intervention.

Student 3 pretest

in the past the life was very hard but our people
was a brave they biuld houses from the trees
Paper and wood and they eat food like
(Manty) They work in buildingboat and fishing
And many jobs there customs, was different
The men dress (Kandora) and for wemen (Abaya)
They travle for along time by camle and Horse.
but now we memorys the History of our bast
by watching our life in the muesims.
We have now cars and new beildings and costome
because we develop what they mak for us from
Lessons and tradition and all things they mak
for us and all the emaraties proud for our
grand fathers

In the pretest, student 3 tried to use the prescribed text type to address some aspects of the prompt. He mostly compared life in the past with our life today in a simple way. He used paragraphing structures some of the time to talk about the past and the present. Moreover, he used a limited range of sentence structures and punctuation. He also used some keywords that might not be appropriate but he could spell most of the common words correctly.

Student 3 Post-test

Write an exposition text that will be displayed in the classroom showing your classmates that **looking back into history helps us learn from the past.**

"Looking Back" into history helps us learn from the Past because it help us to gain information about our root and hell us to Know how people used to live and how they build their civilization and it is a part of our identity.

First Argument. I believe that we should look back and study our culture and History to take the best and avoid the worst and develop it. For evidence at past People travel by horse and camels but Now We travel by cars, ships and Planes and for more example They used to now there direction by stars but now we used compass and (Gbs).

second argument looking back hell us to Pass thier ethics Traitions from generation to another for example: The customs In UAE is still Pass from generation to another for mens, womens, boys and girls lik Kandura, abaya, Qatra and Another. And National delicious dishes like AmAli and Hareess and they have sports like camel racing and falconary they still Passed it.

The summary looking back is important to now our Roots and to Pass it from generation to another and to devlolof it se we should to look Back and to learn from the Past because when shiekh Zayed said the country that dont have a Past will never have Present and future.

In the post-test, student 3 showed a significant improvement in his writing. He used the prescribed text type successfully to present his ideas and address all the aspects of the prompt. His ideas were much clearer and more detailed with vivid and relevant examples about his culture and traditions when he wrote about their transportation system and their traditional clothes and food. Moreover, he used the paragraphing structures appropriately since he used one idea or set of connected ideas in each paragraph. He also used a better range of sentence structures and punctuation in comparison with the pretest. He even improved his vocabulary and tense choices and he used more specific and relevant vocabulary such as: civilization, identity, culture, ethics, tradition, and generation. His spelling ability also improved. He could spell all the common words and the complex words accurately most of the time, which had a positive influence on his writing style.

Student 4 pretest

Our history is important more than any thing, before, the people was riding camels and horses to went to other countries, no cars, no buses, no airplanes, no taxis.

In the past, the life was very difficult, to eat they have a hoe, they plant wheet seeds then, they make it Bread to eat it also they plant carrot, potato, Tomato, Onion etc..., and all of that was by there hands, but now in tell his son and the son tell his son in the future and our heratige will stell years and years.

In the pre-test, student 4 tried to use the prescribed text type to present his ideas and address some aspects of the prompt – as when he compared the past with the future. He used paragraphing structures some of the time - when he talked about the past and the future - but the distinction was not clear. Moreover, he used a limited range of sentence structures. He also used some keywords but he needed to use more relevant vocabulary. He could spell the common words accurately.

Student 4 post-test

Write an exposition text that will be displayed in the classroom showing your classmates that **looking back into history helps us learn from the past.**

Looking back into history helps us learn from the past. In my opinion it helps us learn from the past.

Firstly, we should study our past to learn about our ancestors like sheikh zayed, prophet mohammad (p.b.u.h).

Secondly, we should study our past to develop our culture to be the best culture like mean of transporteation. In the past they was transport by the camels or by the the horses.

Finally, we should study our past to learn about our role models expeiriences and to avoid their mistakes like explovation of new places.

> _Looking back let us learn about our ancestors, To develop our culture and to learn about our role models experiences and to avoid their. mistakes._

In the post-test, student 4 showed a significant improvement in his writing. His ideas became clearer and he could express his opinion clearly since he gave good reasons and good examples. In addition to this, he could use the exposition text type to present his ideas successfully to address all the aspects of the prompt clearly. He used the paragraphing structures appropriately, as when he wrote about one idea or a set of related ideas in each paragraph. Moreover, he used a range of sentence structures that were appropriate and also developed his punctuation skills. He used relevant and precise vocabulary suitable for the theme and the text type, and he could control the tense better than in the pretest. For example, he used vocabulary such as: opinion, ancestors, culture, role models and mistakes. His spelling ability improved, with increased success at spelling common words and complex words accurately.

Through the qualitative description of the students' pre and post written texts, it is clear now that the students made a significant improvement because of the genre based intervention. They have shown a great improvement in using the exposition text type to give their opinion by giving good reasons and examples. They also improved their paragraph and sentence structure as well as their vocabulary and tense choices.

4.5 The Questionnaire

The findings in this section are related to students' attitudes towards the genre based writing course to answer Research Question 2: What is the to students' attitudes towards the genre based writing course?

 To answer this question, the results of students' responses on the attitude questionnaire will be displayed and discussed in the following section.

By examining figure 8 and table 6, it is clear that the students' attitude towards the genre based writing approach is very positive. The *reflection and self-discovery* part shows that 78 % of the students showed high genre awareness. The *user satisfaction* part showed that 90 % of the students were satisfied with this writing approach. The *scaffolding help* part showed that 86% of the students felt that the genre based writing approach helped them to improve a great deal. The following histogram will reflect this overall picture through comparing the means that are generally revolving round 3.
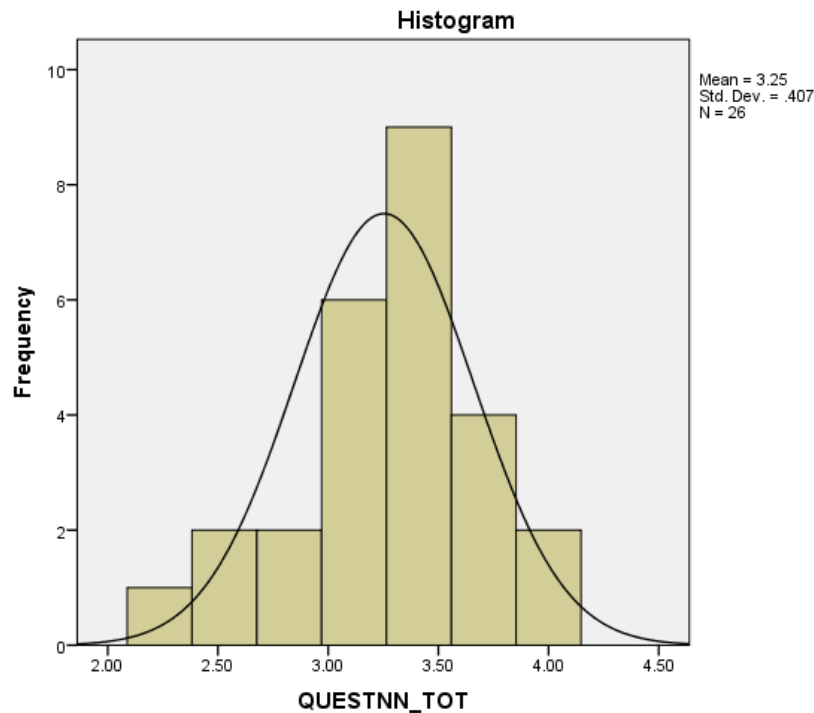
Figure 8: Histogram of students' attitudes towards the genre based writing course

Items	Mean	Std. Deviation	Strongly Disagree%	Disagree%	Agree%	Strongly Agree%
1. I clearly understand the targets of the genre approach writing instruction course.	3.00	0.40	0.00	7.69	84.62	7.69
2. I clearly understand the procedures of the genre approach writing instruction course.	3.15	0.78	3.85	11.54	50.00	34.62
3. I clearly understand the features of the genre approach writing instruction.	2.81	0.75	0.00	38.46	42.31	19.23
4. I have experienced a higher sense of achievement than before.	3.42	0.64	0.00	7.69	42.31	50.00
5. My writing skills have been improved.	3.23	0.76	3.85	7.69	50.00	38.46
6. Genre analysis of structure helps me understand the content of the text.	3.12	0.65	0.00	15.38	57.69	26.92
7. Genre analysis of language is important.	3.42	0.70	0.00	11.54	34.62	53.85
8. Genre approach writing instruction guides me in writing exposition texts.	3.23	0.76	0.00	19.23	38.46	42.31
9. Genre approach writing instruction allows creativity.	3.19	0.69	0.00	15.38	50.00	34.62
10. Teacher feedback is important to me.	3.54	0.65	0.00	7.69	30.77	61.54
11. The authentic models/texts are important.	3.15	0.83	0.00	26.92	30.77	42.31
12. I clearly understand what an exposition text should include after the course.	3.38	0.64	0.00	7.69	46.15	46.15
13. Analysing authentic texts is important.	3.42	0.76	0.00	15.38	26.92	57.69
14. I know more about exposition texts after the course.	3.35	0.85	3.85	11.54	30.77	53.85
15. I am satisfied with my performance in the course.	3.42	0.58	0.00	3.85	50.00	46.15
16. The teacher s assessment rightly reflects the quality of my writing.	3.23	0.65	0.00	11.54	53.85	34.62
17. I would recommend the genre approach writing instructions to others.	3.23	0.82	3.85	11.54	42.31	42.31
Reflection and self-discovery	**2.99**	**0.54**	**1.28**	**19.23**	**58.97**	**20.51**
User Satisfaction	**3.33**	**0.56**	**1.92**	**7.69**	**46.15**	**44.23**
Scaffolding Help	**3.31**	**0.42**	**0.64**	**13.14**	**41.03**	**45.19**
Total	**3.25**	**0.41**	**0.90**	**13.57**	**44.80**	**40.72**

Table 6. Results of students' responses on the attitudes questionnaire (n=26)

The questionnaire is divided into three sections. The first section dealt with students' reflection and self-discovery to reflect their genre awareness level. In this section, 84% agreed and 7% strongly agreed that they clearly understood the targets of the genre approach writing instruction course. In addition, 50% agreed and 34% strongly agreed that they clearly understood the procedures of the genre approach writing instruction course. Finally, 42% agreed and 19% strongly agreed that they clearly understood the features of the genre approach writing instruction.

The second section of the questionnaire dealt with the user satisfaction level. In this section, 42% agreed and 50% strongly agreed that they had experienced a higher sense of achievement than before. Moreover, 50% agreed and 38% strongly agreed that their writing skills had been improved.

The third section of the questionnaire dealt with the scaffolding help the students felt they received through the genre based writing course they had completed. 57% agreed and 26% strongly agreed that the genre analysis of structure helped them understand the content of the text. In addition, 34% agreed and 53% strongly agreed that the genre analysis of the language was important. Moreover, 38% agreed and 42% strongly agreed that the genre approach writing instruction guided them in writing exposition texts. On the other hand, 50% agreed and 34% strongly agreed that the genre approach writing instruction allows creativity.

30% agreed and 61% strongly agreed that the teacher feedback was important to them. 30% agreed and 42% strongly agreed that the authentic models/texts were important. Furthermore, 46% agreed and 46% strongly agreed that they clearly understood after the course what an exposition text should include. In addition to this, 26% agreed and 57% strongly agreed that analysing authentic texts was important. Moreover, 30% agreed and 53% strongly agreed that they knew more about the exposition text after the course. On the other hand, 50% agreed and 46% strongly agreed that they were satisfied with their performance in the course. Besides, 53% agreed and 34% strongly agreed that the teacher's assessment rightly reflects the quality of their writing. Finally, 42% agreed and 42% strongly agreed that they would recommend the genre approach writing instructions to others.

Chapter Five: Discussion and Conclusion

5.1 Introduction

This chapter will explore the key findings of the study. The discussion relates the major findings to the genre based writing instruction and the students' attitudes towards it as well as the pedagogical implications of these findings. It also sheds light on the future research pathways and curriculum development related to using the genre based writing approach. The limitations of the study will also be discussed. Finally, suggestions are made for future research on second language education in the UAE.

5.2 Key Findings and Discussion

The key findings are classified into three main categories. The first group is related to the quantitative analysis of the students' writing performance level. The second group is related to the qualitative analysis of the students' genre writing performance level. The third group is related to the quantitative analysis of the questionnaire regarding the students' attitudes towards the genre based writing course.

The statistical analysis of the students' genre writing performance level led to the following key findings: First, the mean scores of the students writing performance level significantly improved from the pre-test to the post-test due to the genre based writing intervention that focused on using the exposition text type. Second, the detailed analysis of the writing skills in each and every task showed that the target students had improved their ability from the pre-test to the post-test. They were able to present their ideas clearly and to use paragraphing structure appropriately. Moreover, they were able to use a range of sentence structures appropriately. Besides, the students were able to control the tense and use a wide array of words. In addition, they could spell more complex words correctly due to the study intervention.

The qualitative analysis of the students' genre writing performance level led to the following key findings: The genre based writing intervention helped the individual students to develop their writing skills significantly. First, it enabled them to write appropriate exposition texts. Second, it taught them how to give their opinion and support their opinion with valid arguments and strong evidence. Third, it helped them improve their writing skills

such as: presenting their ideas successfully, arranging their paragraphs logically, using relevant vocabulary, giving vivid examples, improving their sentence and paragraph structure, improving their control of tense, improving their punctuation, and spelling more complex words.

The analysis of the questionnaire regarding the students' attitudes towards the genre based writing course revealed the following key findings: First, comparing the means and checking the percentage of the students who agree and strongly agree with the questionnaire statements showed that the target students had a positive attitude towards the genre based writing approach. Second, the *reflection and self-discovery* part revealed that 78 % of the students showed high genre awareness. Third, the *user satisfaction* part showed that 90 % of the students were satisfied with the genre based writing approach. Fourth, the *scaffolding help* part showed that 86% of the students feel that the genre based writing approach helped them to improve a great deal.

Upon reviewing similar studies using the genre approach to enhance writing but in different contexts, the research found comparable results.

First, adopting the genre based writing approach improved students' writing performance level. (Elashri 2013, Troyan 2001,and Wang 2013). Troyan (2001) found that the genre approach improved the targeted students' academic literacy. It also enabled the teacher to enhance his teaching techniques and raise the teacher's genre awareness. Elashri (2013) found that the genre based approach improved the students' writing performance. It also helped the students develop a positive attitude towards writing. Wang (2013) found that most participants in his study reported progress and enhancement in genre knowledge and genre awareness after the genre based writing intervention. It also improved the overall writing quality of the subjects. In addition to this, the genre approach improved their lexical competence and fluency level.

Second, adopting the genre based writing approach raised the genre knowledge and the genre awareness level of the target students (Wang, 2013 and Yang, 2012). Wen-hsien Yang found that the participants in his study showed a positive attitude towards the genre based approach. Most of them confirmed that this approach was effective because it improved their writing level and their genre knowledge. Wang's (2013) study showed a

higher level of writing performance, supporting the effectiveness of the genre based writing approach.

5.3 Implementation and Recommendation

First, this study examined the effectiveness of using the genre based writing approach in enhancing the target students' writing skills. Moreover, it uses Feez's (2002) model of genre based writing method. This model was originated from the Sydney School of Linguistics - as explained by Martin and Rose (2012). In this approach the students are explicitly taught the linguistic and the structural text features of the target text. Moreover, this study provided a full description of the teacher's role, the students' role, the learning materials and the time distribution. Therefore, similar studies using other text types could be conducted using the same framework. Both teachers and students should be given similar opportunities to use this model in different grade levels using different text types in different contexts.

Second, teachers who did not use the genre based approach need training to be familiar with the techniques and the skills they require to adopt this writing approach. They can also receive professional training courses in this field to enhance their teaching skills.

Third, teachers should play an important role in providing enough scaffolding to support their students. They are also advised to deconstruct the target text so the students can identify the structural and the linguistic features of the target genre effectively.

Fourth, teachers should provide students with immediate constructive feedback in every phase - especially in the joint construction phase in which students are supposed to master writing the target genre.

Fifth, teachers should encourage students to collaborate together to learn from their more able peers in the joint construction stage. They should be working in groups and in pairs during the early stages of the teaching and learning cycle before they work individually in the independent construction stage.

Sixth, teachers are supposed to help the students build the context. The students should be able to identify the purpose, the message and the audience of the target genre to ensure better communication and to write more effective texts.

Seventh, students need more time to master the targeted writing skills. Therefore, activities should be at the appropriate level and the allocated time for each task should be sufficient. This way they would have enough time to master these skills. They should be able to visit and revisit these target kills.

Eighth, the success criteria and the assessment rubrics should be shared and explained to the students. Through this, students will develop a sense of responsibility. When they become responsible for their learning, they will be more motivated to learn and achieve their goals.

Ninth, to avoid rater's bias, the rater's reliability should be ensured through comparing the scores of two different raters. Otherwise it is recommended to run standardization and moderation sessions with the same department to ensure the rater's reliability.

Finally, the teacher should identify his/her students' attitude towards the genre approach to measure the students' genre awareness. This could help the teacher reflect on his practice as well as the students' performance. This step would help the teacher modify the teaching and learning techniques to ensure better results.

5.4 Pedagogical Implications for Students and Teachers

Research in this field suggested that writing successfully had enormous implications for students' ability to participate in societal discourses effectively (Colombi and Schleppegrell 2002; Rose and Martin 2012). Thus, the genre based writing approach would help the target students to access more valued ways of writing better texts in the future. This improvement is a direct result of the explicit instruction that helped the students construct meaning in this genre.

Both the quantitative and the qualitative analysis of the pre-test and the post-test exposition texts written by the participants in this study indicated that the genre based writing

approach has positively supported their ability to write better texts. The implementation of this course helped the students in this study to present their ideas clearly and to use paragraphing structure appropriately. It also helped them to use a range of sentence structures appropriately and to control the tense. In addition to this they were able to use a wider array of words, and to spell more complex words correctly.

The genre based writing approach provide the ESL teacher with the opportunity to design and implement lessons that supports his/her students to deconstruct and construct more valued exposition texts. It also enables the teacher to develop his instructional skills from an SFL perspective. Thus the students can a) build a context, b) deconstruct a text, c) jointly construct a text, and d) independently construct a text. Feez (2002).

The questionnaire results in this study reveal the students' positive attitude towards the genre based writing approach. It not only raises their genre awareness but it also provides the students with the scaffolding help they need to write more valued texts. This shows how this approach helps build student knowledge and genre awareness.

Some teachers believe that second language learners should be highly exposed to meaningful language input regardless of the students' degree of exposure to the language form. Yet, the explicit instruction helps the students to focus on the grammatical and lexical functions that enable the students to develop their literacy skills (Colombi and Schleppegrell 2002). The genre pedagogy provides the teacher, in this case, with ample opportunity to develop his/her students' writing skills.

Moreover, the genre based writing approach provides the students with effective scaffolded opportunities to learn both the structural and the linguistic features of the target text type. The teacher can adopt this technique through modelling in the phase of deconstructing the target text type. This process is particularly valuable in schools (Colombi and Schleppegrell 2002).

Hasan (1996) explained that the genre pedagogy maximize the student's chances of success in producing more valued texts in the school context. Hasan's claim applies also to this study. The target students provided more valued texts in their post-test and received a better score in comparison to their pre-test texts.

The genre pedagogy helps the students to communicate more effectively. It enables students to identify a certain genre with certain purpose in a certain social context. The significant difference between the pre-test and the post-test results in this study reflects the improvement level in the students' ability to communicate more effectively. The exposition text type enables them to develop their persuasion skills by supporting their opinion with strong evidence.

It is important to notice the effectiveness of the genre pedagogy to engage students, to support students and to develop their language skills. Besides, the genre pedagogy provides the teachers with a golden opportunity to integrate the four language strands: reading, writing, speaking and listening. This integration can be fulfilled by designing different integrated tasks that focus on developing one target strand such as writing in this study.

5.5 Evaluation against Hypotheses

The first hypothesis in this study assumes that the genre based approach to writing is effective for enhancing the writing skills of grade seven students. This hypothesis is upheld because the mean scores of the students writing performance level significantly improved from the pre-test to the post-test. The detailed analysis of the writing skills both quantitatively and qualitatively showed that the target students had improved their ability to present their ideas clearly, use paragraphing structure appropriately, use a range of sentence structures appropriately, control the tense and enrich their vocabulary, and spell more complex words correctly due to the study intervention.

The second hypotheses in this study assumes that the target students have a positive attitude towards the genre based writing approach. This hypothesis was also confirmed. The researcher compared the means and checked the percentage of the students who agreed and strongly agreed with the questionnaire statements. The results showed that the target students had formed a positive attitude towards the genre based writing approach after the intervention. Moreover, the results showed that most of the students had a high genre awareness. Most of them were also satisfied with the genre based writing approach. The

scaffolding help section showed that most of the students felt that the genre based writing approach helped them to improve a great deal.

5.6 Limitations of the Study and Future Research Pathways

The time frame for this study was only 21 days over 7 weeks. Therefore, it was not possible to examine the long-term effect of the genre based writing approach on the development of the target students' writing skills. Therefore, a longitudinal study is required in this field to measure students' writing performance level over a longer period of time.

Moreover, this study focused on the effect of the genre approach on developing the writing skills of the target students only. Therefore, the teacher's performance level in teaching using the genre approach can be examined in other studies. In addition to this, the current study examined the effect of the genre based writing approach in enhancing the students' writing of exposition texts. Thus, other text types need to be examined as well.

Another limitation in this study is the convenience sampling which contains the generalization of the results. In order to apply the results to a larger population, random sampling is required. Unfortunately, the researcher could not apply random sampling because the study was conducted in the third trimester and the classes were already intact.

The students' attitude towards the genre based writing approach was examined by a post intervention questionnaire only. Therefore, a pre-intervention questionnaire should be conducted to measure how students' perception of the genre approach enhance their ability to write using a certain text type. This can be done by correlating the pre and the post attitude questionnaire scores with the pre and the post written test scores.

5.7 Conclusion

This study investigated the effect of using the genre based writing approach to enhance the writing skills of grade seven students. The target genre in this study was the argumentative essay embodied in the exposition text type. The adoption of this approach led to a significant improvement in the students' writing performance level using this genre. The target students had improved their ability to present their ideas clearly, use paragraphing structure appropriately, use a range of sentence structures appropriately, control the tense

and display greater lexical richness, and spell more complex words correctly due to the study intervention.

The study also investigated the students' attitude towards the genre based writing approach. The results showed that the students had a very positive attitude towards this approach. Most students showed high genre awareness. Most of the students were satisfied with the genre approach. The section on scaffolding help in the questionnaire showed that most students felt that the genre based writing approach helped them to improve significantly.

This study used mixed method design collecting both quantitative and qualitative data to examine the effectiveness of the genre approach in enhancing grade seven L2 English writing exposition texts in the UAE context. The framework of this study originated from the Sydney School of Linguistic as explained by Martin & Rose (2012) using Feez's (2002) model of genre based writing method which is referred to as the Genre-Based Approach.

This study highlighted the pedagogical implications of using the genre based approach. It emphasized the role of the teacher in explicitly teaching the structural and the linguistic features of the target genre and the target text type to the students. It also shed light on the steps the teacher should follow such as: building context, modelling, scaffolding, deconstructing the text, and designing appropriate materials.

Finally, this study makes suggestions for the future research. In this way it adds to research on genre pedagogy and to second language acquisition of adolescent L2 students in cycle two.

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Appendix A: Students' questionnaire

Students' Attitude towards the genre based approach for teaching writing Questionnaire

NO	Item Description	SA (4)	AG (3)	DA (2)	SD (1)
	Reflection and self discovery.				
1	I clearly understand the targets of the genre approach writing instruction course.				
2	I clearly understand the procedures of the genre approach writing instruction course.				
3	I clearly understand the features of the genre approach writing instruction.				
	User Satisfaction				
4	I have experienced a higher sense of achievement than before.				
5	My writing skills have been improved.				
	Scaffolding Help				
6	Genre analysis of structure helps me understand the content of the text.				
7	Genre analysis of language is important.				
8	Genre approach writing instruction guides me in writing exposition texts.				
9	Genre approach writing instruction allows creativity.				
10	Teacher feedback is important to me.				
11	The authentic models/texts are important.				
12	I clearly understand what an exposition text should include after the course.				
13	Analysing authentic texts is important.				

SA: Strongly Agree   AG: Agree   DA: Disagree   SD: Strongly Disagree

NO	Item Description	SA (4)	AG (3)	DA (2)	SD (1)
14	I know more about exposition texts after the course.				
15	I am satisfied with my performance in the course.				
16	The teacher's assessment rightly reflects the quality of my writing.				
17	I would recommend the genre approach writing instructions to others.				

Adapted and modified from:

Wen-hsien Yang. (2012). A Study of Students' Perceptions and Attitudes towards Genre-based ESP Writing Instruction. *Asian ESP Journal*, vol. 8 (3), pp:50-73.

Appendix B: Writing Pretest

Name: _____   Date: _____

Grade 7 Pre Test

Write an exposition text showing that history is important to our local community today.

Word bank

| culture   society   memory   past   lessons   progress   difficult significant   reflect   traditions   customs   developed |

Name: _____ **Date:** _____

Write an exposition text showing that history is important to our local community today.

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Appendix C: Writing Posttest

Name: _____   Date: _____

Grade 7 Post Test

Write an exposition text that will be displayed in the classroom showing your classmates that **looking back into history helps us learn from the past.**

Word bank

| culture –   country –   memory –   lessons – progress – our forefathers – avoid mistakes – definitely – role models – traditions – successful – certainly   – identity – developed – camel racing –   united Emirates – coffee and dates – Sheikh Zayed |

Name: _____ **Date:** _____

Write an exposition text that will be displayed in the classroom showing your classmates that **looking back into history helps us learn from the past.**

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Appendix D: Writing Rubrics

ADEC Trimester 3 2011-2012 Writing Criteria   non attempt = 0   no half marks

Presents ideas 5	4	3	2	1
Uses the prescribed text type to present significant ideas to address all aspects of the prompt clearly	Uses the prescribed text type to present ideas to address most of the aspects of the prompt	Uses the prescribed text type to present ideas to address some aspect of the prompt	Uses an inappropriate text type or uses limited aspects of the prescribed text type to address the prompt	Writes a simple text that includes some related ideas that may or may not relate to the prompt
Organises ideas (paragraphs) 5	4	3	2	1
Uses paragraphing structures appropriately – one idea or set of ideas per paragraph	Uses appropriate paragraphing structures most of the time	Uses paragraphing structures throughout the text that may not be appropriate	Uses paragraphing structures some of the time	Uses paragraphing structures rarely or one paragraph only
Organises ideas (sentences) 5	4	3	2	1
Uses a range of sentence structures appropriately Simple, compound, complex Uses a range of punctuation appropriately	Uses a range of sentence structures that are mostly appropriate Uses punctuation that is mostly appropriately	Uses a lesser range of sentence structures appropriately Uses some punctuation appropriately	Uses a limited range of sentence structures and punctuation	Uses mostly simple sentences Punctuation may not be evident
Uses language tools 5	4	3	2	1
Uses some rich, precise words and or phrases and text type language features demonstrating control of tense most of the time	Uses precise word and phrase choices and text type language features demonstrating control of tense most of the time	Uses relevant word and phrase choices and text type language features demonstrating control of tense some of the time	Uses some key words and some text type language features that may not be appropriate demonstrating control of tense some of the time	Uses limited word choices and text type language features Control of tense may not be evident
Spelling 5	4	3	2	1
Spells all 100 common words and simple words correctly Spells difficult /complex words accurately most of the time	Spells all 100 common words and simple words correctly spells difficult words with some accuracy	Spells all 100 common words and simple words correctly Attempts to spell difficult words	Spells 100 common words correctly Most simple wordsare spelled accurately	Spells some of the 100 common words correctly Uses initial letter sounds and some known letter patterns

TOTAL 25 MARKS

Appendix E: Genre based unit of instruction:

Lesson 1

Read and talk about life in the past and now,

We used to live in the desert. We looked after our sheep, goats and camels. In our free time we enjoyed singing and telling stories. We enjoyed sitting in the moonlight in the desert and looking at the stars.

We work in modern hospitals, banks and schools. We use computers, faxes and telephones to save time. In our free time we watch TV and read books and newspapers. We play different sports in our clubs.

A long time ago we lived in tents or small houses in poor villages. It was very hot in summer and sometimes very cold in winter. But life was easy arid we were very happy.

We live in modern villas and very tall buildings. We use fridges, cookers, washing machines, and dishwashers. We use air conditioners in summer and winter. We live in big cities which have hotels, parks and cinemas .

Looking back (history) helps us discover the great inventions that transformed (changed) our life.

Task 1: In groups, complete the following table about life in the past and now.

	In the past	Nowadays
How did people use to travel?		
How did people use to communicate?		
How did people use to cook?		
How did people use to light their houses?		
How did people use to heat their houses?		
How did people use to entertain themselves?		
How did people use to write?		
How did people use to wash their clothes?		

Task 2: With reference to the above table, find words to describe the life of our ancestors and ours today.

Life of our ancestors	Life today

Lesson 2
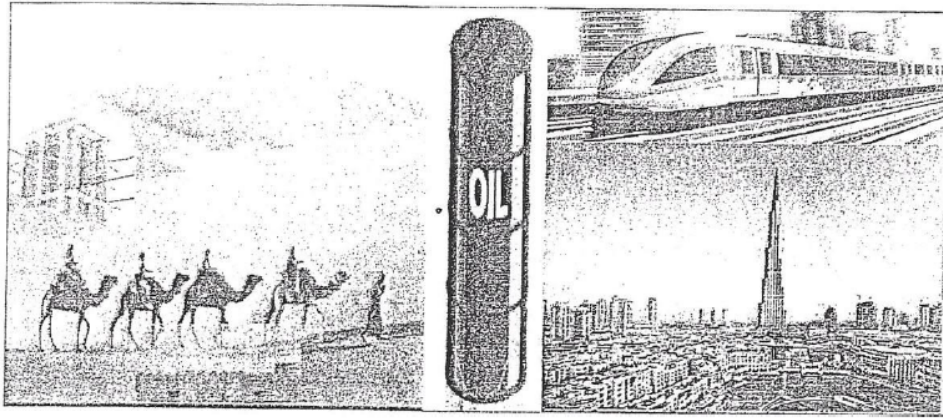
1\ What is the **message** given in this visual text? Explain.

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2\ Identify **one visual feature** that supports this message and explain how it makes the message clear. (Focus on **color**, **symbols**, **and font**)

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Identify 1 visual feature used in the text and explain how it has been used.

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Explain the message of this visual text.

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Lesson 3

We can learn from the past

Many students feel that studying the past is a waste of time. They think that learning about the past is boring. They think it is not relevant to their daily lives. But learning about the past is important. We can learn many important lessons from our past.

The experiences of our ancestors have helped to make us what we are today. The struggles of our parents and grandparents have helped to build our country. We need to look at their example as we continue to build a strong, successful country.

Sometimes when we read about great leaders in history they inspire us. We look at how they lived. We look at what they achieved. It makes us want to live like them. It makes us want to do great things, as they did.

Looking back, we learn how communities and cultures have developed. In the UAE we have an very ancient culture which has its roots firmly in Arab traditions and the religion of Islam. Knowing about these traditions helps us to learn respect for ourselves and our own culture. Modern UAE society has many different cultural and social influences. We can buy food from other countries. We can listen to music from anywhere in the world. We can play sports and games that were invented a long time ago in countries a long way away. We can do all these things and still be proud to be Emirati. That pride comes from knowing our own past.

Today we can get in a car and drive from Abu Dhabi to Al Ain. It takes less than two hours. When we learn about the past, we learn that it took our ancestors four days to make that journey. They rode on camels and they needed to make sure they had enough water for the trip. Knowing how it was in the past helps us to appreciate what we have today.

1. What do many students feel about studying the past?
   A. It is important **B.** It is a waste of time **C.** It is relevant **D.** It is interesting

2. According to the text, what can we learn from our past?
   A. The truth about daily lives **B.** Many important lessons
   C. Many boring experiences **D.** Difficult learning struggles

3. What have the experiences of our ancestors helped to do?
   A. Make us what we are today **B.** Make us parents and grandparents
   C. Make us waste our time **D.** Make us study the past

4. What are we continuing to build?
   A. A strong leader in history **B.** A boring, irrelevant waste of time
   C. A strong, successful country **D.** A cultural and social influence

5. What can great leaders in history do?
   A. Bore us **B.** Help us **C.** Drive us **D.** Inspire us

6. What are the roots of the culture of the UAE?
   A. Community and history **B.** Traditional struggles and lessons
   C. Arab traditions and Islam **D.** Ancestors and cars

7. What does knowing about our traditions help us to learn?
   A. Respect for ourselves **B.** World music
   C. Sports and games **D.** The journey to Abu Dhabi

8. How does the passage describe modern UAE society?
   A. A society that was invented a long time ago
   B. A society that has many different cultural and social influences
   C. A society that can be placed anywhere in the world
   D. A society that stretches from Abu Dhabi to Al Ain

9. According to the text, how long does it take to drive from Abu Dhabi to Al Ain?
   A. Less than two hours B. More than four hours C. Less than two days D. More than four days

10. What did our ancestors need for the trip from Abu Dhabi to Al Ain?
    A. Enough fuel   B. Enough music   C. Enough sport   D. Enough water

Think and Search
11. Why do some young people not see the value of learning from the past?
Explain with evidence from the text.

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12. Why may reading about great leaders in history inspire us?
Explain with evidence from the text.

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Deeper Response – evidence beyond the text
13. The text says, "Knowing how it was in the past helps us to appreciate what we have today."
Do you agree?
Discuss whether you agree or not.

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Lesson 4

Students in the UAE Should Learn About Their Ancestors

The traditions and cultures of the UAE are taught in every government school in the UAE. Learning about the past is encouraged by the leaders of the country. They believe that the people of the UAE need to remember their past and learn from it. There are a few reasons to support this.

One reason is that the leaders believe that the hard work of their ancestors have made the UAE what It is today and that is why students should learn about them. Their ancestors had a difficult life under the blazing, hot sun. They lived in tribes, travelled from place to place to look for food and water, and built their own houses. Sheikh Zayed, a leader of the UAE built 'The Emirates Heritage Club' so students could see how far the country has come. Furthermore, 118 wanted the people of the UAE to learn from the past so that they could make better plans for the future.

Another reason for students to learn about their ancestors is so that they may learn from their mistakes. Sometimes leaders make decisions that are good for their people at that time. However, as the country changes, they have to change the plans for their country. For example, in the last thirty years, there has been a lot of building development in the UAE. This has caused lots of traffic problems so the leaders are now developing new roads and ways to travel.
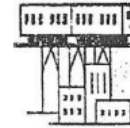
In conclusion, it is clear that students in the UAE should learn about their ancestors so that they may understand their past and use what they can for the future development of their country.

Scaffold guiding questions

Questioning Strategies	
What is the message being communicated?	
Why is the message being communicated?	
Who is communicating the message?	
How is the message being communicated?	
Who is receiving the message?	
What is NOT being communicated?	
How reliable is the text?	
How does the message affect/ influence?	

Lesson 5

Thesis   Author's view

Paragraph 1   Eating meat is a bad idea. It would be much better for you and the environment to give it up and become a vegetarian

Connective   First Argument

Paragraph 2   In the first place, it is cruel. You wouldn't eat cats or dogs and yet you kill and eat cows and sheep.

                                       Supporting evidence

Connective   Second argument

Paragraph 3   Secondly, meat is not particularly good for you. It is full of saturated fats that lead to heart disease.

                                         Supporting evidence

Connective   Third argument

Paragraph 4   Finally, meat eating is extravagant. It takes more food to feed the animals than we need to eat. If everyone in the world became a vegetarian there would be no starvation because there would be enough food to go round.

                                         Supporting evidence

Repeat thesis   Repeat arguments

Paragraph 5   There are a number of reasons why eating meat is a bad idea. It is cruel, it is unhealthy and it is extravagant. We should all become vegetarians.

                               Concluding statement

Persuasive Writing

Paragraph 1 –

The argument (thesis) plus the author's view

Paragraph 2 –

The first argument plus some supporting evidence

Paragraph 3 –

The second argument plus some supporting evidence

Paragraph 4 –

The third argument plus some supporting evidence

Paragraph 5 –

- Repeat thesis
- Repeat arguments
- Concluding statement

Eating meat is a bad idea. It would be much better
for you and the environment to give it up and become a
vegetarian.

In the first place, it is cruel. You wouldn't eat cats
or dogs and yet you kill and eat cows and sheep.

Secondly, meat is not particularly good for you.
It is full of saturated fats that lead to heart disease.

Finally, meat eating is extravagant. It takes more
food to feed the animals than we need to eat. If everyone in
the world became a vegetarian there would be no starvation
because there would be enough food to go around.

There are a number of reasons why eating meat is
a bad idea. It is cruel, it is unhealthy and it is extravagant. We
should all become vegetarians.

Lesson 6

Exposition Writing

Purpose:

_ To argue the case for a point of view.
_ To attempt to convince the reader.

Structure:

- An opening statement – 'Looking back in history is very important.'
- Arguments – in the form of points with elaboration – 'We can learn from our past role models.'
- Summary and restatement of the opening position – 'we have seen that … so …'

Language features:

- Simple present tense.
- Focus mainly on generic participants – 'role models, not a particular role model'.
- Logical connectives – 'this shows' 'however' 'because'.
- Moving from the general to the specific.

LEARNING FROM MISTAKES

Writer's Knowledge:

- Use good reasons and evidence to convince your readers.
- Use facts not just persuasive comments.
- You may wish to counter possible arguments.
- Try to get the reader interested and on your side – appear reasonable.
- Tantalise your readers so that they agree with you.
- Use strong, positive language.
- Short sentences can help give emphasis.
- Make the reader think that everyone else does this, agrees or that it will make them a better, happier person – 'everyone agrees that…, we all know that.'
- Be informative, persuasive and friendly.
- Use humour as it can get people on your side.
- A picture that tugs at the heart strings can be more effective than a 1000 words.

All school students should study History. Do you agree?

Why should we learn history? We must know our history if we want to learn from mistakes that other people have made. We must know the history of our fathers to show us how to live.

All students should definitely study history. History is a wonderful subject that is interesting and educational. When we study our past, our identity can be stronger. We can also learn from past events. Therefore, history is an important subject.

Firstly, it helps shape our identity. When we look at our heritage and our ancestors, we can learn many things. These things can affect the way we think and act. For example, in the United Arab Emirates students learn about Prophets from the past. Students learn about the history of the Prophets. They learn about their behaviours and their way of life. They are able to add these qualities into their own daily lives because they have learned about these things from the past. This proves that history is certainly important to study at school.

In addition to this, history also helps us to learn from significant events. When students study the past, they can learn about the life of their fathers. From this, they learn not to make the same mistakes, For example, students who study American history can learn about the way slaves were treated. Slavery was a problem because it divided society. Some people thought it was a good thing and some believed it was bad. They developed laws to stop it and to help people to understand that one race is no better than another. Again this shows us that history is definitely important to study because students can learn about the past and not repeat the same mistakes.

In conclusion, history can change the lives of people today. People can be prevented from making mistakes' and will definitely feel more confident about their identity and culture; where it comes from and why it matters.

EXPOSITION TEXT TYPE

Purpose: to state a position and argue it/persuade

TITLE		Language
Identify a point of view		*argument linking connectives eg first, finally
Introduction to a point of view		*generalized participants eg role models, ancestors
Argument 1		*thinking verbs to express a point of view eg feel, believe, think * conjunctions of reason eg because, therefore, as, if
Support / Evidence **1.**		* strong modality eg, should, must, certainly, clearly *relating verbs eg Looking back in history is important.
Argument 2		*action verbs eg we must examine...
Support / evidence **1.**		*abstract nouns eg poverty, pollution * rhetorical questions eg is history important?
Summary and/or recommendation		*persuasive *logical *present tense

Lesson 7

I believe that smoking is bad for you. It is important to give up but it is even better not to have started at all. One reason for my thinking this is that it is unhealthy. Sm9kers suffer a range of diseases from lung cancer to high blood pressure.

Another reason is that it's very expensive. Regular smokers can spend up to £1,500 a year just" on buying cigarettes.

A final reason is that smoking is very unattractive. Smokers' clothes smell of smoke and it gives them bad breath.

There are a number of reasons why smoking is bad for you. It is unhealthy, it is expensive and it makes you unattractive. Don't even think of starting!

Structural features	Language Features

Eating sweets between meals should be banned. There are much healthier foods that children would enjoy if they got used to them.

Eating sweets is unhealthy. They are largely made of sugar which rots your teeth, gives you spots and makes you fat.

Furthermore eating sweets between meals spoils your appetite. When you come to eat your dinner you are already half full up and end up wasting good food.

Another reason is that children eating sweets drop the sweet wrappers. This leaves a lot of litter around and spoils the environment.

There are a number of reasons for not eating sweets between meals. They are unhealthy and do your body no good, they spoil your appetite for meals and they produce lots of litter. If children are hungry between meals they would be better off eating fruit.

Structural features	Language Features

Lesson 8

Persuasive Speaking Topics: How good are you at persuading?

Task:

- Choose a topic

- discuss it with your parents and grandparents

 - research it in books, magazines, and the internet

- write some notes about it

- deliver your persuasive speech to the class using your note-so

Topics

l\Late Sheikh Zayed (May his soul rest in peace) is the best leader the U.A.E has ever known.

2\ Emiratis should keep their traditions. Do you agree?

3\ Late Sheikh Zayed and His Highness Sheikh Khalifa:"Like father, like son"

4\ Wars are bad. Do you agree?

5\ Emiratis should eat traditional foods (Harees\Biriyani\Guimaat ....).

6\ Emiratis should wear traditional clothes (Kandoura\Ghotrah\Wizaar ...).

7\ Our prophet Mohamed (Peace be upon him) is the best role model.

8\ Knowing how life was in the past makes us appreciate (يُقدّر) what we have today.

9\ Studying the past is a waste of time. Do you agree?

10\ The hard work of our ancestors has made the U.A.E what it is today. Do you agree?

11 \ Looking back helps us learn from our mistakes. Do you agree?

12\ Late Sheikh Zayed was a responsible leader. Do you agree?

13\ Our traditions help us understand who we are as they are part of our identity (هويّة).

14\ Emiratis should be proud of their traditional music and dance. Do you agree?

15\ Which invention do you think has changed our life dramatically?

16\ If you want to discover the history of a country, visit its museums. Do you agree?

 17\ Knowing our past helps us build our future.

Key Words

heritage\legacy=	تراث
Traditions=customs=	عادات \تقاليد
°Ancestors= forefathers = grandfathers	أجداد
Role model =	قدوة
Identity =	هوية
Qualities =	صفات
Values =	قيم
History =	تاريخ
Develop\development =	يطور \ تطوير
Ways of living =	طريقة العيش
Leader =	قائد
Achievement =	إنجاز
Responsible =	مسؤول
War =	حرب
Culture =	ثقافة

Opinion Phrases:

I believe\think\In my opinion\In my view

I agree\ I disagree =   أوافق \ لا أوافق

Linkers: Listing reasons\arguments in order of importance:

First\Second\Third

First of all

One reason is\Another reason is

For one thing

In addition

For example

Moreover \ Furthermore \ Also

Evaluative Words: important\better\significant\valuable\ necessary\

Lesson 9

Looking back helps us learn. Do you agree?

Some people ask if looking back helps us learn. **I think it really does.**

First, looking back **definitely** allows us to learn from others' experiences. We may take some people as role models for what they did for their nations. **As an example**, when we read about great leaders like Sheikh Zayed, we learn that he unified separate tribes to create a modern and strong country, so we all take him as a good model.

Second, when we look back, we learn how communities, languages, traditions, customs and cultures have developed. **An example of this is** _____

_____

We **should** study the past if we want to preserve positive aspects of our identity.

To conclude, looking is very important because it allows us to move forward **confidently.**

Structure of a persuasive speech

Statement of the issue and your point of view	
Argument 1	Supporting details examples
Argument 2	Supporting details examples
Argument 3	Supporting details examples
Argument 4	Supporting details examples
Argument 5	Supporting details examples

Check list

I have checked that I have written five paragraphs ☐

I have checked that the first paragraph has: ☐
- one sentence giving the thesis
- one sentence giving the author's point of view ☐

I have checked that paragraphs 2, 3, and 4:
- start with connectives ☐
- each have one argument ☐
- each have one piece of supporting evidence ☐

I have checked that paragraph 5:
- repeats the thesis ☐
- repeats all three arguments ☐
- has a concluding statement ☐

I have checked that I have used capital letters and full stops ☐

I have checked my spelling ☐

Lesson 10

Persuasive Speaking   **Grade 7**

Name: _____   Date: _____

No	NAME	Clear point of view	Good reasons	Supporting evidence	Concluding statement	Clear voice
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Please listen to the speech and tick (√) the features you find for every student you hear.

Lesson 11

Looking back (history) helps us learn a lot about significant people and events.

Task 1: Group work: In groups of three, complete the following table with:

a) Names of significant people you think made history. (They could be Prophets, leaders, scientists, inventors, humanitarians, artists, authors ....)

b) Significant events and dates.

Significant People \ Their occupation	Their achievements

Date	Significant event

Task 2: **Paragraph Writing:** Now on your own, explain how looking back (history) helps us remember significant people and events.

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Lesson 12

Looking back (history) helps us learn from our mistakes

Task 1: Think of two mistakes you made in your life and that you wish you had never done.

Mistake 1: ....

Mistake 2: ....

Question: Can you repeat the same mistakes now? Why?

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....

....

Question: What do you learn from these mistakes? What do they teach you?

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....

....

Task 2: In groups, think of five serious (bad) mistakes that you think leaders and people in the world did and say why it was serious (bad).

Mistake	Where and when did it happen?	What are the consequence (effects)?	Why was it so bad?

Task 3: What have people in the world learned from these mistakes?
What lessons does history teach people?

Lessons the world has learned
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2-
3-
4-
5-

Task 4: Paragraph writing: Explain how looking back (history) helps us leam from our mistakes.

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Lesson 13

Writing Task

(pair work)

Name 1:

Name 2:

<u>It is better to look forwards and think about the future rather than studying the past and looking back. Do you agree?</u> Write an exposition text.

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Presents ideas 5	4	3	2	1
Uses the prescribed text type to present significant ideas to address all aspects of the prompt clearly	Uses the prescribed text type to present ideas to address most of the aspects of the prompt	Uses the prescribed text type to present ideas to address some aspect of the prompt	Uses an inappropriate text type or uses limited aspects of the prescribed text type to address the prompt	Writes a simple text that includes some related ideas that may or may not relate to the prompt
Organises ideas (paragraphs) 5	4	3	2	1
Uses paragraphing structures appropriately – one idea or set of ideas per paragraph	Uses appropriate paragraphing structures most of the time	Uses paragraphing structures throughout the text that may not be appropriate	Uses paragraphing structures some of the time	Uses paragraphing structures rarely or one paragraph only
Organises ideas (sentences) 5	4	3	2	1
Uses a range of sentence structures appropriately Simple, compound, complex Uses a range of punctuation appropriately	Uses a range of sentence structures that are mostly appropriate Uses punctuation that is mostly appropriately	Uses a lesser range of sentence structures appropriately Uses some punctuation appropriately	Uses a limited range of sentence structures and punctuation	Uses mostly simple sentences Punctuation may not be evident
Uses language tools 5	4	3	2	1
Uses some rich, precise words and or phrases and text type language features demonstrating control of tense most of the time	Uses precise word and phrase choices and text type language features demonstrating control of tense most of the time	Uses relevant word and phrase choices and text type language features demonstrating control of tense some of the time	Uses some key words and some text type language features that may not be appropriate demonstrating control of tense some of the time	Uses limited word choices and text type language features Control of tense may not be evident
Spelling 5	4	3	2	1
Spells all 100 common words and simple words correctly Spells difficult /complex words accurately most of the time	Spells all 100 common words and simple words correctly spells difficult words with some accuracy	Spells all 100 common words and simple words correctly Attempts to spell difficult words	Spells 100 common words correctly Most simple wordsare spelled accurately	Spells some of the 100 common words correctly Uses initial letter sounds and some known letter patterns

TOTAL 25 MARKS

Lesson 14

Term 3
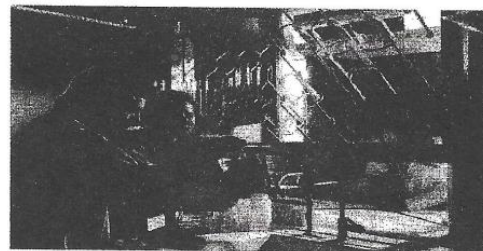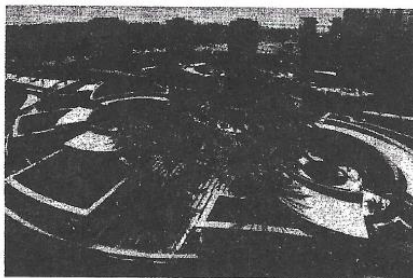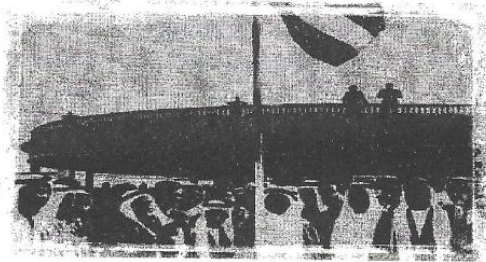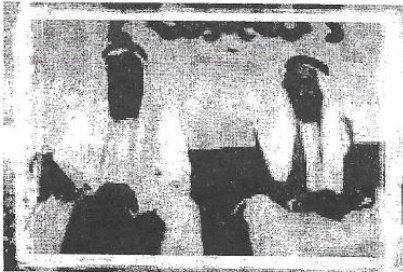
Theme: Looking Back!

I S T

Writing (Exposition text)

Topic:

"Looking Back!" is very important to live our present and to plan for the future. Do you agree?

Write an exposition text.

The following pictures and word may help you.

History – ancestors – heritage – pass on – achievements – role models – future – generation – events – culture – plan – infrastructure – mistakes – experiences – forefathers – reason – prosper – ethics -