



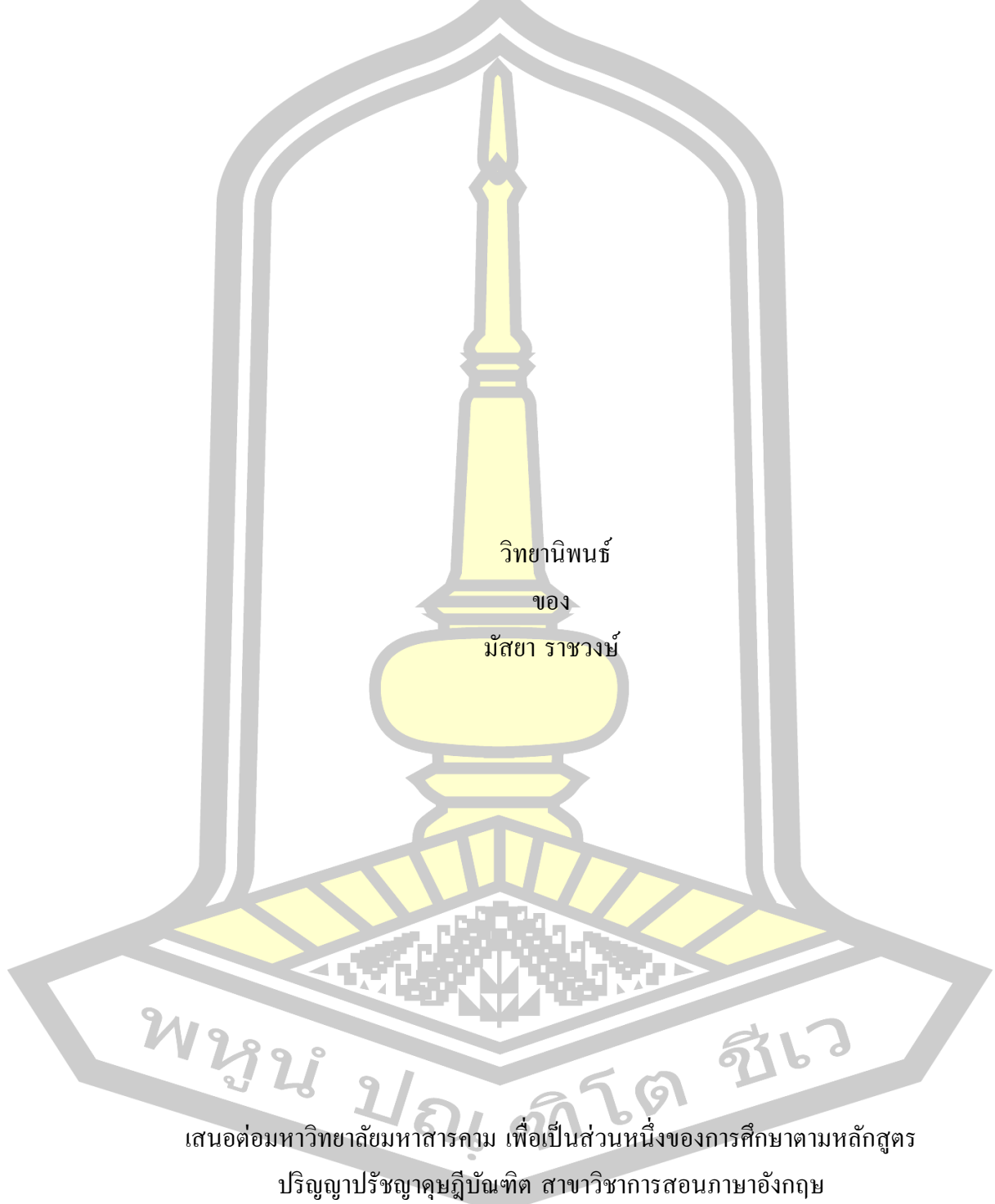
The Effects of Process-Genre Approach on Writing Performance and Writing Anxiety  
of Thai EFL University Students

Massaya Rachawong

A Thesis Submitted in Partial Fulfillment of Requirements for  
degree of Doctor of Philosophy in English Language Teaching  
March 2025

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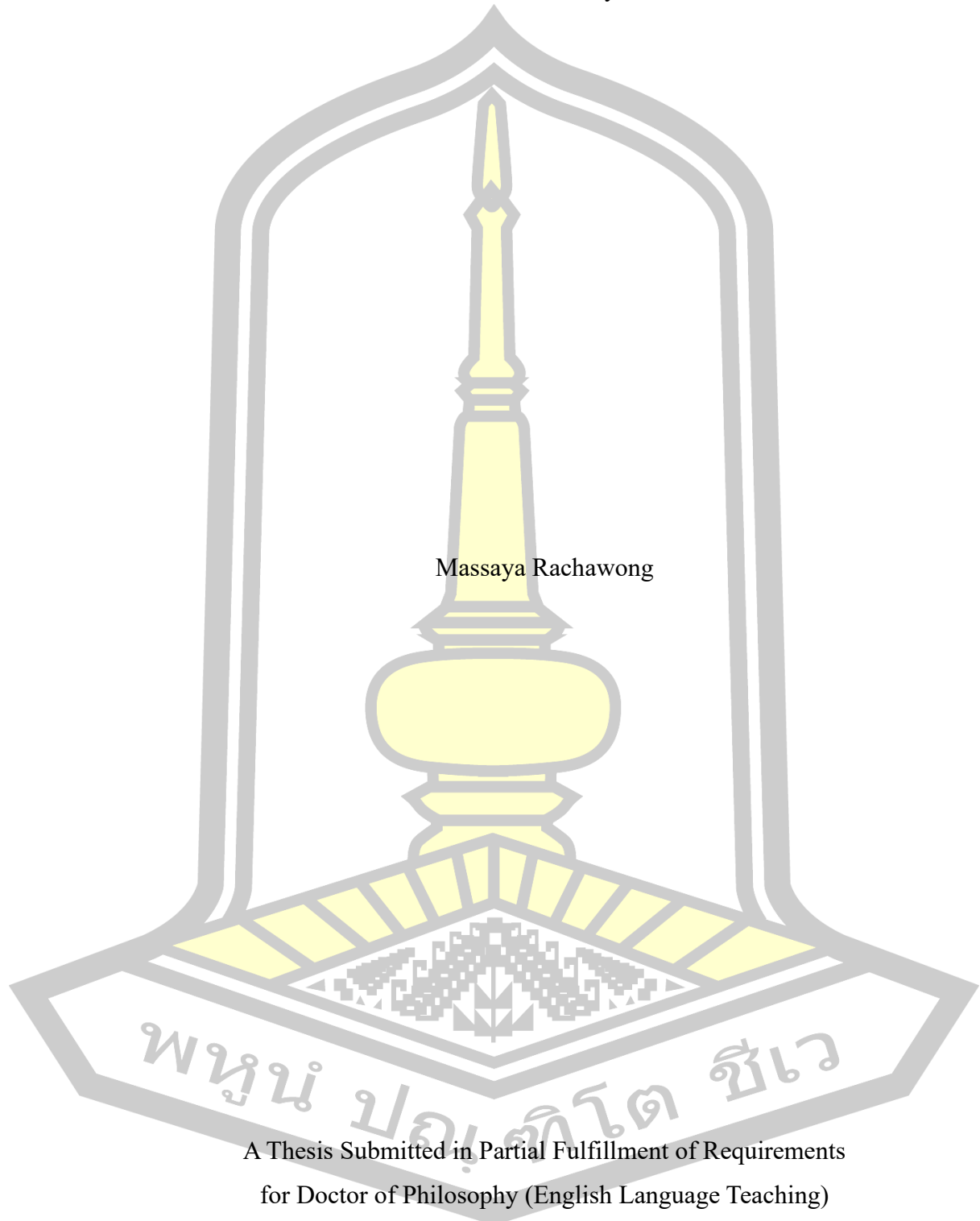


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March 2025

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### ABSTRACT

Many researchers have recognized the benefits of using process-genre approach to teach writing in various genres in EFL contexts. However, there remains a lack of empirical studies investigating EFL learners' performance within this approach. This study seeks to address this gap by examining the effect of a process-genre approach on EFL learners' writing performance and writing anxiety, specifically in the expository essay. Utilizing a quasi-experimental method, this research provides empirical support for the application of process-genre writing instruction in EFL settings.

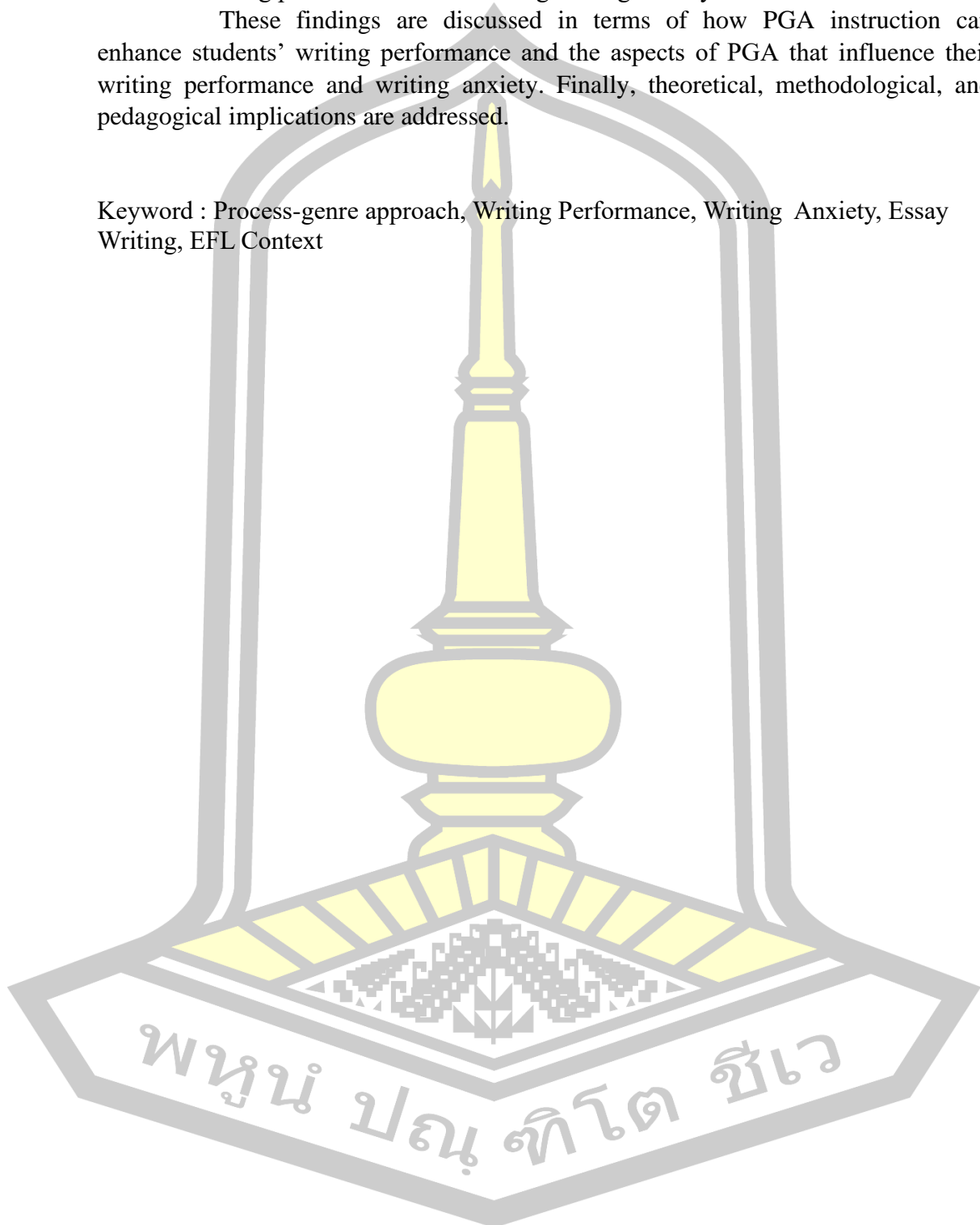
This quasi-experimental study was carried out in two intact classes at a Thai university, involving 70 second-year undergraduate students. Over a period of fourteen weeks, the experimental group (n=37) received instruction through the process-genre approach, while the control group (n=33) was taught using the process approach. Students' written texts were assessed in both pre- and post- tests using a rubric that evaluated content, organization, vocabulary, language use, and mechanics. A writing anxiety questionnaire developed by Cheng (2004) was administered to measure the writing anxiety of participants in the experimental group before and after the intervention. Semi-structured interviews with six students (2 high, 2 moderate, 2 low performers) explored their perspectives on the approach's impact. Quantitative data were analyzed using paired and independent samples t-tests, while qualitative data underwent thematic analysis.

The results demonstrated the effectiveness of the process-genre approach in improving students' writing performance across all writing aspects (content, organization, vocabulary, language use, and mechanics). Additionally, the experimental group significantly outperformed the control group in the post-test in content, organization and vocabulary. However, no significant differences were observed in language use and mechanics. In terms of writing anxiety, the results revealed the effectiveness of the process-genre approach in reducing writing anxiety across three types of writing anxiety: somatic anxiety, cognitive anxiety, and avoidance behavior. The qualitative results showed that aspects of the process-genre approach, consisting of audience awareness, genre awareness, multiple drafts,

collaborative learning, peer feedback, and teacher feedback contributed to improving students' writing performance and reducing writing anxiety.

These findings are discussed in terms of how PGA instruction can enhance students' writing performance and the aspects of PGA that influence their writing performance and writing anxiety. Finally, theoretical, methodological, and pedagogical implications are addressed.

Keyword : Process-genre approach, Writing Performance, Writing Anxiety, Essay Writing, EFL Context



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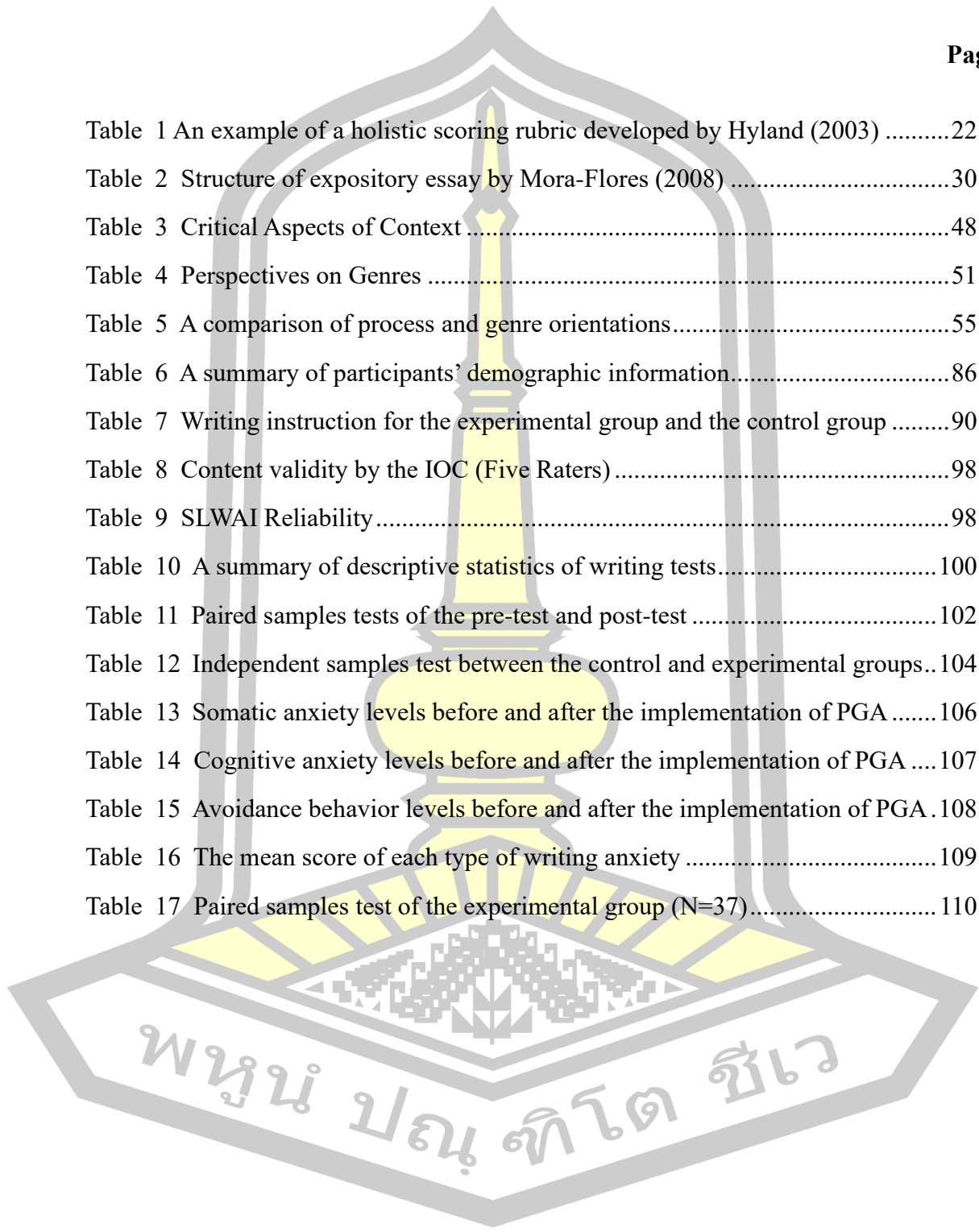
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# CHAPTER I

## INTRODUCTION

This chapter sets the stage for the study by providing a comprehensive overview of its key components. It begins with the background, highlighting the rationale and context that underscore the study's importance. The chapter then articulates the research purposes and questions that drive the investigation, followed by a discussion of its significance, demonstrating its potential contributions to the field. Additionally, the scope of the study is outlined to clarify its boundaries and focus. To ensure clarity, essential terms are precisely defined. Finally, the chapter concludes with a roadmap of the dissertation, offering a clear structure of what lies ahead.

### 1.1 Background of the Study

Writing is a complex and multifaceted skill. Many scholars offer a range of definitions for writing, reflecting its multifaceted nature. According to Hedge (2005), writing is more than just constructing accurate and complete sentences or phrases; it involves guiding students to produce cohesive pieces of communication that effectively link and develop information, ideas, or arguments for particular audiences. This view is supported by Hyland (2004), who emphasizes that writing is a socially situated act, where the purpose and context significantly shape the text. Writing also serves as a medium for representing language textually through a system of symbols or signs (Crystal, 2018). The process of writing, as noted by Brown (2003), is inherently compositional, with written products typically resulting from cycles of thinking, drafting, and revising activities that demand specialized skills not automatically acquired by every speaker. Additionally, Zamel (1982), highlights the iterative nature of composing, underscoring the importance of revising as an integral part of the writing process. This recursive nature of writing is echoed by Urquhart and McIver (2005). They describe writing as a recursive process, where students have the opportunity to continuously revise their work, often moving back and forth between various stages of writing, thus allowing for deeper reflection and refinement.

L2 writing is essential for academic and professional success. Hyland (2003, 2019) asserts that strong writing skills enhance engagement with academic material, improving performance and opening opportunities in higher education. Professionally, effective writing is a critical asset, as many careers demand clear communication and the ability to convey complex ideas (Hyland, 2003). Furthermore, Quitadamo and Kurtz (2007) highlight that writing proficiency strengthens cognitive skills, such as organizing thoughts and developing critical thinking, making it invaluable beyond academic and workplace contexts.

Despite its significance, L2 writing remains one of the most challenging skills for learners to master. Several key issues hinder effective instruction. First, writing education is often exam-oriented, with university courses focusing heavily on test preparation rather than process-based learning (Cheng, 2008; Lee, 2016). This teacher-centered approach prioritizes final written products over interactive and creative activities, limiting students' engagement (Hyland, 2016; Yang, 2016). Second, feedback on student writing is frequently insufficient due to large class sizes, leading to generalized corrections that emphasize linguistic accuracy over deeper content development (Fu et al., 2022). Automated Writing Assessment systems further reinforce this issue by focusing on surface-level errors rather than rhetorical and organizational aspects (Guo et al., 2022). Third, writing instruction often lacks contextualized content, as students learn writing primarily within language courses without exposure to different genres and their conventions (Hyland, 2007). As a result, they are encouraged to imitate sample essays without fully understanding effective communication strategies across contexts (Li, 2014). Finally, inadequate teacher training in writing pedagogy leads many instructors to rely on standardized materials and assessment methods, limiting the overall effectiveness of writing instruction (Gao, 2007; Huang, 2020; Richards, 2015).

Based on existing literature, another significant factor affecting EFL students' writing proficiency is writing anxiety. Students experiencing this anxiety often fear criticism, engage in negative self-assessment, and struggle with the writing process (Arindra & Ardi, 2020; Cheng, 2004; Ho, 2016). Anxiety impairs cognitive functions such as concentration and idea organization, negatively affecting writing performance

(Gibriel, 2019). Research consistently shows a strong negative correlation between writing anxiety and writing quality. High-anxiety students tend to struggle with organization, clarity, and adherence to writing conventions (Chen & Lin, 2009; Liu, 2020; Zhang & Zhang, 2022). Additionally, anxiety increases procrastination and avoidance behaviors, further diminishing writing proficiency (Kim et al., 2022; Le et al., 2023). Given its detrimental effects, addressing writing anxiety is crucial for improving student performance (Sabti et al., 2019; Zhang, 2023).

At the university where the researcher taught, second-year English major students enrolled in an Essay Writing course aimed at developing expository writing skills across three sub-genres: descriptive, compare-and-contrast, and cause-and-effect essays. Expository writing is fundamental for academic tasks and international exams like IELTS and TOEFL, which are often required for higher education and career advancement (Kim, 2016). However, classroom observations revealed significant challenges. Many students struggled with content development, organization, and genre-specific language use. For instance, in cause-and-effect essays, they often relied on descriptive sentences without appropriate connectors to illustrate causal relationships. Final assessments confirmed persistent difficulties in structuring ideas into coherent essays (Hyland, 2016; Schleppegrell, 2006; Yang, 2016). Informal interviews also indicated that writing tasks induced anxiety and demotivation, emphasizing the need for a more effective instructional approach.

Over recent decades, the teaching of writing in EFL classrooms has been predominantly shaped by approaches to teaching writing including the product approach, the process approach, the genre approach, and the process-genre approach. Each of these approaches offers distinct advantages and limitations. The product approach is effective in providing learners with essential linguistic knowledge about text structures, and it often utilizes imitation as a learning strategy (Hyland, 2003). The process approach, on the other hand, emphasizes the development of writing skills and acknowledges the contributions that learners bring to the writing process, focusing on iterative stages such as prewriting, drafting, and revising (Badger & White, 2000). The genre approach highlights the social context of writing and the importance of understanding the specific purpose and conventions of different genres,

facilitating learning through imitation and analysis of genre-specific texts (Swales, 1990). Badger and White (2000) argue that an effective writing methodology should integrate elements from all three approaches. To this end, they proposed the process-genre approach (PGA), which combines the strengths of the product, process, and genre approaches.

PGA incorporates linguistic knowledge similar to the product approach, contextual and purpose-related insights to the genre approach, and skill development characteristic of the process approach. PGA not only draws out learners' potential through iterative practice but also provides targeted input that learners can engage with, combining the strengths of each method (Hyland, 2007). Moreover, it is considered learner-centered, as it encourages teachers to adapt their methods to the needs of their students and to utilize various resources, including teachers, peers, and genre models (Martin, 2009). PGA allows learners to explore the relationship between purpose and form in specific genres, using a recursive writing process that includes prewriting, drafting, revising, and editing. This approach helps students develop an awareness of different text types and the writing process itself. Additionally, grammatical knowledge and vocabulary are taught within the context of meaningful, interactive activities related to specific genres, rather than in isolation (Badger & White, 2000; Hyland, 2003; Martin, 2009). To highlight the effectiveness of PGA, this study adopted the approach in an essay writing class to enhance students' writing performance and reduce their writing anxiety.

Research on PGA has yielded significant insights into its effectiveness across various educational settings, with recent studies confirming its positive impact on students' writing performance. For example, in the Philippines, Barrot (2018) studied the effects of the sociocognitive-transformative approach, which was combined with the PGA (Barrot, 2015) on L2 preuniversity students' writing performance. Findings showed improvement in students' performance. At a university in China, Huang (2020) investigated the effects of PGA to teaching argumentative writing on L2 learners' writing improvement with a quasi-experimental design. In her study, PGA was found to be effective in enhancing students' writing performance. Furthermore, the findings suggested that explicit instruction in using PGA allowed students to

acquire genre knowledge, whereas the recursive process of writing facilitated the acquisition of knowledge and skills. In Indonesia, Chandra (2022) explored the impact of PGA on Indonesian university students' academic writing skills and higher-order thinking skills. It was found that PGA was an effective method for enhancing academic writing and higher-order thinking skills among university students. By fostering structured interaction, critical reflection, and collaborative learning, PGA offered a powerful strategy for developing both the technical and cognitive skills necessary for academic success. In a more recent study in Iran, Behdani and Moghaddam (2024) compared the effect of implementing process versus process-genre approach on Iranian EFL students' argumentative writing. The results showed that the difference between the two approaches was statistically significant. The findings suggested that the implementation of PGA could enhance Iranian EFL learners' argumentative writing. These findings collectively underscored PGA's effectiveness in improving writing performance across various contexts and educational levels, reinforcing its value in developing students' writing skills through a balanced approach that integrates genre knowledge, writing processes, and contextual understanding.

In addition, recent research on PGA has explored its interactions with writing anxiety, providing new insights into how this pedagogical strategy can impact students' anxiety levels and writing performance. For example, Abdullah (2019) investigated the effect of PGA on Egyptian secondary school students' English writing skills, specifically focusing on its potential to reduce writing anxiety. The findings indicated that PGA effectively reduced students' writing anxiety due to several factors. Firstly, increased familiarity with various writing genres and their typical features boosted students' overall writing confidence. Secondly, the use of self-assessment checklists provided a sense of reassurance about evaluations, as students better understood the assessment criteria. Thirdly, the practice of brainstorming helped students articulate their ideas in English more easily. Fourthly, becoming accustomed to the planning process allowed students to begin writing smoothly and without fear. Lastly, the collaborative and continuous interaction among students enabled them to discuss and critique each other's work comfortably and without anxiety. In addition, Ajmal and

Irfan (2020) studied the effects of PGA on writing anxiety among English academic writing learners in Pakistan. The study found that PGA was effective to reduce students' writing anxiety due to many of its features, such as social settings or context for a particular writing task, teachers' input, and model texts to understand the writing context. PGA helped students to frame the purpose of writing for different genres. Additionally, the input given by the students and teachers related to the purpose and form of writing was supportive.

In Thailand, recent studies on PGA and its impact on writing performance among Thai students have provided valuable insights into its effectiveness. For example, Janenoppakarn (2016) compared the impact of PGA on writing performance and attitudes between two groups of lower and higher proficient students at a university, using writing tests, questionnaire, and interview. The findings showed that lower proficient students outperformed higher proficient students considering generating content for writing and exhibited more active learning attitudes than higher proficient students. Similarly, Kitjaroonchai et al. (2022) investigated PGA's implementation in enhancing English writing skills among Thai university students, finding significant improvements in areas of content, language use, and overall writing quality. The structured approach of PGA helped students better understand and apply genre-specific requirements in their writing tasks. In addition, Peungcharoenkun & Waluyo (2023) conducted a study on the integration of PGA with feedback and technology in L2 writing at a Thai university. Their study highlighted how PGA, when combined with teacher and peer feedback along with an online platform, significantly improved students' writing skills. The study emphasized improvements in areas like task response and lexical resources, although improvements in coherence, cohesion, and grammatical range were less significant. It highlighted the importance of continuous feedback and the integration of technology to enhance the writing process in higher education settings.

Despite significant efforts to implement PGA in writing classrooms worldwide, including in Thailand, prior research predominantly focused on improving overall writing performance. While these studies confirmed the benefits of PGA in enhancing general writing skills, they rarely examined its impact on specific writing components

such as content, organization, vocabulary, language use, and mechanics. These components were critical for a comprehensive understanding of how PGA influenced various aspects of writing performance. Furthermore, there have been insufficient studies on writing anxiety. Studies did not sufficiently explore the potential of PGA to reduce this emotional barrier, leaving a gap in understanding its broader impacts. Additionally, qualitative research addressing students' perspectives on PGA was scarce. Limited studies investigated how students perceived the approach, which aspects they found beneficial, and how it affected their writing performance and writing anxiety. Insights from such research could have illuminated practical challenges and advantages from students' viewpoints.

To address these gaps, this study adopted a quasi-experimental design, incorporating pre-test and post-test to evaluate PGA's effectiveness in improving writing performance and reducing writing anxiety among Thai EFL students. By examining both quantitative improvements in writing performance and qualitative insights into students' experiences, the research aimed to provide a deeper understanding of PGA's effects. The findings contributed to filling the existing knowledge gaps, offering a more comprehensive perspective on how PGA enhanced writing abilities and managed writing anxiety in educational contexts.

## **1.2 Purposes of the study**

This study aimed to assess the effects of PGA on students' writing performance and investigate the effects of PGA on students' writing anxiety. It also intended to explore students' perceptions regarding the aspects of PGA in enhancing their writing performance. Finally, it explored students' perceptions to identify which aspects of PGA as contributing to reducing their writing anxiety. To address these purposes, the study was guided by the following research questions:

- 1) What are the effects of PGA on students' writing performance in terms of content, organization, vocabulary, language use, and mechanics?
- 2) What are the effects of PGA on students' writing anxiety?
- 3) What aspects of PGA contribute to students' writing performance?
- 4) What aspects of PGA contribute to reducing students' writing anxiety?

### **1.3 Scope of the Study**

This study employed a quasi-experimental design with a two-group pre-test and post-test to examine the effects of PGA on writing performance and writing anxiety. The research sought to identify the elements of PGA that had contributed to improvements in writing performance and determined the aspects of the approach that were perceived effective in reducing writing anxiety. The study was conducted with 70 second-year Thai EFL English major students from two intact classes at a government university in northeastern Thailand. These students were divided into two groups: a control group (N=33), which had been taught using the process approach, and an experimental group (N=37), which had received instruction based on PGA. To ensure the reliability and validity of the findings, a range of research instruments was utilized, including a writing pre-test and post-test to measure changes in writing performance, a writing anxiety questionnaire to evaluate the levels of writing anxiety experienced by the students, and a semi-structured interview to gain qualitative insights into their perceptions of PGA. The intervention was carried out during the first semester of the 2023 academic year, providing sufficient time for the instructional methods to be implemented and their impacts assessed. This allowed for a thorough examination of how PGA had influenced both the cognitive and affective dimensions of writing, thereby addressing significant gaps in the existing literature on EFL writing instruction.

### **1.4 Significance of the Study**

This study contributed to existing theories: sociocultural theory and social cognitive theory. PGA aligned with the socio-cognitive theory by emphasizing the interaction between learners' cognitive processes and the social contexts of writing, demonstrating how explicit instruction in genre conventions enhanced both knowledge construction and communicative competence. From the perspective of sociocultural theory, which viewed learning as a socially mediated process, PGA highlighted the importance of scaffolding and teacher-learner interactions in guiding students through the stages of drafting, revising, and refining their work. It also contributed to the theory of affective filters by addressing how PGA reduced writing anxiety and fostered positive attitudes through structured guidance and clear

expectations, creating a low-anxiety environment conducive to learning. Furthermore, the collaborative elements of PGA, such as peer feedback and group discussions, enriched theories of collaborative writing by providing evidence on how cooperative efforts supported knowledge sharing, critical thinking, and improved writing outcomes. By integrating these theoretical frameworks, the study advanced understanding of how multifaceted instructional approaches influenced writing performance and learner development.

This study contributed empirically by providing measurable evidence of its effectiveness in improving specific components of writing, such as content, organization, vocabulary, language use, and mechanics. Through a quasi-experimental research design, such as pre-test and post-test, the study generated data that validated the impact of PGA on learners' writing performance, offering concrete benchmarks for assessing progress. It also empirically examined the approach's ability to reduce writing anxiety, presenting statistical findings that linked emotional factors with writing performance. By gathering qualitative data, such as student reflections, the study enriched its empirical contribution by capturing nuanced insights into learners' experiences and challenges. Additionally, it evaluated the adaptability of PGA in diverse educational contexts, such as EFL settings, providing evidence for its scalability and relevance across different linguistic and cultural backgrounds. These empirical findings not only validated theoretical claims but also served as a foundation for refining instructional practices and guiding future research on effective writing pedagogies.

### **1.5 Definition of Key Terms**

**Process-genre approach (PGA)**, in this study, refers to a methodology for L2 writing instruction, adapted from the model of Badger and White (2000) and the process-genre writing instructional framework of Huang (2020). It comprises four main stages: developing the context, considering the genre, jointly constructing, and independently constructing. In this study, unlike the previous models, an additional stage of clarifying the use of the rubric was included before the planning step.

**Students' writing performance** refers to the scores obtained from the pre-test and post-test of an expository essay, rated analytically using a scoring rubric known as the Jacobs ESL Composition Profile (Jacobs et al., 1981), which evaluates five aspects: content, organization, vocabulary, language use, and mechanics.

**Students' writing anxiety** refers to the negative and anxious feelings that students experience when faced with a writing task in an essay writing class. It is characterized by three types: somatic anxiety, cognitive anxiety, and avoidance behavior. These types were measured using Cheng's (2004) Second Language Writing Anxiety Inventory (SLWAI) to assess changes in students' anxiety levels following PGA instruction.

**Thai EFL university students** refers to seventy second-year English major students at a government university who enrolled in the Essay Writing course during the first semester of the 2023 academic year.

### **1.6 Outline of This dissertation**

This thesis includes six chapters. Chapter I provides a brief overview of the research topic and forms the foundation of this dissertation. It outlines the main goals of the investigation and establishes the parameters within which the research is conducted. The chapter provides a more detailed discussion on the study's importance in both academic and practical contexts. Additionally, key terms related to the research are defined. The chapter concludes with a summary of the dissertation's organizational framework, which serves as a guide for the following parts and chapters.

Chapter II presents an extensive literature review, exploring writing performance, types of classrooms writing performance, assessing writing, expository essay writing in tertiary education, writing anxiety, the background of approaches to teaching writing. The chapter ends with a review of existing previous research in the global and Thai contexts.

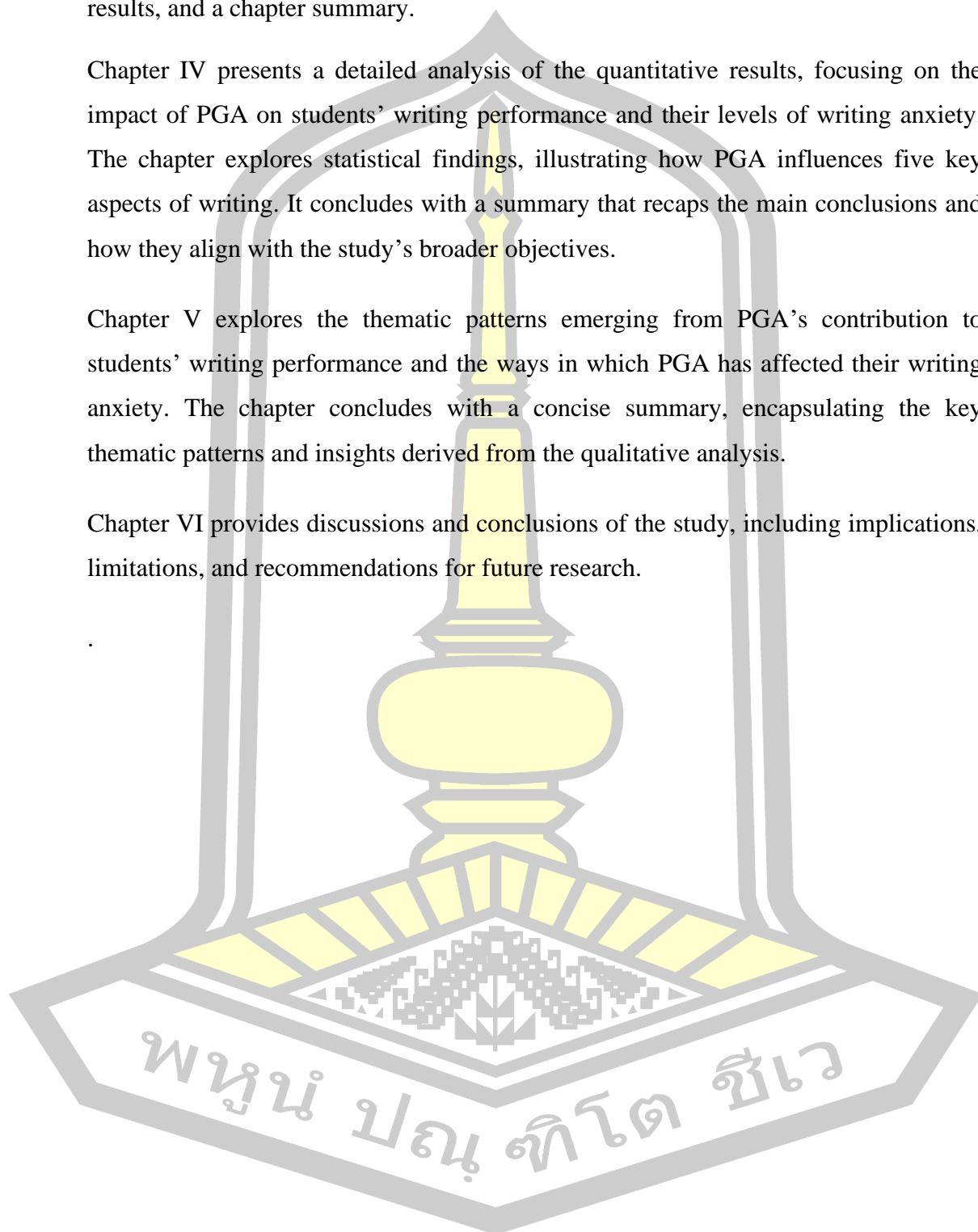
Chapter III describes the research methodology employed in this study, covering aspects such as the research design, participants, ethical considerations, research

instruments, data collection procedures, sample lesson plans, data analysis, pilot study results, and a chapter summary.

Chapter IV presents a detailed analysis of the quantitative results, focusing on the impact of PGA on students' writing performance and their levels of writing anxiety. The chapter explores statistical findings, illustrating how PGA influences five key aspects of writing. It concludes with a summary that recaps the main conclusions and how they align with the study's broader objectives.

Chapter V explores the thematic patterns emerging from PGA's contribution to students' writing performance and the ways in which PGA has affected their writing anxiety. The chapter concludes with a concise summary, encapsulating the key thematic patterns and insights derived from the qualitative analysis.

Chapter VI provides discussions and conclusions of the study, including implications, limitations, and recommendations for future research.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter introduces the key constructs of the study. It begins with a discussion on writing performance, followed by an examination of writing assessment, expository essays, and writing anxiety. Next, various approaches to teaching writing are explored, along with the theoretical frameworks that underpin this study. A review of previous research in both global and Thai contexts is then presented, highlighting the research gaps that this study addresses by implementing PGA in writing instruction. The chapter ends with the chapter summary.

#### **2.1 Overview of Writing Performance**

Writing performance is a critical aspect of language proficiency and communication, encompassing various cognitive, linguistic, and social dimensions. Scholars in applied linguistics and writing pedagogy have examined writing performance from different perspectives, defining it, identifying its key constructs, and categorizing its types.

##### **2.1.1 Definition of Writing Performance**

Writing performance has been defined in multiple ways, depending on the theoretical framework applied. Hyland (2016) defines writing performance as the ability to produce coherent, structured, and purposeful texts in accordance with linguistic and rhetorical conventions. Similarly, Weigle (2002) describes writing performance as a complex construct involving both lower-order (e.g., spelling and punctuation) and higher-order (e.g., organization and argumentation) writing skills. Writing performance is also viewed as an indicator of a writer's ability to effectively communicate ideas through written language while adhering to linguistic accuracy and discourse conventions (Polio, 2012).

Writing performance, in this study, refers to the ability of learners to produce coherent, structured, and meaningful written texts, often evaluated through key components such as content, organization, vocabulary, language use, and mechanics. The construct of writing performance is multidimensional and extends beyond mere grammatical accuracy to include cognitive, linguistic, and social elements. The study

aligns with research emphasizing the importance of audience awareness, genre conventions, and collaborative learning in enhancing students' writing abilities. It underscores the role of PGA, in improving students' ability to generate, organize, and refine their ideas effectively.

### **2.1.2 Importance of Writing Performance**

Proficient writing is crucial for effective communication, academic success, and professional development. Research indicates that strong writing skills enhance critical thinking, creativity, and the ability to process complex information (Kellogg, 2008). Moreover, in professional environments, clear and concise writing is essential for conveying ideas, collaborating with colleagues, and achieving organizational goals (Graham & Perin, 2007). Effective writing not only facilitates knowledge acquisition but also supports lifelong learning and career advancement (Bazerman, 2018). Therefore, fostering robust writing performance is integral to personal and professional growth. Understanding writing performance through these diverse scholarly lenses offers a comprehensive view of what constitutes effective writing and underscores its significance across various domains.

### **2.1.3 Components of Writing Performance**

Writing performance is a complex, multidimensional construct encompassing several key components. While different theoretical frameworks and researchers conceptualize these components in various ways, the most widely recognized aspects include content, organization, vocabulary, language use, and mechanics. These elements serve as fundamental criteria for assessing writing quality in both standardized tests and academic writing rubrics (Weigle, 2002).

Content refers to the depth, relevance, and clarity of ideas presented in writing. High-quality content is characterized by well-developed arguments, coherent supporting details, and originality (Weigle, 2002). Organization pertains to the logical structure and flow of a text, encompassing paragraphing, coherence, cohesion, and the effective use of transitions. A well-structured composition typically follows a clear introduction, body, and conclusion (Hyland, 2003).

Vocabulary reflects the appropriateness, range, and precision of word choices. Effective writing demonstrates varied and contextually suitable vocabulary that enhances meaning and readability (Nation, 2005). Language use, which includes grammar and syntax, involves the accuracy and complexity of grammatical structures, sentence formation, and overall linguistic correctness. Key aspects include verb tense consistency, subject-verb agreement, sentence variety, and syntactic complexity (Biber et al., 2011). Lastly, mechanics refer to the correct application of spelling, punctuation, capitalization, and formatting, all of which contribute to readability and the professionalism of a written text (Ferris & Hedgcock, 2023).

These components align with major theoretical models of writing instruction. For instance, the product approach emphasizes linguistic accuracy and formal correctness (Badger & White, 2000), while the process approach focuses on the iterative development of ideas through drafting and revision (Flower & Hayes, 1981). Furthermore, the process-genre approach integrates elements of both by addressing linguistic features and the communicative purpose of writing. These perspectives provide a comprehensive understanding of writing performance, reinforcing its multifaceted nature in academic and instructional contexts.

## **2.2 Types of Classroom Writing Performance**

Teaching writing to students, particularly in EFL contexts, presents significant challenges due to factors such as insufficient vocabulary, reliance on literal translation, and structural differences between L1 and L2. These challenges often hinder learners' ability to express their ideas effectively in the target language. Therefore, it is essential to adopt instructional approaches that provide explicit guidance and scaffold students' writing development. Brown (2004) categorizes classroom writing performance into four major types: (i) Imitative, (ii) Intensive, (iii) Responsive, and (iv) Extensive, each serving a different pedagogical function in helping learners develop their writing proficiency.

### 2.2.1 Imitative

To produce written language, the learner must attain basic skills in writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master writing mechanics. At this stage, form is the primary if not exclusive focus, while context and meaning are secondary concerns. In other words, imitative writing performance reflects the first stage of learning, starting from letters to words, then to punctuation and simple sentences (Brown (2004). Examples of imitative writing tasks are shown below.

#### **Handwriting letters, words, and punctuations marks**

Test takers read: Copy the following words in the spaces given

Friday night is a favorite night for couples.

\_\_\_\_\_

#### **Writing numbers and abbreviations**

Test takers hear: Fill in the blanks with words.

Test takers see:

09: 15 \_\_\_\_\_ 4:30 \_\_\_\_\_

120 \_\_\_\_\_ WHO: \_\_\_\_\_

*Figure 1 Imitative Writing Task*

### 2.2.2 Intensive

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations, idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness. Still, most assessment tasks are more focused on form and are strictly controlled by the test design. In intensive writing performance, students are expected to produce relevant vocabulary within a context using correct grammatical structures in long, meaningful sentences (Brown, 2004). The teacher's tasks are set to develop the students' writing accuracy and to increase their vocabulary in an academic context. They also help students develop summarizing abilities and learn how to take notes. Intensive writing performance also helps produce longer pieces of writing, such as paragraphs. Intensive writing

enhances students' ability to use the basics they learn in the first stage and combine them in longer structures. In this case, they frequently use a combination of intensive language study, controlled practice, and close monitoring by the instructors. In addition, intensive writing instruction emphasizes language and functional skills. The teacher creates tasks to address students' problems and focuses on drafting and redrafting their written texts to achieve grammatical accuracy (Craig, 2013). Below is an example of intensive writing tasks.

#### **Dictation and Dicto-Comp**

Test takers hear / read at normal speed, usually two or three times

#### **Natural Bridge National Park**

Natural Bridge National Park is a luscious tropical rainforest. It is located 110 kilometers south of Brisbane and reached by following the Pacific Highway to Nerang and traveling through the Numinbah Valley. This scenic roadway lies in the shadow of the Lamington National Park. The phenomenon of the rock formed into a natural "arch" and the cave through which a waterfall cascade is a one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offer toilets, barbecues, shelter sheds, water, and fireplaces. However, overnight camping is not permitted.

The test takers rewrite the paragraph based on the best of their recollection.

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#### **Grammatical Transformation Tasks**

Test takers read or hear:

#### **Change the tenses in the sentence into past tense**

I am in the school early morning =

#### **Change statements to yes or no or W H -question**

We read a new magazine in the library=

#### **Change questions into statements**

Does she read a new novel? =

Test taker changes the sentences with appropriate comment.

*Figure 2 Intensive Writing Task*

### **2.2.3 Responsive**

Responsive writing requires writing students to connect sentences to paragraphs and to join a paragraph to other paragraphs to form a meaningful discourse. Logical sequences of sentences and paragraphs are concerned. More complicated tasks are set

to perform a limited discourse level through linking sentences in a paragraph and paragraphs in short essays (Brown, 2004).

Responsive writing can be presented in several kinds, including brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to ‘exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mainly at the discourse level, with a strong emphasis on context and meaning (Brown, 2004).

#### *Sample of Guided Question and Answer*

Lower-order task is guided questions and answers. The teacher/test administrator presents a series of questions that serves as an outline of the written text. The teacher provides the following questions that will serve as a guide (Brown (2004).

1. Where did this story take place? [setting]
2. Who were the people in the story? [characters]
3. What happened first? And then? And then? [sequence of events]
4. Why did \_\_\_\_\_ do \_\_\_\_\_? [reasons, causes]
5. What did \_\_\_\_\_ think about \_\_\_\_\_? [opinion]
6. What happened at the end? [climax]
7. What is the moral of this story? [evaluation]

The Test of Written English (TWE) is a standardized test that assesses responsive writing. Students are given a topic and allotted time to complete their essay. Scores are based on organization, development, and language uses. Ideas should follow logically, relevant supporting details, and minimal grammatical errors. Students are expected to include the basic essay components (introduction, body paragraphs, and conclusion). This test was developed to address the problem on ensuring English language proficiency for non-native speakers wishing to study at American universities (Brown & Abeywickrama, 2010).

### IELTS Global Warming Essay

You should spend about 40 minutes on this task. Write about the following topic:

**Global warming is one of the most serious issues that the world is facing today.**

**What are the causes of global warming and what measures can governments and individuals take to tackle the issue?**

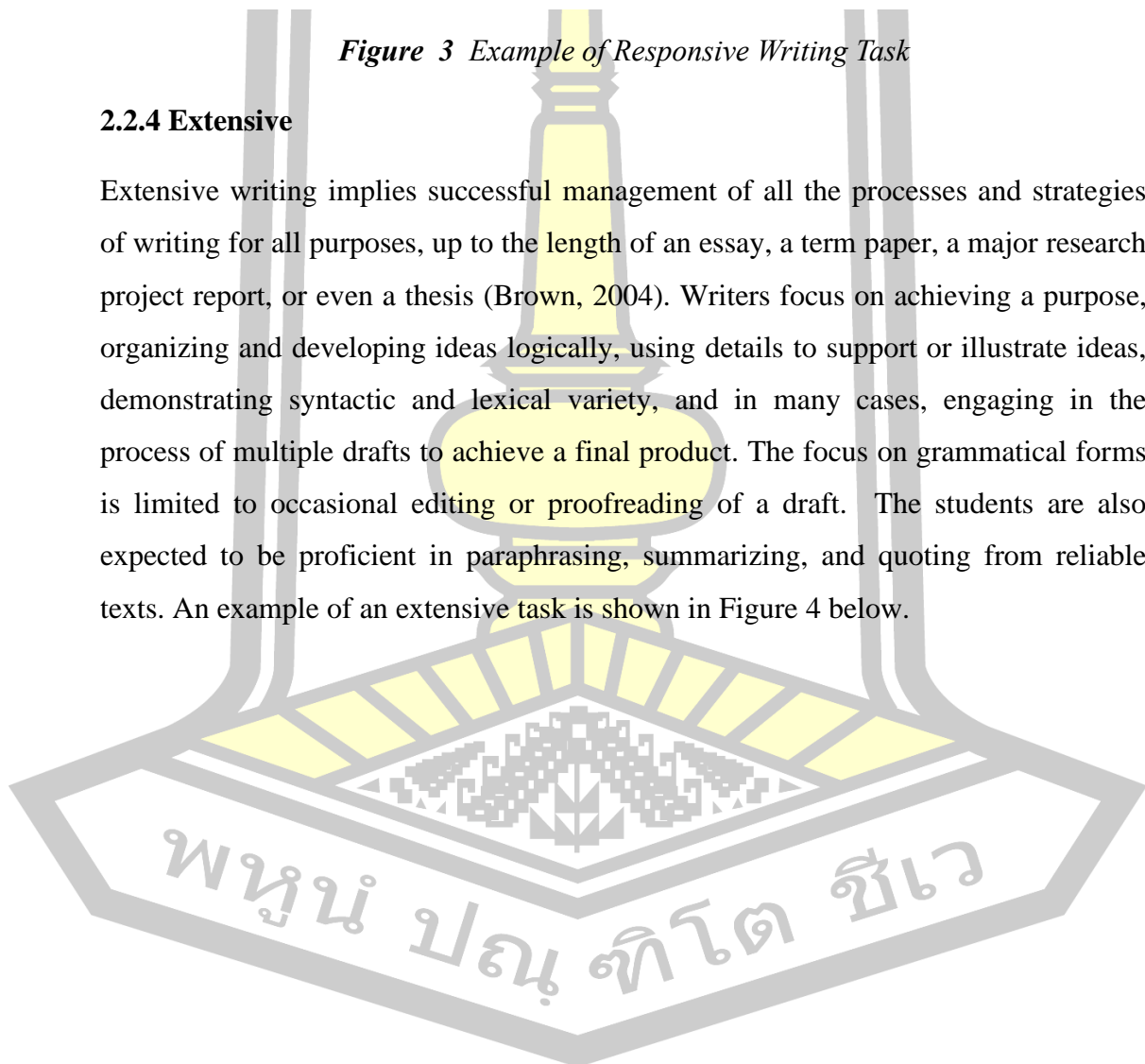
Give reasons for your answer and include any relevant examples from your own experience or knowledge. Write at least 250 words.

Source: <https://www.ieltsbuddy.com/global-warming-essay.html>

*Figure 3 Example of Responsive Writing Task*

#### 2.2.4 Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis (Brown, 2004). Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. The focus on grammatical forms is limited to occasional editing or proofreading of a draft. The students are also expected to be proficient in paraphrasing, summarizing, and quoting from reliable texts. An example of an extensive task is shown in Figure 4 below.



**DIRECTIONS:** Please respond for approximately five minutes to ONE of the following questions. Each day after you read, you will post in your log the date, title of what you've been reading, page numbers completed (from page # to page #), the number of the prompt you are writing about, and your actual response. This Reader Response Journal is also online at <http://sbo.nm.k12.va.us>.

## Reader Response Journal Prompts

1. After reading, I wonder...
2. Are the characters realistic (do they seem like they could be read people)? Why or why not?
3. Create a timeline of events from what you have read so far.
4. Create a 'WANTED' poster for the antagonist.
5. Describe a character that you would like to meet (which doesn't mean that you think you would like the character, but that you think the character would be interesting). List 4 questions that you would ask.
6. Describe something you have read that is similar to this.
7. Describe the major conflict. What side are you on?
8. **Importance of an Episode:** Select what you consider the most important episode in the book/film. Explain (briefly) what happens, why you think it is important to the section, your reaction to the episode, and why you react this way.
9. **Setting:** What effect does the setting (time, place, social and historical background) have on the character's thoughts, actions, and choices? What would be *your* reaction to having to adapt to the character's environment? Why?
10. Describe the setting's time and place. Create a new setting that you think would be better for the story and describe it.
11. Describe what was either believable or unbelievable about your reading. Defend your opinion.
12. Describe the similarities and differences between the main character and you.
13. **Theme:** Explain an idea or theme—either stated outright or implied by events—which is meaningful to you. Explain its importance to the book/film and why you find it meaningful.
14. **Character Comparison #1:** Compare yourself to a main character. Point out your similarities and try to account for differences between you and him/her. Considering what you have discovered, what is your reaction to this character? Why? How do you think the character would feel about you?
15. **Character Comparison #2:** Compare a character from your book/film to a character from another work of fiction (novel, play, film, short story). What are their similarities? What are their differences? Which character do you admire more? Why?
16. **Judgment:** Examine a character's actions, values, behavior, etc. with which you disagree. What is happening? Why is the character thinking/acting this way? What do you see wrong with it? Why? What would you suggest as a preferable response/behavior/value?

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### *Figure 4 Example of Extensive Writing Task*

The literature review identifies four types of classroom writing performance: imitative, intensive, responsive, and extensive. In the present study, writing performance fell under “responsive writing performance,” as the tasks required students to compose extended texts. Students responded to prompts such as “the best time in their life,” “pros and cons of mobile phones,” “favorite color,” “favorite type of music,” and “how social media affects daily life,” allowing them to develop and construct complete texts.

### **2.3 Assessing Writing**

Assessment is an important component in teaching writing skills. The quality of students' writing can be reached not only through improving the quality of teaching but also through the quality of assessment. Writing assessment needs to be done professionally and appropriately so that the teacher can diagnose the weaknesses and

strengths of the students in writing. Thus, the result of the writing assessment can be used as a basis for making decisions in the teaching writing process in order to better achieve the teaching and learning process. Assessment of EFL writing ability can be achieved by using various methods, which depend on the assessment objective and the type of performance required.

### **2.3.2 Direct Assessment**

Reflecting changes in composition theory, direct assessment has become widely used since the 1970s to replace the indirect paradigm. As its name suggests, direct assessment necessitates that students' writing ability is directly evaluated. Generally, a direct test is "a test that measures ability directly by requiring test takers to perform tasks designed to approximate an authentic target language use situation as closely as possible" (Richards & Schmidt, 2002). Indirect tests appraise the key abilities which are considered to be indicators of the target behavior. Still, they do not model the behavior itself, while direct tests seek to reproduce the real eventual behavior in the test itself (Johnson et al., 2009). In assessing writing directly, the test tasks require students to produce a writing sample. Through these tasks, students show writing competence rather than focus on the correct answers without production (Drid, 2018). According to Weigle (2002), direct tests are the most widespread and researched method in all language learning contexts.

The form of direct writing assessment is well-defined. Such measuring devices are administered in a limited time (timed impromptu writing test). In addition, the topic is not supplied to writers before the examination. Hamp-Lyons (1991, as cited in Drid, 2018) specifies five additional key features:

- (1) Writers produce one piece of continuous (at least 100 words).
- (2) Writers receive a set of instructions (or prompt) but with flexibility given for dissimilar responses.
- (3) Produced samples are read by at least one but normally two or more qualified raters.
- (4) Judgment is tied to a common standard (model essays or rating scales).
- (5) Judgment is expressed in numbers.

### **2.3.1 Indirect Assessment**

Indirect assessment is a traditional method of assessing writing which was popular in the 1950s and 1960s. Broadly speaking, an indirect or objective assessment uses tasks to make implications on the ability lying behind performance in the test. These tasks do not reflect real target language use situations (Richards & Schmidt, 2002). To measure sub-skills in writing, indirect assessment usually employs multiple-choice questions or error spotting (Weigle, 2012). This type of assessment is consistent and easy to administer and score. However, writing experts have noticed major limitations of objective assessment; it seemingly decontextualizes knowledge and meaning-making as it does not require real writing. The most noticed drawbacks of this form of writing assessment are that (i) it deprives students of revision opportunities and (ii) it excludes rhetorical and contextual considerations in writing (Neff-Lippman, 2011).

### **2.3.3 Alternative Assessment**

Methods of alternative assessment have been developed in response to the limitations of direct assessment and in line with the changes occurring in composition theory and education at large in the late 1980 and 1990s. Writing experts have become interested in informal classroom assessment methods which provide students a more productive and authentic manner. The alternative assessment includes a wide range of techniques: writing portfolios, protocol analyses, conferences and interviews, journals, peer-assessment, self-assessment and observations (Drid, 2018). Alternative assessment seems to be a tendency for assessing writing in the classroom as it triangulates measures of writing competence, a reaction to the long-established one-shot method of essay testing (Lenski & Verbruggen, 2010).

This present study, however, employed the method of direct assessment to evaluate students' writing performance, students were asked to write only an expository essay for pre- and post- tests. In addition, this type of assessment is still used in standardized examinations and is highlighted as a typical form of large-scale assessment.

## 2.4 Scoring Writing

Regarding scoring procedures in direct assessment, three approaches can be utilized: holistic scoring, analytical scoring, and trait-based scoring, all of which use a rating scale or a scoring rubric (Hyland, 2003; Weigle, 2002). The holistic scales offer a general impression of a piece of writing, whereas the analytic scales are based on separate scales of overall writing features. The trait-based scales consider a particular task and judge performance traits relative to its trait requirements (Hyland, 2003). The specific details of the three types of rating scales are described in the following sections.

### 2.4.1 Holistic Scoring

Holistic scoring is developed to assign a single score to a written product based on the overall impression of the quality of the written product (Weigle, 2002). According to Hyland (2003), holistic scoring is based on the teacher's impression of the overall quality of a writing task.

It is convenient; however, it cannot identify the specific aspects a student may need to improve. In addition, a teacher needs the experience to evaluate the writing as a whole consistently. A typical holistic scoring rubric will be shown in Table 1 below.

**Table 1** An example of a holistic scoring rubric developed by Hyland (2003)

Score	Characteristics
5	Clearly stated ideas, well organized and coherent, very few grammatical errors, excellent choice of vocabulary, and accurate spelling and punctuation
4	Fairly clear ideas, moderately well organized and relatively coherent, only minor grammatical errors, good vocabulary, and a few spelling and punctuation errors
3	Ideas indicated but not clearly, not very well organized, and somewhat lacking coherence, major and minor grammatical errors, average vocabulary, some spelling and punctuation errors
2	Ideas hard to identify or unrelated, poorly organized, and relatively incoherent, frequent grammatical errors, weak vocabulary, and regular spelling and punctuation errors
1	Ideas missing, poorly organized and generally incoherent, persistent grammatical errors, very weak vocabulary, and many spelling and punctuation errors

### 2.4.2 Analytic Scoring

In analytic scoring, writing tasks are rated on several aspects of writing criteria rather than given a single score. Depending on the purpose of the assessment, the tasks might be rated on several features, such as content, organization, cohesion, register, vocabulary, grammar, or mechanics. Analytic scoring schemes thus provide more detailed information about a writer's performance in different aspects of writing (Weigle, 2002). Like Weigle (2002), Hyland (2003) points out that analytic scoring sees writing as multifaceted but in more general aspects. It covers the general aspects of writing: content, organization, grammar use, vocabulary, and mechanics.

One of the best-known and most widely used analytic scales was developed by Jacobs et al. (1981), known as the ESL composition profile. In Jacobs et al.'s scale, writing tasks are rated on five aspects of writing: content, organization, vocabulary, language use, and mechanics. The five aspects are differentially weighted to emphasize first content (30 points), followed by language use (25 points), with organization and vocabulary weighted equally (20 points), and mechanics receiving very little emphasis (5 points).

**Student:** \_\_\_\_\_ **Topic:** \_\_\_\_\_ **Date:** \_\_\_\_\_

	Score Level	Criteria	Comments
Content	25-30	<b>VERY GOOD TO EXCELLENT:</b> knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
	19-24	<b>AVERAGE TO GOOD:</b> some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	13-18	<b>POOR TO FAIR:</b> limited knowledge of subject • little substance inadequate development of topic	
	7-12	<b>VERY POOR:</b> does not show knowledge of subject • non-substantive • non pertinent • OR not enough to evaluate	
Organiza	17-20	<b>VERY GOOD TO EXCELLENT:</b> fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive	

	Score Level	Criteria	Comments
	13-16	<b>AVERAGE TO GOOD:</b> somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
	9-12	<b>POOR TO FAIR:</b> non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
	5-8	<b>VERY POOR:</b> does not communicate • no organization • OR not enough to evaluate	
Vocabulary	17-20	<b>VERY GOOD TO EXCELLENT:</b> sophisticated range • effective word/idiom choice and usage • word for mastery • appropriate register	
	13-16	<b>AVERAGE TO GOOD:</b> adequate range • occasional errors of effective word/idiom form, choice, usage but meaning not obscured	
	9-12	<b>POOR TO FAIR:</b> Limited range • frequent errors of effective word/ idiom form, choice, usage • meaning confused or obscured	
	5-8	<b>VERY POOR:</b> essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
Language Use	22-25	<b>VERY GOOD TO EXCELLENT:</b> effective complex constructions • few errors of agreement, tense, number, word order/function, article, pronouns, prepositions	
	18-21	<b>AVERAGE TO GOOD:</b> effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, article, pronouns, prepositions but meaning seldom obscured	
	11-17	<b>POOR TO FAIR:</b> major problems in simple/ complex constructions • frequent errors of negation, tense, number, word order/function, article, pronouns, prepositions and/ or fragments, run-ons, deletions • meaning confused or obscured	
	5-10	<b>VERY POOR:</b> virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	

Score Level		Criteria	Comments
Mechanics	5	<b>VERY GOOD TO EXCELLENT:</b> demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	4	<b>AVERAGE TO GOOD:</b> occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	
	3	<b>POOR TO FAIR:</b> frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured	
	2	<b>VERY POOR:</b> no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible •OR not enough to evaluate	
<b>Total scores</b>			

*Figure 5 An Analytic Scoring Rubric Developed by Jacobs et al. (1981)*

### 2.4.3 Trait-based Scoring

In trait-based scoring, the writing scales defined for specific writing assignments are judged according to the degree of success the writer carries out. The primary aim of this scale is to use a pre-determined set of criteria to evaluate each piece of writing and to distinguish good writing from poor writing. Hyland (2003) separates trait scoring into primary trait and multiple trait scoring.

Primary trait scoring focuses on only one aspect of evaluation. It is similar to holistic scoring in that one score is used for all the criteria. However, it differs from holistic scoring as the requirements for scoring a piece of writing are narrowed and sharpened to just one character relevant to the writing task. As an example, consider a task that requires that a student write a persuasive letter to an editor of the school newspaper (Tedick, 2002, p. 36). The primary trait rubric might look something like the one in Figure 6.

Primary Trait: Persuading an audience	
0	Fails to persuade the audience.
1	Attempts to persuade but does not provide sufficient support.
2	Presents a somewhat persuasive argument but without consistent development and support
3	Develops a persuasive argument that is well-developed and supported.

*Figure 6 Primary Trait Rubric (Tedick, 2002, p. 36)*

On the other hand, multiple trait scoring considers writing as multifaceted (Hyland, 2003). It looks like analytic scoring in that performance is evaluated in several categories. However, analytic rubrics usually evaluate language production's more traditional and generic dimensions. In contrast, the criteria in multiple trait rubrics focus on specific performance features necessary for successfully fulfilling a given task or tasks. The multiple-trait rubric might look something like the one in Figure 7.

<b>Source Use</b>	
5	The writing shows high integration quality and accuracy of source text content. Sources were effectively used to address the issues.
4	Source use is relevant and accurate, and generally effective in addressing the issues under discussion.
3	Adequate source use, but not well integrated in the writing. Sometimes source details are misrepresented.
2	Very few instances of source use with inadequate citation and serious problems with the accuracy of source information.
1	No source use or very problematic textual borrowing, either through verbatim use without giving credit to authors or complete misrepresentation of source information.
<b>Organization</b>	
5	The essay has a clear, logical and effective organizational plan, sophisticated use of cohesive devices, and a solid introduction and conclusion.
4	The essay generally has an adequate organizational plan, making good use of cohesive devices, with a clear introduction and conclusion.
3	The organizational plan is not clear enough, but there is an introduction and a conclusion, and cohesive devices are sometimes used.
2	The organizational plan is weak, few cohesive devices are used, and the argument is not easily followed.
1	No organizational plan is evident, and the argument is difficult to follow.

<b>Development of ideas</b>	
5	Full development of ideas using different types of details provided by the student and support from the source texts.
4	Development is adequate. Details provided by the writer or adapted from the source texts are generally used to support the argument.
3	Development is emerging, and few details support the argument are provided by the student or adapted from the source texts.
2	Little development in the essay, with hardly any details to support the argument.
1	No development of the topic; the argument is not supported with any details.
<b>Language Use</b>	
5	Few language errors. The essay includes a variety of sophisticated structures and language accurately presents source and student's ideas.
4	Some language errors that do not result in misrepresentation of source or student's ideas. Varied vocabulary and structures, but redundancy is sometimes an issue.
3	Language errors do not usually interfere with understanding meaning but may misrepresent the source or student's ideas. Limited variety and common redundancy of structures and vocabulary.
2	Frequent language errors interfere with understanding the essay and misrepresent source ideas, with basic vocabulary and redundant structures.
1	Serious language errors impede understanding, with limited vocabulary and awkward structures.
<b>Authorial Voice</b>	
5	The essay includes a strong presence of the student with clear personal views that can be easily differentiated from those presented in the source.
4	The essay generally shows the student's identity, and personal views are separated from the source details.
3	The student's identity is sometimes absent, and it is usually hard to distinguish personal views from source views.
2	The essay is mainly a mere reflection of the source views and rarely presents personal views.
1	There is no sense of individuality in the essay, which completely mirrors the source orientation.

**Figure 7** Multiple-trait Scale (Plakans & Gebril, 2015, pp. 87–88)

In this study, the researcher adopted Jacobs et al.'s scale for scoring students' essay. This rating scale was used for the following reasons. Firstly, it has been acknowledged that an analytical rating scale has higher reliability than a holistic scale. In addition, it is more appropriate for writers in terms of construct validity as different aspects of writing develop at different rates (Cohen, 1994; Weigle, 2002). Secondly, the rubric's transparent descriptors offer valuable formative feedback, helping

students identify strengths and weaknesses in their writing to improve specific areas (Ferris & Hedgcock, 2023). Thirdly, a wide range of writing researchers has accepted that this scale is valid (e.g., Aini et al., 2022; Dokchandra, 2018; Huang, 2020; Ong & Zhang, 2013). Lastly, for the purpose of studying the effects of PGA, component scores were required to identify the aspect in which students improve the most.

### **2.5 Expository Essay**

A number of scholars define the expository genre as a type of writing that involves producing semantic reasoning and logical arguments to convey the writer's point of view, supported by evidence and examples in a coherent and cohesive manner (Jenkins & Pico, 2006; Martin, 1989; Schleppegrell, 2000, 2004). Martin (1989) and Schleppegrell (2004) further explain that expository writing is a genre through which the writer presents and supports a point of view with reasons and evidence. It includes common elements such as position (stance, point of view) and support. Stance support moves are language acts used to justify the writer's stance or position on the issue discussed in the essay. Schleppegrell (2000) emphasizes that the expository essay is the most essential academic writing genre in higher education. Roy and Haney (2012) state that expository writing explains things. The word "expository" comes from "expose," meaning to show something as it truly is. Diverse types of expository essays expose different things. Although distinct from other essay types, expository writing may utilize methods such as cause and effect, classification and division, comparison and contrast, definition, and process analysis. The expository essay also follows the standard format of introduction, body, and conclusion, providing the audience with a comprehensive understanding of a complex process or situation.

In the EFL context, mastering the expository genre is important for college or tertiary level students, as it forms a core component of writing tasks in international language proficiency tests such as IELTS and TOEFL, which are often prerequisites for pursuing higher education or advancing career opportunities (Kim, 2016). However, constructing a well-balanced and fully developed argument in expository essays remains challenging for second language learners (Schleppegrell, 2000).

### **2.5.1. Characteristics of an Expository Essay**

A good expository essay should be clearly structured and organized in a logical order. An introduction involves a clearly stated topic followed by the arguments. Body paragraphs state the subtopics separately and fully in each single paragraph that starts with a topic sentence developed and supported by evidence, example and sometimes with quotations. The expository essay creates effects and catch attention as it uses specific terminology to specific topic and certain accurate writing conventions. Furthermore, it does not use redundant language but uses a variety of appropriate sentence patterns. Moreover, it links ideas appropriately within and between paragraphs. This essay type should be written in the third person, and it should be free from errors in spelling, syntax, grammar, punctuation or paragraphing (Saihi, 2015).

### **2.5.2 Structure of an Expository Essay**

The expository essay requires more investigation, evidence and arguments to develop and support the main ideas. Like any other type of essays, it consists of three main parts which are introduction, body and conclusion. It is widely used in EFL classroom whether for instruction or for exam. The first paragraph introduces the exposition and ends with a thesis statement. The following paragraphs support and develop the thesis while the last paragraph puts an end to the thesis and the essay. The parts of expository essay are held together by a clear and concise thesis statement. The clear and logical transitions keep unity and coherence within and between paragraphs. The essay can be supported by facts, statistics and examples. The concluding paragraph restates the thesis statement and main ideas.

พหุ ประถมศึกษา

**Table 2** Structure of expository essay by Mora-Flores (2008)

Introduction		Body		Conclusion
Presentation of topic	Thesis	Supporting paragraphs	Transitions	Restatement
Introduce the topic	What will be	1. Maintain	Connect	Restate the
Define the topic in	the focus of	topic/thesis	one paragraph	thesis or topic
the context of your	your paper?	2. Factual	to another	and main ideas
paper	What about the	information		
	topic will you	3. Examples	Maintain logical	Do not introduce
	write about?	4. Quotes	sequence	new material

## 2.6 Essay Writing in Tertiary Education

In Thailand, students have learned English since they were in primary school. However, their English proficiency, especially in writing, is still unsatisfactory. Currently, Thai EFL students have encountered the language requirement of the 21<sup>st</sup> century. Nevertheless, the students have consistently faced writing problems.

Writing an academic text has played an important role in disseminating information among professionals and university students (Tangkiengsirisin, 2010). Although most Thai students study English throughout their school years, they have problems with academic writing at the level of text organization and cohesion. At the tertiary level, students assigned to write essays receive comments or corrective feedback focusing on grammar, organization, and content that does not address the connectedness of a text (Todd et al., 2007).

Writing an essay is a common assignment for students at the tertiary level. It is also a common form of assessment in many tertiary-level disciplines. The ability to construct good essays involves understanding the process and the conventions of essay writing. In Thailand, university students are required to be fluent in English writing because some courses provide them to write essays, reports, and research papers in English. In the study of Boonpattanaporn (2008), it is reported that Thai university students have difficulties in organizing their essays in English as they often

plan their essays in the Thai language and then translate them into English using Thai-English dictionaries without noticing the different nature of each language. Besides, the students admit that their ideas are blocked as teachers ask them to mainly pay attention to both content and form at the same time. According to the study by Kaur (2015), it is documented that the most consistent problems in writing an essay for Thai EFL university students are their insufficient knowledge of grammar structure, lexical features, and genre features, encountering difficulties in putting organized ideas, and producing solid evidence necessary to write a well-organized essay. This study also indicates that the mentioned problems are caused by L1 transfer and lack of enough practice in writing their previous schooling.

In the Thai context, three main approaches to teaching English writing have been implemented: a product approach, a process-based approach, and a genre approach. In recent years, a literature review shows that a genre approach seems widely popular as many studies assert that this approach provides particular advantages (Kongpetch, 2006; Ueasiriphan & Tangkiengsirisin, 2019). In the area of foreign language instruction, however, teaching writing has long been a debatable issue. Although there are several approaches for writing instruction in English as a second language or English as a foreign language context, not many writing teachers have explicit insights on writing approaches.

## **2.7 Writing Anxiety**

From a review of the existing literature on PGA and writing anxiety, it was identified that writing anxiety is a key factor that can hinder students' writing performance. Writing anxiety or apprehension was first coined by Daly and Miller in 1975 after the communication research conducted in 1970 pointed out a type of anxiety specific to written communication. Writing anxiety refers to a situation and subject-specific difference related to an individual's tendencies to approach or avoid situations requiring writing accompanied by evaluation (Daly & Miller, 1975). Consequently, they avoid situations where writing is required if possible (Daly & Wilson, 1983). Daly and Miller (1975) also defined writing anxiety as "the tendency of a person to avoid the process of writing-particularly when it is to be evaluated in some way"

(p. 244). It is also considered the challenges that frequently happen when L2 learners are asked to write (Al-Ahmad, 2003).

### **2.7.1 Features of Writing Anxiety**

Writing anxiety is a complex emotional response that can significantly impact a learner's ability to produce written work. The features of writing anxiety can vary from person to person, but common symptoms include physical tension, negative self-talk, fear of judgment, and a sense of inadequacy. Understanding these features is essential for identifying the underlying causes of writing anxiety and finding effective strategies to mitigate its effects, ultimately helping learners improve their writing skills and confidence.

As Cheng (2004)'s Second Language Writing Anxiety Inventory (SLWAI) has been widely utilized to investigate the writing anxiety of language learners in the ELT context since it was published, this part of the paper selects it to be discussed. According to Cheng (2004)'s development of the writing anxiety scale, SLWAI conforms to three-dimensional conceptualized aspects of anxiety: Somatic Anxiety, Cognitive Anxiety, and Avoidance Behavior.

Somatic Anxiety refers to one's perception of the physiological effects of the anxiety experience, which is reflected in increased autonomic arousal and unpleasant feelings such as nervousness and tension. Individuals sometimes feel nervous or are under high pressure when writing tasks under time limitations with no idea. For example, language students are asked to write a three-paragraph narrative essay within one hour in essay writing class. In the beginning, even though the students may not be nervous, they feel anxious when seeing some of their friends have finished their writing task while the students have not completed their task yet.

Cognitive Anxiety refers to the cognitive aspect of anxiety experience, including negative expectations, preoccupation with performance, and concern about others' perceptions. How students perform their writing is highly influenced by expectations from both their teacher and other students. For instance, the teacher highly expects the students to achieve a high standard from the teacher. This can negatively affect the

students' writing performances because they will focus on the teacher's expectation rather than their own writing.

Avoidance Behavior refers to the behavioral aspect of the anxiety experience where the students avoid writing. For example, the students do not come to the writing class or do not do their writing tasks. This aspect can be regarded as the most problematic because if the students avoid writing or do not attend class, they will not get any results in their writing.

### **2.7.2 Roles of PGA in Reducing Writing Anxiety**

Writing anxiety is a prevalent issue among EFL learners, often arising from linguistic challenges, fear of negative evaluation, and limited writing practice. PGA has emerged as an effective pedagogical method to address this concern by integrating the strengths of both process-oriented and genre-based instruction. Empirical studies have demonstrated that PGA not only enhances writing skills but also significantly reduces writing anxiety (Abdullah, 2019; Ajmal et al., 2023) The efficacy of PGA in reducing writing anxiety can be attributed to several key factors:

#### ***2.7.2.1 Structured Guidance***

One of the primary reasons PGA reduces writing anxiety is its systematic and structured approach to writing instruction. Unlike traditional methods that leave students uncertain about how to approach writing tasks, PGA provides a clear roadmap that guides learners through each stage of the writing process—from brainstorming and drafting to revising and finalizing their work (Bayat, 2023). This structured progression reduces cognitive overload by breaking down writing into smaller, more manageable steps, allowing students to focus on one aspect at a time. As a result, students feel more in control of their writing, which increases their confidence and lowers anxiety levels. Additionally, the use of genre-specific models and scaffolding techniques helps students understand expectations, making the writing process more transparent and predictable (Bayat, 2023).

### ***2.7.2.2 Collaborative Learning***

Writing anxiety often stems from a fear of criticism, isolation, and uncertainty about whether one's writing meets academic expectations. PGA addresses this challenge by incorporating collaborative learning strategies, such as peer review, group discussions, and cooperative writing exercises (Ajmal et al., 2023). These activities create a supportive learning environment where students can share their ideas, receive constructive feedback, and learn from their peers. Collaborative learning normalizes the writing process as an interactive and social activity, reducing the pressure students feel when working alone. Moreover, engaging in discussions about writing allows students to internalize genre conventions and writing strategies more effectively, as they are exposed to diverse perspectives and approaches (Ajmal et al., 2023). This peer-supported atmosphere fosters a sense of belonging and lowers anxiety by reframing writing as a shared learning experience rather than a solitary struggle.

### ***2.7.2.3 Incremental Skill Development***

Another critical way PGA reduces writing anxiety is through incremental skill development. Many students experience anxiety because they perceive writing as an overwhelming task that requires them to produce a polished piece of work in one attempt. PGA counters this perception by emphasizing step-by-step skill-building, where students gradually develop their writing abilities through guided practice and continuous improvement (Bayat, 2023). By engaging in activities such as outlining, drafting, revising, and reflecting, students gain confidence in their ability to write effectively. As their skills improve incrementally, they begin to perceive writing not as an intimidating task but as a process that can be mastered over time. Additionally, the focus on progress rather than perfection encourages students to take risks, experiment with language, and develop a growth mindset, further reducing writing anxiety (Bayat, 2023).

In summary, PGA mitigates writing anxiety by providing clear guidance, fostering collaboration, and promoting gradual skill acquisition. By breaking down the writing process into structured and interactive stages, students develop confidence, self-

efficacy, and a positive attitude toward writing, ultimately improving both their performance and emotional well-being in an EFL context.

### **2.7.3 Related Studies in Writing Anxiety**

Pedagogical research in writing has experienced many major shifts over the last four decades (e.g., product, process, genre, and process-genre approaches). Most ESL/EFL students are taught through a teacher-centered product approach that focuses on memorizing ready-made answers. Consequently, students face significant challenges, including writing anxiety (Sajid & Siddiqui, 2015). A number of research studies have been conducted on levels, types, and causes of writing anxiety. According to Younas et al. (2014), factors considered to cause anxiety are poor teaching methodology, teachers' negative comments, time pressure, and lack of writing practice. Dar and Khan (2015) point out that teachers should implement teaching writing approaches and methods that could help reduce students' writing anxiety. Gopang et al. (2018) also assert that students' writing anxiety arises when they face challenges, including unsuitable teaching methods and the role of the teacher. Regarding reducing writing anxiety, writing scholars have attempted to conduct research to decrease students' writing anxiety. Ajmal and Irfan (2020) implemented PGA in academic writing classes. Their finding claims that PGA helps reduce students' academic writing anxiety. They also suggest that PGA should be introduced in course design and adopted as practical writing pedagogy at the pre-university level so that students can write without anxiety at the tertiary education level.

In conclusion, writing anxiety is widely recognized as a major factor that hinders students' writing performance. It negatively affects not only their ability to produce coherent and well-structured work but also their confidence and willingness to engage in writing activities, particularly in EFL contexts.

### **2.8 Approaches to the Teaching of Writing**

The teaching of writing in ESL/EFL contexts has undergone significant changes over the past two decades. Over time, various approaches to teaching writing have been explored. In recent years, however, four major approaches have been widely emphasized: (i) the product approach, (ii) the process approach, (iii) the genre

approach, and (iv) the process-genre approach. Following a discussion of these four approaches, a justification for the process-genre approach is provided.

### 2.8.1 Product Approach

Historically, during the structuralist era, writing was taught with a strong focus on the rules of proper grammar and mechanics, as this approach emphasizes the theoretical assumption that language teaching can best be done through systematic selection and grading of structures or sentence patterns (Genc, 2018). Later, with the prevalence of the Audio-lingual approach, writing was downplayed in language classes as it was seen as a supporting skill. According to Silva (1990), writing classes during the Audio-lingual approach era focused primarily on sentence structures. The product approach emphasized form and syntax (Silva, 1990). Broadly speaking, the product approach concerns the final result of the writing process, requiring students to engage in imitating and transforming model texts. In other words, the approach aims to familiarize students with writing through a model before producing their final drafts.

Pincas (1984) describes the product approach as a traditional method that treats writing as linguistic knowledge, with a focus on the appropriate use of vocabulary, syntax, and cohesive devices. According to Hyland (2003), this traditional product approach views writing as a product of combinations of lexical and syntactic forms. Teachers focus on accuracy and correctness at both the sentence and paragraph levels (Silva, 1990). They emphasize formal aspects of written texts such as vocabulary, grammar, cohesion, coherence, rhetorical organization, and the relevance of ideas to the topic. To this end, students are required to imitate and adhere to specific models, as White (1988) demonstrated in the following figure.



**Figure 8** *A Model-based Approach to Teaching Writing (White, 1988, p. 5)*

The product approach remains a widely used method in writing instruction worldwide, with proponents arguing that it effectively enhances students' writing proficiency. Arndt (1987) pointed out the product approach to teaching writing by

highlighting its limitations, particularly in relation to the cognitive and creative processes involved in writing. The product approach, which was dominant at the time, emphasized accuracy, grammatical correctness, and adherence to prescribed structures. Writing tasks in this approach were often modeled on fixed formats, with students expected to produce final drafts that closely mirrored example texts. Badger and White (2000) emphasized that this approach highlights the importance of providing learners with linguistic knowledge about texts, asserting that imitation is a key mechanism through which individuals acquire writing skills (p. 157). Similarly, Myles (2002) further argues that without exposure to native-like models of written texts, learners are more likely to make persistent errors. As a result, advocates maintain that the product approach plays a crucial role in improving students' writing performance.

However, the product approach has faced criticism from many scholars. For example, Prodromou (1995) criticizes the approach for devaluing learners' linguistic and personal potential. Furneaux (1999) comments that the approach focuses predominantly on the learners' final written product rather than how it is produced. Additionally, it overemphasizes the written product while offering little insight into the processes writers undergo to develop that final piece, such as planning, drafting, and revising (Flower & Hayes, 1977). Furthermore, the approach is teacher-centered, with the teacher assuming the role as the primary source of information. Another criticism is that many EFL students may be capable of correcting sentences but struggle with producing cohesive extended texts (Hyland, 2003). It is also seen as limiting creativity, especially in developing writing skills. As a result, students may perceive writing tasks as burdensome rather than as a form of personal expression (Tribble, 1996). This growing critique has led to a paradigm shift, prompting the introduction of the process approach.

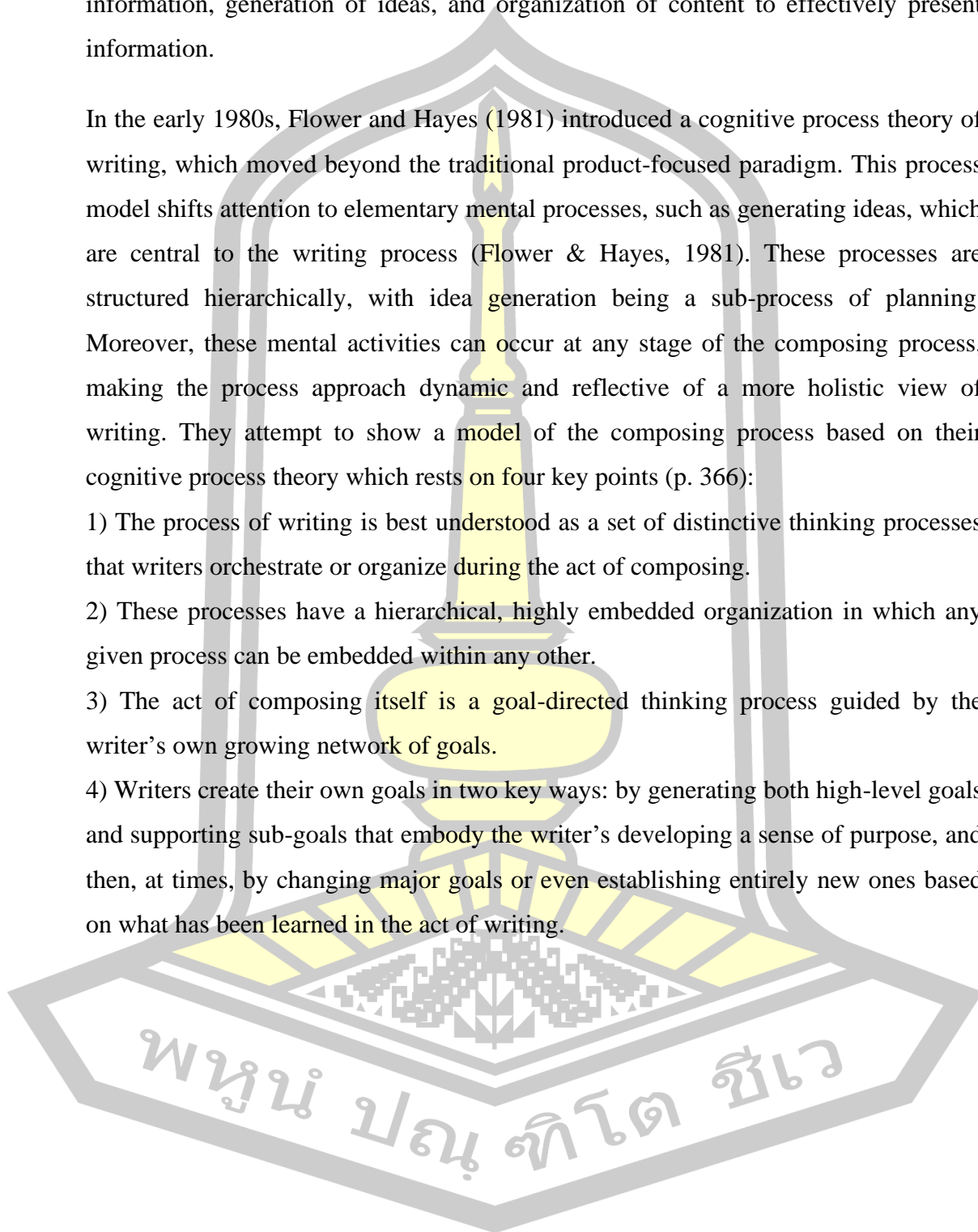
### **2.8.2 Process Approach**

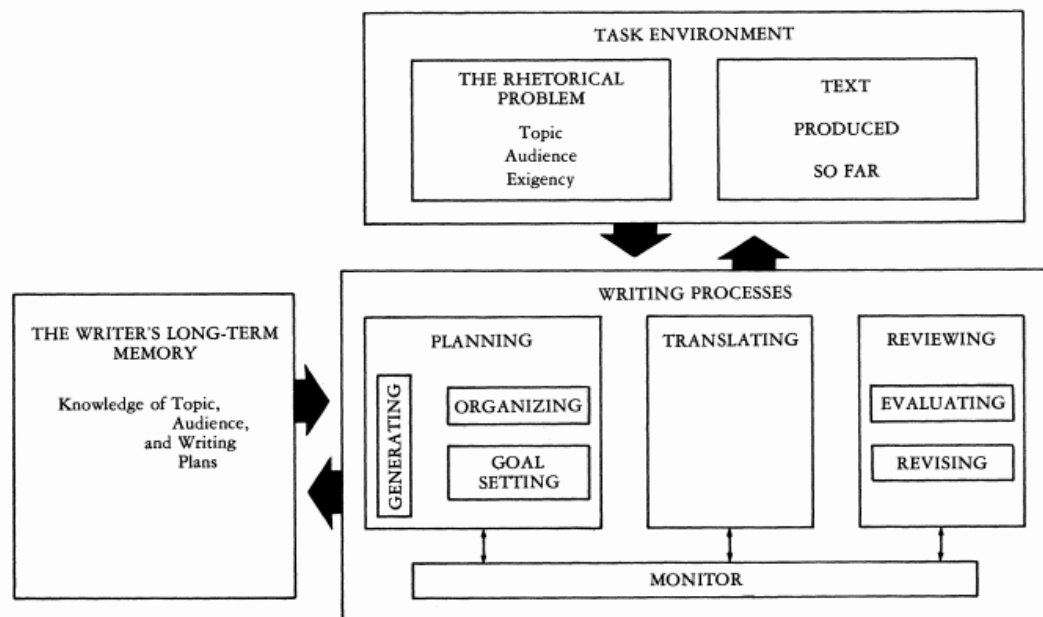
Since the 1980s, the concept of English writing as a foreign language has shifted from a traditional approach centered on the final product to newer forms that emphasize the writing process. The process approach views writing not only as a means of

communication but as a complex cognitive process involving the search for information, generation of ideas, and organization of content to effectively present information.

In the early 1980s, Flower and Hayes (1981) introduced a cognitive process theory of writing, which moved beyond the traditional product-focused paradigm. This process model shifts attention to elementary mental processes, such as generating ideas, which are central to the writing process (Flower & Hayes, 1981). These processes are structured hierarchically, with idea generation being a sub-process of planning. Moreover, these mental activities can occur at any stage of the composing process, making the process approach dynamic and reflective of a more holistic view of writing. They attempt to show a model of the composing process based on their cognitive process theory which rests on four key points (p. 366):

- 1) The process of writing is best understood as a set of distinctive thinking processes that writers orchestrate or organize during the act of composing.
- 2) These processes have a hierarchical, highly embedded organization in which any given process can be embedded within any other.
- 3) The act of composing itself is a goal-directed thinking process guided by the writer's own growing network of goals.
- 4) Writers create their own goals in two key ways: by generating both high-level goals and supporting sub-goals that embody the writer's developing a sense of purpose, and then, at times, by changing major goals or even establishing entirely new ones based on what has been learned in the act of writing.



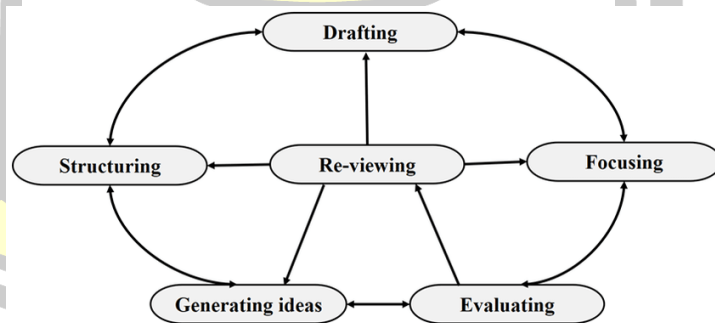


**Figure 9** Flower and Hayes' Structure of the Writing Process (1981, p. 370)

Flower and Hayes (1981) divide the writing process into three broad categories. The first is the task environment, which consists of rhetorical problems related to topic, audience, and exigency, as well as the text that a writer has produced so far. The second is the writer's long-term memory, including the writer's knowledge about the topic, audience, and writing plans. The last component is the writing process, which is the essence of generating the text. It consists of planning, translating, reviewing, and monitoring. The arrows linking the three components indicate that the task environment and the writer's long-term memory interact with the writing process. These emphasize the constant feedback loop in writing. Writers do not move through these stages in a fixed sequence; rather, they shift between planning, drafting, and revising based on input from their knowledge and the evolving text. This dynamic interaction underscores the cognitive complexity of writing, aligning with the process approach, which views writing as a recursive rather than a linear activity.

However, Flower and Hayes's writing process model has been criticized by some scholars (Grabe & Kaplan, 2014; Scardamalia & Bereiter, 1987) for the fact that the model aims to explain the features of the composition process for all writers but does not fully account for how expert and novice writers compose differently.

Raimes (1987) points out that the process approach views writing as a creative process consisting of a series of recursive stages that feed into one another. For White and Arndt (1991), writing is a thinking process that requires conscious intellectual effort and cognitive skills. In other words, since students require extensive language resources to call upon as they write, this approach considers writing as a process of problem-solving, which includes “generating ideas, planning, goal-setting, monitoring, and evaluating what is going to be written and what has been written, as well as searching for language with which to express precise meaning” (p. 3). White and Arndt’s (1991) model of writing illustrates the application of the writing process in classroom teaching (as shown in Figure 4). They explain that this model is a simplified framework designed to guide the organization of classroom teaching activities, while acknowledging the complex and recursive nature of writing. The model consists of six main stages: generating ideas, focusing, structuring, drafting, evaluating, and reviewing. The model emphasizes the recursive nature of the writing process. Unlike linear models, this model acknowledges that writers continuously move back and forth between different stages rather than following a strict sequence. Writing is seen as a dynamic, interactive process where ideas are constantly generated, structured, reviewed, and refined.



**Figure 10** A Model of Writing (White & Arndt, 1991, p. 4)

Tribble (1996) also supports that the process approach is a method for teaching writing that focuses on the creativity of each writer. It emphasizes the development of good writing practices rather than the imitation of model texts. The process approach helps students improve their writing by guiding them through the actual writing process. Unlike the product approach, which presents a model and suggests repetition,

the process approach facilitates teaching during the writing process. Tribble's (1996) writing process model is another example of applying the writing process in the classroom (See Figure 5).



*Figure 11 Tribble's Writing Process (p. 39)*

This model shown in Figure 10 is referred to as a linear model, meaning that the continuity of each following step requires the completion of the previous one(s). There are four stages proposed to produce a piece of writing: prewriting, composing, revising, and editing. Tribble (1996) also emphasizes that these stages can be recursive. Students may return to the pre-writing stage after engaging in editing or revising. However, writers cannot move forward to the final stage, editing, unless they accomplish the preceding three.

Studies and research on writing processes have led to viewing writing as complex and recursive – not linear. Therefore, the process approach emphasizes the importance of a recursive procedure of prewriting, drafting, evaluating, and revising. As a result, a number of studies have been conducted on the implementation of the process approach to teaching writing in different educational areas. They highlight its effectiveness in developing students' writing skills both in first and second/foreign language contexts. Zamel (1982), for example, emphasizes that the process approach contributes to writing proficiency in English. Jacobs (1989) points out that the key advantage of the process approach is to change the role of students in the classroom. It increases students' involvement and insight. Simply put, students are assigned to be readers and advisors in the writing process. Gradually, students can become autonomous and responsible in the learning process.

There is no such thing as a perfect theory or approach, and the process approach is no exception. Although the movement of the process approach has been effective in developing students' writing competence, it has been criticized by several scholars. First, the process approach is one of the most time-consuming methods used in writing instruction (Ferris & Hedgcock, 2005). Moreover, it ignores the target audience and the content of the text since writers are considered to be isolated individuals who are free to write their own ideas (Hyland, 2003; Swales, 1990). Horowitz (1986) also criticized the process approach for failing to prepare students for English writing in an academic context where texts are heavily influenced by social constraints. As a result of criticism of the process approach, the genre approach, which views the teaching of writing from a social perspective, was introduced to alleviate some drawbacks of the process approach.

### **2.8.3 Genre Approach**

Because of criticisms of the process approach, more interest has been placed in what has been termed the genre approach. Scholars (e.g., Hyland, 2007; Swales, 1990) proposed the genre approach to lessen such drawbacks and limitations. Generally speaking, the genre approach views writing from a social perspective. It offers writers a clear understanding of how texts in particular genres are structured and why they are written in varied ways with different social contexts and communicative purposes in mind (Hyland, 2013; Paltridge, 2013). To understand the genre approach, it is necessary to provide a brief concept of the genre before considering how the genre approach, which has become popular for the last decade, plays a significant role in teaching writing. The concept of genre is defined differently by scholars, depending on the theoretical framework that informs their research. Swales (1990) defines genre as a class of communicative events that share a common set of communicative purposes, emphasizing the goal-oriented nature of discourse within specific professional and academic communities. This perspective is particularly influential in English for Specific Purposes (ESP) studies, where genre is analyzed in terms of its structural and rhetorical conventions in professional and academic settings.

From an English for Academic Purposes (EAP) perspective, Hyland (2003) describes genres as abstract, socially recognized ways of using language. This definition highlights the socially constructed nature of genres, acknowledging that they are shaped by the expectations and conventions of particular discourse communities. In contrast, Systemic Functional Linguistics (SFL) offers a broader, more contextually embedded view of genre. Jarunthawatchai (2010) defines genre as language in use to achieve specific purposes within a particular social context, shaped by the participants involved in the communicative situation. This perspective, rooted in the work of Halliday (1994), emphasizes the interplay between language, meaning, and social context, positioning genre as a dynamic interaction between text, context, and function.

There are a number of studies focusing on genre and its applications. For example, Johns (2003) points out that genres are helpful to students and writing teachers as the students who become familiar with common genres can develop themselves to the successful writing process and written text production. Hyland (2004) states that classroom applications of the genre are the outcome of communicative approaches to language teaching.

### **Genre Pedagogy**

Since genres can be applied to various types of text, a number of different perspectives on genre pedagogy have emerged. The three schools of genre classified by Hyon (1996) are discussed in this section. Hyon (1996), classifies approaches to genre pedagogy into three major schools, including English for Specific Purposes (ESP), Systemic Functional Linguistics (SFL), and New Rhetoric (NR). These genre schools vary in their theoretical background and educational applications, as well as in the extent to which genre theorists emphasize either context or text (Hyon, 1996; Johns, 2003).

Both ESP and SFL are influenced by a social view of language, recognizing that language is used differently across contexts to achieve distinct communicative goals (Swales, 1990; Martin, 1999). The key distinction between these approaches lies in their focus and scope. The SFL genre approach, provides a detailed framework for

analyzing both the structural organization of texts (discourse level) and linguistic features (clause level). It explicitly outlines the expected textual structures and language choices required to fulfill communicative purposes in specific contexts (Martin, 2009). In contrast, while the ESP genre approach also acknowledges the relationship between linguistic features and social context, it does not prescribe specific language forms. Instead, it prioritizes the study of academic and professional genres, such as research papers, abstracts, proposals, and workplace texts in fields like engineering, business, and nursing (Swales, 1990; Hyland, 2007).

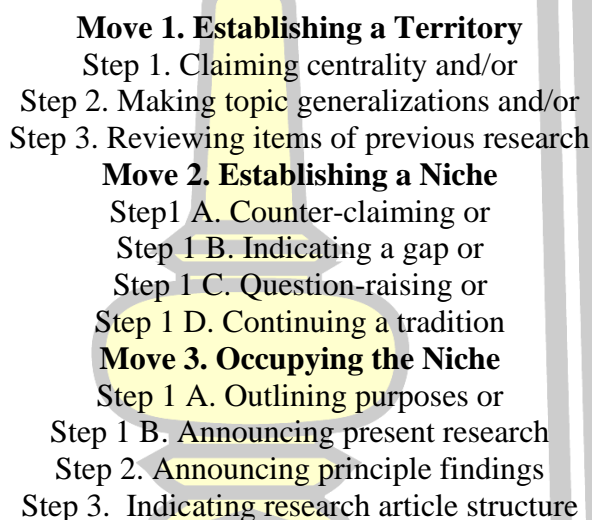
Meanwhile, the New Rhetoric (NR) school takes a broader view, focusing primarily on the appropriateness of writing in different contexts rather than prescribing specific linguistic structures (Freedman & Medway, 1994; Russell, 1997). It emphasizes the situated nature of writing, considering how texts function within particular discourse communities but without providing explicit descriptions of required textual or linguistic patterns (Bazerman, 2013).

### **1) English for Specific Purposes (ESP)**

Researchers in ESP have considered genre to be a tool to understand the types of writing required for non-native English speakers in an academic and professional context. Swales (1990) views the ESP genre as “A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community and thereby constitute the rationale for the genre. This rationale shapes ‘move’ and ‘step’ of the discourse and influences and constrains the choice of content and style. The communicative purpose is both a privileged criterion and one that operates to keep the scope of a genre as here conceived narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content, and intended audience. If all high-probability expectations are realized, the exemplar will be viewed as prototypical by the parent discourse community. The genre names inherited and produced by discourse communities and imported by others constitute valuable ethnographic communication, but typically need further validation” (Swales, 1990, p. 58).

The aim of genre in ESP is to clarify the usage of English in academic settings and professional contexts and provide the students with the language resources and skills to help them acquire the genres of English-speaking discourse community and gain access to the English language academic discourse community (Hyon, 1996; Paltridge, 2001).

In the academic context, Swales' (1990) Create a Research Space (CARS) model of move analysis in research article (RA) introductions is regarded as an important example of analyzing the macro-structure of a text. Figure 6 shows an example of how this pattern would be used to apply to the genre of the introduction to an academic article.



*Figure 12 The CARS Model for RA Introductions (Swales, 1990, p.141)*

Beyond Swales' contributions, several scholars have extended genre analysis to professional texts across different disciplines, further enriching the English for Specific Purposes (ESP) approach. Marshall (1991) examined engineering genres, highlighting how technical reports and design proposals function within engineering discourse communities and facilitate the communication of technical knowledge. Around the same time, Dudley-Evans (1994) explored conference presentations and professional communication, illustrating how spoken genres differ from written academic discourse while still maintaining discipline-specific rhetorical patterns. Later, Bhatia (1997) conducted extensive research on the business genre, analyzing texts such as promotional materials, legal documents, and business letters,

demonstrating how linguistic and rhetorical choices are shaped by professional communicative purposes. These studies collectively illustrate how the ESP school applies genre analysis to both academic and professional contexts, offering valuable insights into how discipline-specific genres are structured and function within their respective discourse communities. While Swales' work remains foundational in academic genres, these scholars have extended genre research into professional and corporate communication, reinforcing the ESP emphasis on genre as a tool for effective disciplinary communication.

## **2) Systemic Functional Linguistics (SFL)**

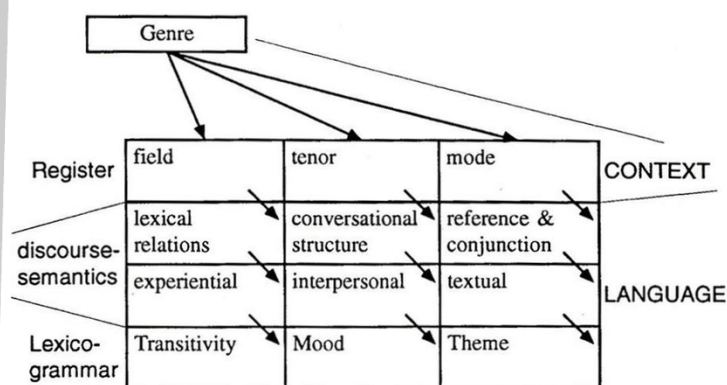
Systemic Functional Linguistics (SFL), developed by Halliday (1978, 1994), provides a theoretical framework for understanding how language functions in social contexts. Unlike formalist approaches that focus on language as an autonomous system, SFL views language as a social semiotic system, meaning that linguistic choices are shaped by the social purpose and context of communication (Halliday & Matthiessen, 2004). This perspective emphasizes that meaning is not fixed but dynamically constructed through interaction, allowing language users to make choices based on their communicative needs.

### **The Metafunctions of Language**

A core principle of SFL is that language serves three simultaneous metafunctions (Halliday & Matthiessen, 2004). The ideational metafunction is concerned with representing experience and reality, including processes (verbs), participants (nouns), and circumstances (adverbials). It is further divided into the experiential function, which encodes real-world experiences, and the logical function, which connects ideas logically. The interpersonal metafunction focuses on enacting social roles and relationships through language. It encompasses mood (declaratives, interrogatives, imperatives), modality (expressing probability, obligation, etc.), and appraisal (evaluation and stance). Lastly, the textual metafunction manages how discourse is structured coherently and cohesively. It includes thematic organization, cohesion (both lexical and grammatical), and information flow, ensuring that texts are effectively organized for communication.

## The Strata of Language and Context

SFL describes language as a stratified system, consisting of multiple levels that interact with each other (Halliday & Hasan, 1989). At the linguistic level, phonology/graphology refers to the sound or written representation of language, while lexicogrammar encompasses vocabulary and grammatical structures used to express meaning. Beyond individual sentences, discourse-semantics operates at the level where meaning is organized, ensuring cohesion and coherence in communication. These linguistic strata interact with context, which is also stratified into three dimensions: field, referring to the subject matter or what is happening in the communication; tenor, which involves the participants and their social roles in the interaction; and mode, which relates to the channel of communication, whether spoken, written, or multimodal.



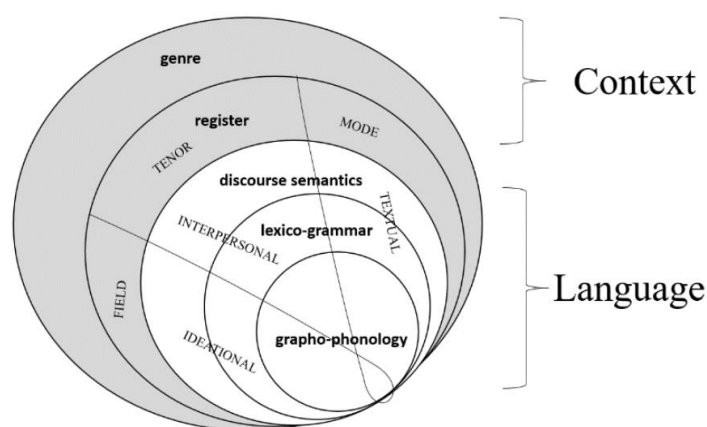
*Figure 13 Strata and Metafunctions of Language (Eggins, 2004)*

### Register and Genre

Register refers to the language variety associated with a specific context of situation, shaped by field, tenor, and mode (Halliday & Hasan, 1989). Different registers emerge depending on the communicative situation, such as formal academic writing versus casual conversation.

Genre, as developed by the Sydney School (Martin, 1992, 2009), expands on SFL by linking text structures to their social purposes. Genres follow predictable stages that guide meaning-making in a systematic way (Martin & Rose, 2008). Genre-based

pedagogy has been widely applied in educational settings to improve literacy and writing skills (Christie & Derewianka, 2008).



**Figure 14** *Stratification of Language with Genre and Register as Higher-level Strata (Mamac, & Bangga, 2022)*

The forms of language are shaped by the surrounding social context. The features of the context of a situation, defined as field, tenor, and mode, are the three elements determining the register of language. The field of discourse refers to what social action is taking place. The tenor of discourse refers to the roles and relationships of participants. The mode of discourse refers to the channel of communication (Halliday & Hasan, 1989). These contextual variables indicate the register of a text, that is, the meaning related to the context. The notion of register accounts for the context of a situation in which a text is produced and explains the text's distinctive patterns of meaning (Macken-Horarik, 2002). Based on the notions of genre and register, Table 3 illustrates the four-part model of contexts.

**Table 3** *Critical Aspects of Context*

<b>GENRE</b>	Genres are staged, goal-oriented language processes; we use different genres to get things done in language; the goals or purposes of the users affect the type of text they construct. Each stage of the text contributes to achieving the overall social purpose of the participants.
<b>(WHY?)</b>	

<b>FIELD (WHAT?)</b>	This is the social activity of the participants (what is going on). Subject matter is one aspect of the field. In written language, the field is the subject matter. This is because the reader is dependent on language alone to reconstruct the field.
<b>TENOR (WHO?)</b>	This refers to the relationship assumed between participants in the communication event (who is taking part). What are the status, familiarity, and degree of feeling assumed in the interaction? In written language, the relationship assumed is often one of differential status (apprentice to expert), with marked social distance between writer and reader (that is, an impersonal tenor.)
<b>MODE (HOW?)</b>	This refers to the role played by language (how language is being used). The simplest distinction is that between spoken and written language. Mode can be represented as a continuum – moving from texts which are most “spoken” to those which are most “written.” The mode is also influenced by the semiotic distance of two kinds: (a) the distance of the speaker or writer from the events about which language is used (from language in action to language as reflection); and (b) the distance of participants themselves in the interactions (from communication with maximum feed back to that with delayed or no feedback).

(Macken-Horarik, 2002, pp. 24 – 25)

According to Table 1, the social context in SFL can be realized through four main variables: genre, field, tenor, and mode. According to Macken-Horarik (2002), genre represents the social purposes of participants using language, influencing both the schematic structure and linguistic choices within a text. Field refers to the social activities or subject matter of a text, tenor describes the relationships between participants in a communicative event, and mode indicates the chosen channel or medium of communication. These variables help to “contextualize the interpretive and productive demands of any situation” (Macken-Horarik, 2002, p. 25).

In genre studies within SFL, scholars such as Martin (1992) and Martin & Rose (2008) emphasize that genre is a staged, goal-oriented social process, meaning that different text types have conventional structures designed to fulfill specific communicative purposes. Halliday & Hasan (1989) contributed significantly to the study of context-text relations by explaining how meaning-making is shaped by register and genre.

From an educational perspective, Gerot & Wignell (1994) highlight the importance of Teaching-Learning Cycles (TLC) in genre-based pedagogy. The TLC provides a structured framework for explicit instruction in writing, moving through phases such as deconstruction (analyzing model texts), joint construction (co-writing with teacher guidance), and independent construction (students writing on their own). These cycles ensure that learners develop control over specific genres by gradually internalizing their structures and linguistic features.

Additionally, Hyland (2004) supports the idea that register refers to a variety of language used to achieve specific communicative purposes in particular contexts. He demonstrates how legal and scientific fields exhibit formal and predictable lexicogrammatical patterns, whereas informal registers allow for more variation and flexibility. SFL, therefore, links linguistic choices to specific contexts, emphasizing the dynamic interaction between text and context. Through genre-based approaches, scholars continue to explore how texts function within social settings, providing a systematic way to analyze and teach language in educational and professional domains.

### **3) New Rhetoric**

According to the New Rhetoric theorists, Coe (2002) views genres as “the motivated, functional relationship between the type and rhetorical situation” (p. 197). The scholars have paid attention to the situational contexts in which genres occur rather than the detailed analyses of text elements (Hyland, 2003) and have placed special importance on the social purposes, or actions, that these genres fulfill within these situations (Hyon, 1996). The New Rhetoric genre theory generally lacks an explicit instructional application for teaching students about the language features and

functions of academic and professional genres. New Rhetoric scholars typically focus on providing descriptions of genres and their contexts and allow the teachers to implement their own teaching applications (Hyon, 1996). Hyland (2004) explained that all genre schools consider language as a central feature of human behavior. Language constructs the meaning and the social context rather than being a tool for transmitting ideas. However, the three genre traditions differ according to their intellectual frameworks, educational contexts, focus, and application to classroom teaching. To provide a summary of the three different perspectives on genre pedagogy, the differences between genre schools are summarized in Table 4.

*Table 4 Perspectives on Genres*

<b>Orientation</b>	<b>Primary Focus</b>	<b>Intellectual Roots</b>	<b>Pedagogy</b>	<b>Education Context</b>	<b>Sample genres</b>
SFL	Discourse structure and feature	Systemic linguistics	Vygotsky (ZPD), teaching-learning cycle	L1 schools, adult migrants	Narrative, report, recount
NR	Social purposes, context	Post-structuralism	Heuristics, general formats	L1 university composition	Political beliefs, patents, medical records
ESP	Discourse structure and features	SFL, CLT, pragmatics	Consciousness raising, needs analysis	Occupational and academic training	Article, memo, sales letter

(Hyland, 2004, p. 50)

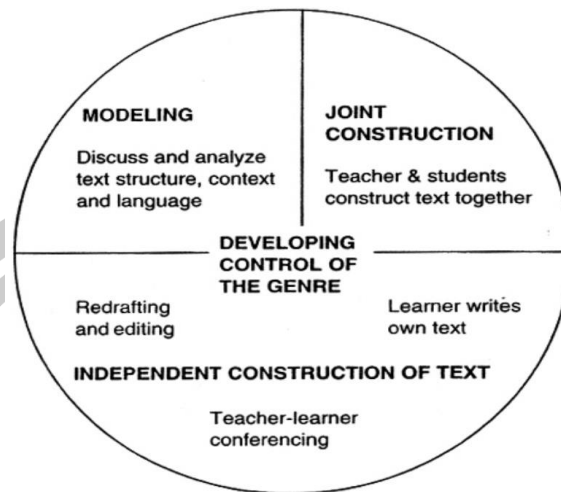
From the literature review, it can be concluded that the SFL approach is considered as the most pedagogically well-articulated of the three orientations since it scaffolds the novice writers in EFL context through teacher-student collaboration and explicit instruction in the use of specific language features in their text production (Hyland,

2003, 2004, 2016). Some empirical studies have confirmed the effectiveness of the SFL genre-based pedagogical approach on EFL writers' genre awareness, linguistic knowledge, and rhetorical structures (Schleppegrell, 2006; Yasuda, 2011). Some studies identified positive effects on writing content and textual coherence (e.g., Chen & Su, 2012; Cheng, 2008).

### **Genre Approach to Writing Instruction**

Many experts argue that the genre-based approach to teaching and learning writing follows a structured process with distinct stages. Martin (1999) explains that genre writing, as a teaching and learning process, involves several sequential phases. He identifies three main stages: (i) modeling, (ii) deconstruction, and (iii) language understanding. Similarly, Cope and Kalantzis (1993) describe the genre approach as a wheel of literacy, consisting of three phases: (i) modeling the target genre, (ii) joint text construction by learners and teachers, and (iii) independent text construction by learners.

According to Hyland (2003), the genre approach to writing instruction is concerned with how to teach students to use language features to achieve coherent and purposeful writing. He points out that students in this approach are encouraged to consider the overall social purposes when writing a composition by encouraging students to think about their real-life situation, realize how to produce their writing logically, and finally learn how to write in various social contexts. Regarding the genre as a model of teaching and learning, Hammond et al. (1992) proposed the Teaching and Learning Cycle (TLC) as a pedagogical model within the genre approach, which is grounded in SFL. This model was developed to support literacy education by providing a structured approach to teaching writing, particularly for second language learners and students with limited literacy skills. The TLC framework emphasizes explicit instruction in text structure, language features, and social purposes of different genres., as shown in Figure 12 below.



**Figure 15** *The Teaching and Learning Cycle (Hammond et al. (1992))*

Firkins et al. (2007) further elaborate on how the cyclic model is done. The three stages are (i) modeling, (ii) joint construction of a text, and (iii) independent construction of a text. These three stages are systematically explained as follows:

### 1) Modeling

In modeling a text, the teacher chooses a particular type of genre writing to develop the classroom activities. Then, the teacher and the students discuss the text by modeling and deconstruction or even manipulating the text. The students are directed and situated to understand the function and the communicative purpose of the text. Finally, the students study the vocabulary usage of a specific genre and grammatical or structural patterns.

### 2) Joint Construction

In the joint construction stage, the students are still guided and helped by the teacher before becoming independent writers of a certain genre taught and learned. The students reconstruct the specific genre given. They may revise and paraphrase vocabulary usage, grammatical patterns, and textual devices if necessary. The teacher continues to guide them to discuss and convince them to remember so that they understand the genre given.

### 3) Independent Construction of a Text

By having experiences and understanding the two previous stages, the students are required to write a certain type of genre they have formerly learned. They write a

given genre type independently. In this case, the teacher needs to be sure that the students certainly understand the features of a certain genre, such as the communicative purpose, structure of the text, grammatical patterns, vocabulary related, and textual devices as well.

Several studies have highlighted the effectiveness of the SFL genre approach in developing students' writing competence in both ESL and EFL contexts. For example, Hyon (2001) claims that this approach helps students produce compositions that align with the expectations of a particular English language discourse community by incorporating contextual features into their writing. According to Hyland (2007), learning to write through the SFL genre approach encourages students to engage in meaning-making activities with teachers and peers, reinforcing their understanding of linguistic structures, content knowledge, and rhetorical organization. This approach provides students with systematic and explicit instruction on how language operates within specific social contexts, equipping them with the necessary tools to construct texts that fulfill communicative purposes effectively.

However, like other previous approaches, the genre approach has some limitations. For example, Caudery (1998) states that this approach may not require students to express their ideas because of attempting explicit teaching on the rhetorical structure of a particular genre. Thus, it leads them to become counter-productive. Bhatia (1993), while primarily focusing on ESP genre studies, also highlights a key limitation of the SFL genre approach—its tendency to be overly prescriptive. He argues that this approach places excessive emphasis on the structural conventions of specific genres, which may lead to a rigid application of genre rules rather than fostering flexibility and adaptability in writing. This critique suggests that the strict focus on genre structures in the SFL tradition may constrain learners' ability to navigate evolving communicative contexts and develop independent genre awareness. Kay and Dudley-Evans (1998) also argue that the teachers would be concerned that the students may regard writing genres as mindless imitations in producing written texts. Consequently, the students' creativity is stifled as they would be prevented from responding more effectively in a changing social context. Badger and White (2000)

also point out that the genre approach undervalues the skills needed to produce a text and sees learners as largely.

#### 2.8.4 Process-Genre Approach

As mentioned in the previous section, the process and genre approaches are derived from different perspectives on the nature of writing, teaching, and learning practices and have their limitations. The process approach focuses on individual writers and their cognitive processes in composing a text. In contrast, Both ESP and SFL genre approaches pay attention to social factors that significantly influence the construction of language and text. Hyland (2003) summarized the main principles of process and genre approaches to teaching writing in Table 5 below.

*Table 5 A comparison of process and genre orientations*

Attribute	Process	Genre
<b>Main idea</b>	Main idea Writing is a thinking process Concerned with the act of writing	Writing is a social activity Concerned with the final product
<b>Teaching focus</b>	Emphasis on the creative writer How to produce and link ideas	Emphasis on reader expectations and product How to express social purposes effectively
<b>Advantages</b>	Makes processes of writing transparent Provides basis for teaching	Make textual conventions transparent Contextualizes writing for the audience and purpose
<b>Disadvantages</b>	Assumes L1 and L2 writing similar Overlooks L2 language difficulties Insufficient attention to product Assumes all writing uses the	Requires rhetorical understanding of texts Can result in prescriptive teaching of texts Can lead to over-attention to written products

Attribute	Process	Genre
	same processes	Undervalue skills needed to produce text

(Hyland, 2003, p. 24)

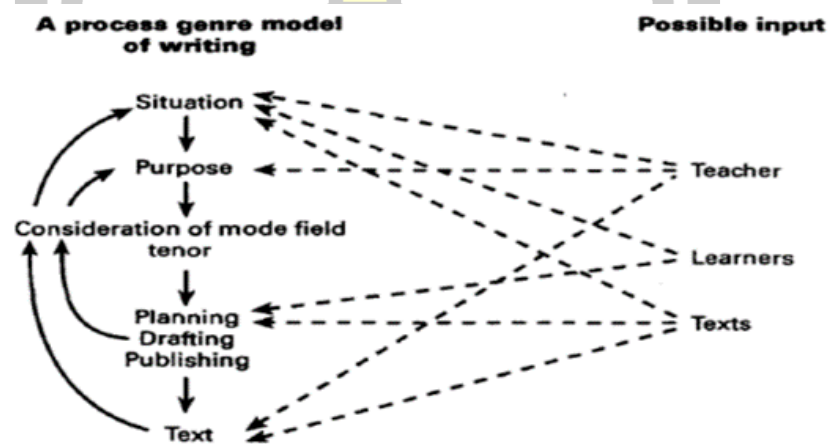
From Table 5, it can be concluded that the process approach views writing as a cognitive activity. It also focuses on writers and the process of writing. Expressing ideas and developing writing skills are emphasized. This approach helps students gain explicit knowledge of the writing process, but it does not provide students with explicit knowledge of the formal language features used in writing. On the other hand, the genre approach views writing as a social activity. Social context and the language features used to achieve its social purposes are emphasized. This approach provides students with explicit knowledge of the language features used in a social context. It, however, may pay too much attention to written products and undervalue the composing process and writing skills. According to Hyland (2003), comparing the main attributes of these two approaches, it can be seen that the strength of each approach might compensate for the weaknesses of the other.

Experts in writing instruction (e.g., Badger & White, 2000; Hyland, 2003; Tribble, 1996) have suggested incorporating both process and genre approaches to teaching writing. Badger and White (2000) stated that integrating process and genre approaches can compensate for each other's weaknesses. Tribble (1996) added that the process and genre approaches are compatible. Focusing on the strengths of both approaches for encouraging students to express their ideas in an authentic voice individually and to write socially appropriate text is possible.

Thus, the terms of the process-genre approach (PGA) were first coined by Badger and White in 2000. They described their model of this approach in terms of a view of writing and the development of writing. The essential idea is that the writing class recognizes that writing involves knowledge about language as in product and genre approaches, knowledge of the context in which writing happens and especially the purpose for the writing as in genre approaches, and skills in using language as in process approaches. Writing development happens by drawing out the learners'

potential, as in the process approach, and by providing possible input to which the learners respond, as in the product and genre approaches. The process-genre approach can be seen as a learner-centered approach as teachers are encouraged to act in a flexible manner, accommodating the needs of the specific group of learners. When facing a lack of knowledge, the learners are expected to rely on three sources which are the teacher, other learners, and models of the target genre (Badger & White, 2000).

Badger and White (2000) propose the process genre approach due to some limitations of the aforementioned approaches. An outline of this integrated model is presented in Figure 16.



*Figure 16 The Process-genre Model (Badger & White, 2000)*

According to the model, in the writing classroom, teachers need to replicate the situation as closely as possible and provide sufficient support for learners to identify the purpose and other aspects of the social context. Then, drawing on their knowledge of things such as vocabulary, grammar, and organization, the learners will use the skills appropriate to the genre, such as redrafting and proof-reading, to produce a text (Badger & White, 2000, p. 158). In some cases, the teacher cannot find out what the learners know or can do before the class. When learners lack knowledge, they may also require input about the skills needed for writing. Three potential sources come from the teacher, other learners, and examples of the target genre. Learners will probably jump between these stages as necessary in preparation for a final draft; an important factor of the process genre approach is that it does not follow linear stages.

It is concluded that, in the process genre approach, writing is seen as “a series of stages leading from a particular situation to a text, with the teachers facilitating learners’ progress by enabling appropriate input of knowledge and skills” (Badger & White, 2000, p. 160).

In recent years, a number of scholars in writing have argued for the advantages of integrating process and genre approaches in L2 writing instruction as it can both help students develop writing performance (Alabere & Shapii, 2019; Huang, 2020; Lara, 2017; Peng & Barrot, 2023; Rahimi & Zhang, 2021) within a socially situated learning context and positively provoke greater self-efficacy (Han & Hiver, 2018; Zhang, 2018). Students explore a specific genre, such as argumentative texts (Huang, 2020) or research papers (Zhang, 2018) and identify its purpose, language, and structure so that they can produce the target genre. In some studies, the process genre approach helps students examine the connection between the purpose of a specific genre and its language and form (Yan, 2005). The teacher scaffolds the students’ progress in the writing process. This approach connects students to authentic situations, encouraging and “preparing them to write for audiences outside the classroom” (Yan, 2005, p. 22).

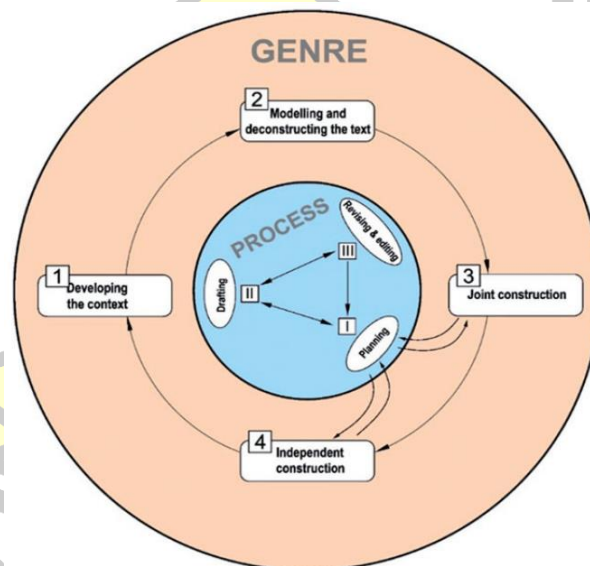
Although many scholars and writing experts have globally claimed the possibility of implementing the process and genre approaches to teaching L2 writing from a theoretical perspective, there is limited research on its application to teaching writing, especially in tertiary education in Thailand. To transform the theory into classroom practice, research is needed to investigate the effects of implementing the process genre approach on teaching writing in the EFL context and how the approach contributes to developing students’ writing performance. To confirm previous findings, this present study determines whether implementing PGA in a writing class can help improve students’ writing performance.

### **2.8.5 Instructional Framework for the Current Study**

To help writers perceive writing as both a cognitive and social activity, the modified process-genre instructional framework integrates SFL genre theory with process-oriented writing instruction. The genre-based instruction is grounded in the SFL genre

school following Hammond et al.'s (1992) TLC, which emphasizes explicit instruction on genre structures, linguistic features, and social purposes of texts. At the process level, a recursive four-step writing process—prewriting, composing, revising, and editing—was adapted from Tribble's (1996) linear model. These recursive processes are embedded in the Independent Construction stage of the TLC, ensuring that students develop both genre awareness and process writing skills. This integration aligns with SFL's emphasis on scaffolding and social interaction, enabling learners to gain both structural knowledge of genre and strategic competence in writing development.

The model used in this present study was modified to make the activities clearer for both teachers and learners. The researcher created the PGA model of teaching essay writing adapted from the model of Badger and White (2000) (See Figure 8) and the adapted process-genre writing instructional framework of Huang (2020), as shown in Figure 17.



*Figure 17 The Adapted Process-genre Writing Instructional Framework of Huang (2020, p. 55)*

The modified model includes four main steps: developing the context, considering the genre, jointly constructing, and independently constructing the text, as shown in Figure 18.



**Figure 18** The Modified PGA Model

(Adapted from Badger and White (2000) and Huang (2020))

As shown in Figure 18, PGA instruction begins with *developing the context*. The teacher elicits students' knowledge of the communicative purpose, audience, and context where the particular genre is used.

Then, the teacher moves on to the stage of *considering the genre*, which involves teacher-led analysis of the target genre and developing familiarity with the genre. The teacher introduces model texts, highlights the language features, rhetorical structures, and lexical words in the genre context, and leads students to deconstruct a text of that genre by doing exercises to practice their grammatical knowledge.

The *joint construction* stage encourages the teacher and students to collaborate to construct a text in the same genre. At this stage, the writing process is involved. This stage focuses on developing ideas in response to the specific context with the consideration of the audience. Students are given time to plan their writing. The

teacher then works collaboratively with students to draft the essay. The teacher also guides them to contribute and organize various ideas and jointly construct sentences with them. While writing the draft, the teacher may provide input on linguistic resources, such as specific vocabularies and sentence structures. Students can consult their classmates and teacher when they need help. After finishing the first draft, the teacher and students revise and edit the draft together. The final draft is provided as a model for students when writing their individual works.

In the *independent construction* stage, students are asked to write an essay independently. Unlike the former models, the stage of *clarifying the use of rubric* is added before *planning* in this present modified model. Before starting writing, a scoring rubric is introduced. The teacher clarifies how to use the rubric to assess their written products. According to the previous studies and literature review, rubrics are not only used as an assessment tool, but they can help students improve their writing skills (Reddy and Andrade, 2010). Sundeen (2014) also argues that as the explanations of rubrics are quite clear and detailed, students can check their own writing and peer-check their friends' works. This provides opportunities to reflect on their writing. Arter and McTighe (2001) assert that scoring rubrics help to clarify teachers' expectations as well as the requirements of the tasks to students. Therefore, students can understand the tasks better and are able to know how to meet the tasks' requirements. In addition, rubrics can guide and control the learning of students by showing how they will be assessed and the things that they need to do (Stiggins, 2001). When comparing their work with rubrics, students can understand the teachers' marking better. As a result, they become more aware of their own mistakes and even can self-correct their own mistakes (Trinh, 2020). Therefore, rubrics can be applied in a writing class to help teachers evaluate students' performance and improve their writing skills. After clarifying the scoring rubric, students are encouraged to revise their essays on their own before having paired peer reviews for further revision. After paired peer reviewing, students revise independently, then submit the essays to the teacher, and the teacher responds to their written products by giving feedback for final revision. Finally, students submit their final revised versions to the teacher. The students' final written products are evaluated by the teacher with comments and

feedback for future writing. However, as the writing process is recursive, students can go through the process several times until their essay meets the genre expectations.

## **2.9 Theoretical Frameworks**

In the present study, four theoretical frameworks were employed to explain how PGA could enhance participants' writing performance and reduce writing anxiety: Vygotsky's (1978) sociocultural theory, socio-cognitive approach, self-efficacy theory, and genre theory. These theories provide a comprehensive foundation for understanding the impact of PGA on students' writing performance and anxiety.

### **2.9.1 Vygotsky's (1978) Sociocultural Theory**

Vygotsky's sociocultural theory emphasizes the crucial role of social interaction and cultural context in cognitive development. Vygotsky (1978) argued that children's learning and development are primarily influenced by their social environment, particularly through interactions with parents, teachers, and peers. These interactions serve as the foundation for acquiring new knowledge and skills, highlighting the interdependence between individual development and the social context.

A key aspect of Vygotsky's theory is the importance of social interaction in cognitive growth. It is believed that children learn by engaging in activities with more skilled individuals, such as adults or more advanced peers. These interactions provide opportunities for guided learning, where more knowledgeable individuals help children navigate tasks that would otherwise be beyond their abilities. This collaborative process not only fosters immediate learning but also prepares children to perform similar tasks independently in the future. Another significant element of sociocultural theory is the role of cultural tools in shaping cognitive development. Tools such as language, symbols, and technology play a crucial part in helping children understand their world and communicate effectively with others. Language, in particular, is viewed as a primary tool that mediates thought and enables the internalization of knowledge. Through social interactions and the use of cultural tools, children gradually internalize the knowledge and skills they acquire, leading to cognitive growth. This process of internalization transforms external activities and

social experiences into internal cognitive functions, allowing children to develop increasingly sophisticated ways of thinking and problem-solving.

Vygotsky's theory diverges from traditional perspectives that view learning as an isolated cognitive process. Instead, it posits that human development is inherently social and culturally mediated. According to Vygotsky, cognitive functions, such as problem-solving and reasoning, originate in social interactions and are subsequently internalized by the individual (Vygotsky, 1978). This process underscores the importance of more knowledgeable others (MKOs), including parents, teachers, and peers, who play a critical role in facilitating learning by sharing knowledge, modeling behavior, and providing feedback (Thorne & Lantolf, 2006).

Language is a cornerstone of Vygotsky's framework, functioning as both a cultural tool and a medium for learning. It enables individuals to engage in self-regulation, reflect on experiences, and acquire new concepts. Through dialogue and communication, learners assimilate cultural knowledge and practices, which are fundamental to their cognitive development (Wertsch, 1991).

A central concept in Vygotsky's theory is the Zone of Proximal Development (ZPD), which describes the range of tasks that a learner cannot complete independently but can accomplish with guidance and support. The ZPD highlights three levels of development:

- 1) the actual developmental level, representing tasks the learner can perform independently,
- 2) the potential developmental level, encompassing tasks that the learner can achieve with assistance,
- 3) the level beyond the ZPD, referring to tasks that are currently unattainable even with support (Vygotsky, 1978).

The ZPD underscores the dynamic nature of learning, emphasizing that growth occurs most effectively when learners are guided through tasks within this zone. Scaffolding, a related concept, refers to the temporary support provided by MKOs to help learners

navigate their ZPD. As learners gain competence, scaffolding is gradually withdrawn, enabling them to perform tasks independently (Wood et al., 1976).

Vygotsky's sociocultural theory and the ZPD have profound implications for educational practice. First, they advocate for interactive and collaborative learning environments where students engage with peers and instructors in meaningful tasks. Such environments leverage social interaction to enhance cognitive development (Daniels, 2001). Second, the theory supports the use of differentiated instruction and scaffolding, recognizing that learners have varying levels of ability and require tailored guidance. Teachers are encouraged to assess students' ZPDs and design activities that challenge them appropriately while providing necessary support (Gibbons, 2012).

Moreover, the theory shifts the focus from rote memorization and isolated learning to constructivist approaches that emphasize guided discovery, problem-solving, and active participation. By fostering dialogue and collaboration, educators can help students internalize skills and concepts, making them part of their independent capabilities (Rogoff, 2003).

Vygotsky's sociocultural theory, with its focus on social interaction and cultural context, offers a nuanced understanding of cognitive development. The ZPD serves as a critical framework for identifying the optimal conditions for learning, emphasizing the importance of guided support and collaboration. In educational settings, this theory encourages practices that prioritize scaffolding, interactive learning, and cultural relevance, thereby fostering deeper engagement and more meaningful learning outcomes. By situating learning within the social and cultural fabric, Vygotsky's framework continues to inform contemporary educational theory and practice.

This theory aligns closely with PGA to teaching writing. Both perspectives recognize that learning and cognitive development are deeply influenced by social and cultural environments. In the context of writing, Vygotsky's ZPD highlights the importance of scaffolding, where more knowledgeable others (e.g., peers, the teacher) guide learners

through tasks they cannot complete independently. Similarly, PGA integrates collaborative learning, encouraging students to engage in meaningful writing tasks with guided support. Through interactions with peers and the teacher, learners internalize writing skills, gradually moving from guided assistance to independent proficiency. These emphasized the role of social collaboration in enhancing cognitive development in this present study. By fostering dialogue and reflection, these methods ensured that writing became a socially constructed and contextually meaningful process, aligning with Vygotsky's notion of developing higher-order thinking through social engagement.

### **2.9.2 A Socio-cognitive Approach to Writing Instruction**

The socio-cognitive approach to writing integrates cognitive processes and social contexts, positing that effective writing relies on both individual cognitive skills and an understanding of genre and audience. This approach stems from the limitations observed in purely cognitive or socio-cultural writing models. Cognitive models, such as those proposed by Flower and Hayes (1981), focus on internal processes like planning, drafting, and revising, emphasizing how writers organize and transform knowledge. However, these models often overlook social interactions, which are essential for developing genre awareness and adapting to diverse writing contexts (Bereiter & Scardamalia, 2016; Hayes, 1996).

Flower (1994) proposed the socio-cognitive approach by suggesting that cognitive and social perspectives are interdependent. According to this view, writing is a socially situated cognitive process where the writer's mental activities are influenced by social factors, including the audience, purpose, and context. Donato (1994) emphasized that collaborative writing tasks enhance cognitive development by providing opportunities for learners to negotiate meaning, a perspective aligned with Vygotsky's socio-cultural theory, which underpins this approach. Through interactions, learners gain a deeper understanding of language, enhancing both their cognitive and communicative skills (Donato, 1994; Vygotsky, 1978).

This approach also incorporates genre-based pedagogy, as seen in the genre theory of writing developed by scholars like Hyland (2003) and Martin (1992), which emphasizes that writing is inherently social and goal-oriented. By focusing on genres,

students become aware of text structures, audience expectations, and rhetorical strategies suitable for specific writing contexts. The socio-cognitive approach thus helps learners understand writing conventions within a broader, socially informed context, moving beyond isolated skill practice and encouraging a functional understanding of writing.

A core component of the socio-cognitive approach is teaching self-regulated writing strategies. Harris and Graham (1996) noted that self-regulation, including goal-setting and self-monitoring, is crucial for developing independent writers. These strategies support cognitive development by helping learners structure their thoughts, revise content effectively, and adapt to rhetorical demands. Research suggests that these strategies can be especially beneficial for less skilled writers, helping them transition from knowledge-telling to knowledge-transforming processes, where they not only recall information but also synthesize and reorganize it to fulfill communicative purposes (Kellogg, 2008).

The socio-cognitive approach also emphasizes the role of feedback and peer interaction. Peer feedback fosters a collaborative learning environment, allowing learners to refine their writing based on social input, thus reducing writing anxiety and promoting self-efficacy (Cheng, 2004). Studies on the effect of peer feedback in EFL contexts, such as those by Kurniawati and Atmojo (2022), have shown that writing anxiety decreases as students gain confidence through structured feedback, supporting the idea that social engagement in writing can reduce cognitive load and enhance performance.

To conclude, the socio-cognitive approach is a balanced framework for writing instruction, merging cognitive processes with social awareness. By integrating both internal and external resources, it provides a comprehensive foundation for students to become effective, adaptable writers capable of engaging with various genres and audiences.

### 2.9.3 Self-efficacy Theory

Self-efficacy theory is a key component of Albert Bandura's broader Social Cognitive Theory, emphasizing the role of beliefs in one's capabilities to influence motivation, behavior, and performance (Bandura, 1997, 2013). Self-efficacy is not merely about possessing skills but rather the confidence in using them effectively to achieve desired outcomes (Schunk & DiBenedetto, 2021). This belief significantly impacts personal development, learning, and resilience across various domains, including education, health, and professional settings.

According to Bandura (1986), self-efficacy beliefs develop through four primary sources. Mastery experiences—successful completion of tasks—are the most influential source, as they reinforce a person's confidence in their abilities. In contrast, repeated failures can diminish self-efficacy, especially if these failures occur before a strong sense of efficacy is established. Vicarious experiences, or learning through observing others, also shape self-efficacy, particularly when the observed individual is perceived as similar in ability (Usher & Pajares, 2008). Verbal persuasion, such as encouragement from teachers, peers, or mentors, can boost self-efficacy, though its effectiveness depends on the credibility of the source. Lastly, physiological and emotional states, such as stress and anxiety, can influence self-efficacy, with positive emotions enhancing confidence and negative emotions undermining it (Zee & Koomen, 2016).

The influence of self-efficacy on performance is well-documented. Individuals with high self-efficacy tend to exert greater effort, persist longer in the face of difficulties, and demonstrate resilience when encountering obstacles (Bandura, 1997). In contrast, those with low self-efficacy may avoid challenging tasks, experience self-doubt, and be more likely to give up when facing adversity (Klassen & Tze, 2014). This relationship is particularly evident in academic settings, where students with strong self-efficacy exhibit higher motivation, better problem-solving skills, and improved learning outcomes (Schunk & DiBenedetto, 2021).

Writing self-efficacy, a domain-specific application of self-efficacy theory, plays a crucial role in students' writing motivation and performance. Research indicates that

students with high writing self-efficacy engage more in the writing process, produce higher-quality compositions, and persist in revising and improving their work (Bruning et al., 2013). Conversely, students with low writing self-efficacy often experience writing apprehension and avoidance behaviors, which negatively impact their academic success (Pajares, 2003). Educators can foster writing self-efficacy by providing constructive feedback, modeling effective writing strategies, and creating a supportive learning environment (Graham, 2022).

In conclusion, self-efficacy theory provides a robust framework for understanding the role of confidence in shaping behavior and performance. The four sources of self-efficacy—mastery experiences, vicarious experiences, verbal persuasion, and physiological/emotional states—highlight the complexity of self-belief formation. Given its profound impact on motivation and learning, fostering self-efficacy is essential in educational and professional contexts. Future research should continue exploring ways to enhance self-efficacy, particularly in areas like academic achievement, career development, and digital learning environments.

#### **2.9.4 Genre Theory**

Genre theory emerged from research in the field of educational linguistics, conducted by linguistics educators seeking to translate the theory of language—Systemic Functional Linguistics (SFL) by Halliday—into practice (Martin, Christie, & Rothery, 1987). SFL, in general, examines the relationship between language and its function in social settings. It views language as inherently functional, meaning that it serves specific purposes in particular contexts rather than existing as isolated words or sentences. The forms of language are shaped by the surrounding social context.

A key concept in SFL is the context of situation, which refers to the immediate environment in which a text functions and where meanings are exchanged. This concept helps explain why certain things are said or written on particular occasions and what might be left unsaid. Halliday identified three key features of the context of situation—field, tenor, and mode—which together determine the register of language. The field of discourse pertains to the nature of the social activity taking place, the tenor of discourse concerns the roles and relationships between participants, and the

mode of discourse relates to the channel of communication (Halliday & Hasan, 1989). These contextual variables shape the register of a text, influencing language choices according to the situation.

Building on the concept of register, genre theory was developed by Hasan, linguists such as Martin and Rothery (2014) expanded the functional language model by introducing genre as an additional layer of the context of situation. In this framework, genre represents the social purpose of a text and explains its distinctive schematic structure.

Hyland (2007) defines genres as abstract, socially recognized ways of using language. The core idea is that texts sharing similar features emerge from similar social contexts, and those features can be systematically described to relate a text to others like it. Genre theory also highlights that “language is encapsulated in social realities, and it is through the recurrent use of conventionalized forms that individuals develop relationships, establish communities, and get things done” (Hyland, 2003, p. 120).

Genre has become a significant concept in L2 writing studies because it provides a framework for teachers and learners to recognize socially conventionalized ways of using language. As different schools of thought have contributed to genre studies, it has evolved into a powerful strategy that helps writers navigate academic writing conventions (Dartey, 2024).

At its core, genre theory examines the relationship between the structure and organization of texts to ensure their effectiveness within a given context and to fulfill specific cultural and communicative goals. It highlights that language use varies across different contexts and serves different functions depending on what is being accomplished in a particular culture (Biber, 2006; Parodi, 2010). Unlike traditional product- or process-based approaches, genre-based instruction helps learners understand the conventions, structures, and language features of specific text types, providing a more structured approach to writing development (Hyland, 2007).

## **2.10 Previous Research on PGA to Teaching L2 Writing**

This section mainly summarizes and reviews the relevant studies on process and genre approaches across countries.

### **2.10.1 Previous Research in Global Context**

The number of studies on implementing PGA in writing classrooms has increased significantly over the last two decades since Badger and White (2000) proposed it. Most studies conducted between 2019 and 2024 show positive effects of PGA on students' writing skills across different educational levels, including secondary, undergraduate, and graduate students. These findings highlight the widespread and growing recognition of PGA's benefits in enhancing writing performance in various contexts.

At the university level, several studies have explored PGA's impact on writing skills. For instance, Alabere and Shapii (2019) investigated the effectiveness of PGA in improving the academic writing skills of ESL/EFL university students in Malaysia. The study employed a quasi-experimental design with 80 first-year students divided into experimental and control groups. Findings showed that the group taught using PGA outperformed the control group, who were taught using a product-based approach.

Research by Waer (2020) in Egypt further corroborated these findings, emphasizing PGA's role in fostering a supportive learning environment that enhances writing performance and self-efficacy. This mixed-design study examined the effect of PGA on L2 writing self-efficacy and writing performance. 31 English majors, at the Faculty of Education at New Valley University, acted on as one study group. The tools of the study included a writing self-efficacy scale, an English writing test and follow-up interviews. The study highlighted how teacher scaffolding, peer feedback, and a collaborative atmosphere helped students engage more confidently with writing tasks.

Huang's (2020) study on L2 learners in China adds to this body of evidence, focusing on the effects of PGA on argumentative writing. Huang found that the PGA group outperformed the control group, reinforcing PGA's effectiveness in enhancing writing

performance. However, methodological concerns arose, including the study's focus on a single genre (argumentative writing) and the influence of extraneous variables like teaching styles. Huang's findings suggest that while PGA is effective, future research should explore how genre knowledge transfers across different genres and account for potential teacher-related variables. This contrasts slightly with other studies, which did not raise concerns about genre transferability, suggesting that more research is needed in this area. This study aligns with Waer (2020) findings, showing that PGA not only improves writing skills but also boosts students' confidence in their writing abilities.

Another study by Rahimi and Zhang (2021) was conducted in China to investigate 148 students' experiences with instructional approaches and learning environments, emphasizing their critical role in shaping engagement and achievement. The study focused on students' interactions with an engaging process-genre approach to research writing, aiming to document factors influencing their engagement and assess improvements in writing quality. Data were collected through thematic analyses and a paired samples t-test. The findings revealed facilitators and indicators of student engagement, highlighting how students agentively supported one another not only in completing activities but also in maintaining engagement within and beyond the classroom. Key factors contributing to sustained engagement and achievement included adherence to negotiated norms, the structured teaching-learning cycle of the process-genre approach, and the teacher's kindness, patience, and professional guidance. These results underscored the importance of positive learning experiences and suggest that adopting the engaging PGA can foster negotiated norms, routines, and roles to trigger and sustain students' engagement in writing activities.

Caro et al. (2021) examined the effects of a teaching and learning strategy developed and implemented by a Chilean Faculty Learning Community (FLC) to enhance the writing competence of student-teachers in an English Teaching Program. The FLC-led strategy utilized an eight-step cycle based on PGA, supported by educational videos. The participating trainee English teachers, aged 18 to 22, completed writing tests that were analyzed and compared against CEFR level benchmarks. Focus groups captured students' perceptions of video integration. Results revealed significant

improvements in students' writing performance, particularly in content and organization. Students also reported that videos effectively contextualized their writing process and served as valuable support tools in classroom activities. This initiative enabled FLC members to identify both the impacts of the innovation and potential areas for further improvement.

In another university-level study, Yucedal et al. (2022) explored the effects of PGA on the academic writing scores of language preparatory school students in Iraq. The study employed pre- and post-tests and found that students in the experimental group (taught with PGA) made more significant progress than those in the control group (taught with a product approach). These findings resonate with those of Alabere and Shapii (2019), reinforcing the notion that PGA is effective across different academic settings and educational levels.

In Vietnam, Minh (2022) studied the impacts of PGA on EFL sophomores' writing performance, writing self-efficacy, writing autonomy. The findings of the study highlighted the effectiveness of PGA in enhancing EFL sophomores' writing skills within the Vietnamese context. PGA improved overall writing performance, in coherence and cohesion and grammatical range and accuracy. Additionally, it strengthened students' self-efficacy in ideation, conventions, and self-regulation. Moreover, it promoted writing autonomy, increasing students' awareness and application of independent writing strategies and techniques. These results suggested that PGA held significant potential for improving writing instruction and should be further implemented in writing classes.

In the Philippines, Peng and Barrot (2023) examined the impact of isolated form-focused instruction (FFI) on improving students' writing accuracy within PGA classrooms. The results revealed significant differences in post-test scores between the treatment and control groups, as well as between pre-test and post-test scores of the treatment group. Furthermore, the findings indicated that post-FFI further enhanced students' writing accuracy, attributed to increased noticing, contextualized learning of language forms, and students' psycholinguistic readiness.

Harpiansi's (2023) research on fourth-semester English Education students in Indonesia further supports the positive effects of PGA. The study demonstrated significant improvements in students' essay writing skills, including content, organization, vocabulary, grammar, and mechanics. These findings echo those of other studies at the undergraduate level, such as Yucedal et al. (2022) and Alabere and Shapii (2019), further confirming PGA's role in enhancing writing skills across various aspects of writing.

Apart from focusing on the undergraduate level, research on PGA has also been conducted on graduate students. For example, Zhang (2018) investigated the effects of PGA on the self-efficacy of first-year graduate students in China. While the study found significant improvements in self-efficacy, it raised concerns about the representativeness of the sample and the focus on a single psychological factor. This highlights the need for further research to explore how self-efficacy interacts with other affective variables. Zhang's study parallels Waer's (2020) findings in showing how PGA can enhance students' confidence in writing, but it also suggests that more comprehensive investigations are necessary to understand its full impact.

Finally, Xu and Li (2018) examined the feasibility of PGA in a doctoral English-for-Academic-Purposes (EAP) program in China. The study found that PGA helped Ph.D. students engage with process writing and develop an understanding of disciplinary-specific academic genres. This study complements Zhang (2018) by demonstrating PGA's effectiveness in enhancing writing skills and genre knowledge at the graduate level, though further research is needed to confirm these findings across broader contexts.

Overall, the growing body of research consistently supports the effectiveness of PGA in improving writing skills at various educational levels. While methodological concerns exist in some studies, the general consensus is that PGA positively impacts students' writing performance and self-efficacy, making it a valuable approach in writing instruction across different contexts.

### 2.10.2 Previous Research in the Thai EFL Context

In Thailand, research on PGA has been conducted in Thailand, though relatively few studies have focused on PGA since it was first introduced in 2000. The following section discusses PGA studies published between 2010 and 2022.

Jarunthawatchai (2010) conducted a study to examine the effects of PGA on students' written texts and acquisition of genre knowledge at a Thai university. The study employed a quasi-experimental research design, involving 50 English-major students who were divided into two groups: the experimental group and the control group. The experimental group received instruction through PGA, while the control group was taught using the process approach. Both groups participated in a 15-week experiment, during which they were required to write a letter of application as both a pre-test and post-test. The research design featured five stages in the PGA instructional model: (1) building the context, (2) analyzing the model text, (3) collaboratively constructing the text, (4) independently constructing the text, and (5) reflecting on the writing process. The study utilized pre- and post-test assessments as the primary research instrument to gather quantitative data on students' writing abilities, while qualitative data were derived from observations of genre awareness development during the model text analysis stage. The findings of the study indicated that PGA significantly improved students' L2 writing abilities across all areas, including content, organization, sentence structure, grammatical accuracy, and vocabulary usage. Furthermore, the qualitative results revealed that students developed genre awareness, particularly during the model text analysis stage. They became aware of how textual features were influenced by the social situation, communicative purpose, and the roles of the writer and reader. However, the study also found that while students could recognize key aspects of genre, such as social context and rhetorical features, they struggled to fully grasp the relationship between the writer and the reader. Jarunthawatchai (2010) highlighted several limitations of the study. Firstly, the quantitative data were based on the assessment of a single genre, namely letters of application, which limits the generalizability of the findings across other genres. Additionally, the study did not explore the long-term effects of PGA on genre awareness and writing skills, nor did it investigate the perspectives of teachers and students toward PGA over an extended

period. The researcher recommended that future research should examine these aspects to better understand the practical limitations of PGA in teaching L2 writing. Moreover, the study suggested that using open-ended questions to assess students' awareness of the writer-reader relationship and language use was insufficient, and that semi-structured interviews might have provided more detailed and nuanced insights into students' development of genre awareness.

Similarly, Rayupsri & Kongpetch (2014) conducted a study to explore the implementation of PGA in a recount paragraph writing class at a university in Surin province. The study involved 15 first-year students as participants. The research employed a qualitative approach, with data collected from pre- and post-writing drafts, as well as informal discussions with the students. These research instruments aimed to capture the changes in students' writing abilities and their awareness of genre features before and after the PGA instruction. The results of the study revealed that PGA had positive effects on the majority of students' writing abilities. Specifically, students showed improvement in structuring recount paragraphs and using appropriate language to achieve the communicative purpose of the text. Additionally, the researchers highlighted the distinctive feature of PGA: its ability to raise students' awareness of the generic structure and language features of the text. Through the modeling stage of the PGA, students became more conscious of how recount texts are constructed and how language is strategically used to fulfill the social purpose of recount writing. It was concluded that PGA not only enhances students' writing skills but also deepens their understanding of the connection between genre structure and language use. However, further studies were suggested to assess how well this approach could be applied to other genres and writing contexts at various proficiency levels.

Saito (2010) also conducted a study focusing on the major characteristics of argumentative essays written by 37 third-year English major students who were instructed using PGA. The data for this research were collected from the students' first and final drafts of their argumentative essays, allowing for a comparison of their writing progress. The results of the study indicated that students demonstrated improvement in all four key aspects of argumentative writing: content, organization,

language use, and mechanics. A crucial factor contributing to this improvement was the feedback provided by the teacher, which was identified as a key feature of PGA in this context. Many students reported that the teacher's comments were highly valuable in helping them revise and edit their essays effectively. This feedback not only guided students in refining their drafts but also enhanced their understanding of the genre's requirements, particularly in terms of argumentation and structure. However, the study raised some methodological concerns. First, the research did not utilize an experimental design, limiting the ability to measure the effects of PGA in comparison to other teaching approaches. Saito suggested that future studies should adopt an experimental design to better assess PGA's impact on writing instruction. Second, the study was conducted with a relatively small sample size, consisting of only 37 students. To strengthen the generalizability of the findings, Saito recommended that future research involve larger groups of participants to ensure more robust and reliable results. In summary, while Saito's study highlighted the benefits of PGA, through teacher feedback, it also pointed to the need for more rigorous research designs and larger sample sizes in future studies to validate these findings more broadly.

In 2016, Janenoppakarn investigated the effects of PGA on EFL students' writing process and development, as well as their attitudes toward using this approach. The study adopted a quasi-experimental pre-test and post-test design. The participants consisted of 37 EFL students of varying proficiency levels (both higher and lower) from a Thai university on the outskirts of Bangkok. The research instruments used were pre- and post-tests of narrative and cause-and-effect essay writing, along with a questionnaire designed to assess the students' attitudes toward learning to write essays. The results of the study revealed that PGA significantly improved both the writing process and development of the EFL students. Both higher and lower proficiency participants showed positive changes in their learning attitudes after being taught through PGA. This positive shift in attitude was attributed to the knowledge students acquired during the various stages of the PGA model, particularly in the "building up knowledge" stage, where students were familiarized with the target text and learned to write essays with a clear purpose. Additionally, the modeling stage

provided students with opportunities to practice different genres, which increased their confidence in writing essays. This study also highlighted that students became more curious and eager to improve their writing, leading to increased interest and confidence in essay writing. In the joint construction of the text stage, students benefited from planning and brainstorming activities, as well as the teacher's guidance. This collaborative environment allowed students to share ideas with their peers and receive feedback from the teacher, which enhanced their creativity and critical thinking, making the writing process easier. In the final stage of independent construction, students were required to write their own texts with delayed editing. This helped them practice self-editing, further supported by teacher and peer feedback. As a result, students were able to identify and correct their mistakes, which contributed to their overall writing development. The study concluded that PGA raised students' awareness of the various benefits they gained from the writing activities in class, including improved essay writing skills. However, the study also acknowledged certain limitations. The types of paragraphs used in the study were somewhat limited in content, making the findings less applicable to other studies that may define PGA differently. Janenoppakarn (2016) recommended that future studies should explore the use of other text types and require students to write longer paragraphs to broaden the understanding of PGA's impact on writing development.

More recently, Thuong and Phusawisot (2020) conducted a study integrating process writing and genre-based approaches to improve Thai students' narrative paragraph writing abilities. The study utilized an action research design, a method of systematic inquiry, with 15 first-year students purposively selected from the English curriculum at a university in Sakon Nakhon. The research instruments included pre-test and post-test assessments, student portfolios, self-reflection papers, and semi-structured interviews. The data were analyzed using mean scores for the quantitative data and content analysis for the qualitative data. The findings demonstrated a significant improvement in students' narrative paragraph writing abilities as a result of the integrated approach. The integration of process writing and genre-based approaches helped students address weaknesses in narrative moves and provided them with a more structured and systematic way of thinking while writing. Additionally, the study

reported that the students developed a more positive attitude toward the writing process. They found that the combination of the two approaches gave them a clearer understanding of how to effectively write narrative paragraphs, particularly by following the sequential steps of the writing process. Overall, this study highlighted the effectiveness of merging process writing and genre-based approaches to enhance students' narrative writing skills and foster a deeper understanding of the writing process.

Finally, Kitjaroonchai et al. (2022) conducted a study to examine the effects of PGA on Asian EFL students. The participants were 40 pre-university students enrolled in an Applied Grammar and Academic Writing course during the first semester of the 2021 academic year at a private international university's English as a Second Language (ESL) program in central Thailand. The study utilized a quasi-experimental research design, dividing the students into two groups: 20 students in the experimental group, who received PGA instruction, and 20 students in the control group, who were taught using the process approach. The research instruments included pre-test and post-test assessments to measure students' writing performance. The results showed that the students in the experimental group, who were taught with PGA, exhibited a significantly greater improvement in their writing performance compared to the control group. One key factor for this improvement was the explicit instruction of linguistic features during the modeling and construction stages of PGA, which guided students in understanding and applying genre-specific language forms. Additionally, the collaborative construction of texts allowed students to share ideas, thereby increasing their confidence in both writing and knowledge acquisition. The findings revealed that the experimental group outperformed the control group in overall writing quality, as evidenced by the significant differences in mean scores. According to Jacob et al.'s (1981) scoring rubric used to evaluate the writing, the experimental group showed notable improvements in two specific areas: content and language use. However, there were no significant differences between the two groups in the areas of organization, vocabulary, and mechanics in the post-test results. In conclusion, the study demonstrated that PGA had a more pronounced positive effect on students' writing performance, particularly in content and language use, compared to the

process approach. The findings suggest that PGA's structured, explicit teaching of linguistic and genre features, combined with collaborative learning, can significantly enhance EFL students' writing abilities.

Previous research conducted in both global and Thai EFL contexts has provided substantial empirical evidence supporting the effectiveness of the Process-Genre Approach (PGA) in enhancing students' writing performance. Studies from various countries, including Thailand, suggest that PGA fosters the development of both genre knowledge and writing skills, offering valuable insights for EFL writing pedagogy. However, despite these findings, several research gaps remain. To begin with, most existing studies have relied on a quasi-experimental one-group pre-test and post-test design (Harpiani, 2023; Janenoppakarn, 2016; Waer, 2020). While this approach provides useful within-group comparisons, it limits the generalizability of findings as it does not compare PGA with alternative instructional methods. A more robust design that incorporates a control group would allow for a clearer evaluation of PGA's relative effectiveness.

In addition, prior research has predominantly focused on students' writing at the paragraph level rather than extended compositions (Rayupsri & Kongpetch, 2014; Thuong & Phusawisot, 2020). Given that academic writing often requires students to construct well-organized essays or multi-paragraph texts, further investigation is needed to understand how PGA impacts writing at a more comprehensive level. Moreover, while existing studies have confirmed PGA's role in improving overall writing proficiency, few have examined its effects on specific components of writing, such as content, organization, vocabulary, language use, and mechanics. A more detailed analysis of these elements would provide a comprehensive understanding of how PGA influences different aspects of writing performance. Another limitation of previous research is the lack of focus on writing anxiety, a well-documented psychological barrier to effective writing (Alabere & Shapii, 2019; Jarunthawatchai, 2010; Kitjaroonchai et al., 2022; Yucedal et al., 2022). While PGA has been shown to improve writing skills, its potential to reduce writing anxiety remains underexplored. Investigating how PGA addresses affective factors such as anxiety could offer deeper insights into its effectiveness as a holistic instructional approach. Finally, limited

research has explored students' perceptions of PGA, particularly regarding which aspects they find most beneficial and how PGA influences both their writing performance and anxiety levels (Alabere & Shapii, 2019; Kitjaroonchai et al., 2022; Minh, 2022; Yucedal et al., 2022). Understanding learners' perspectives could provide practical insights into instructional challenges and advantages, ultimately contributing to more effective pedagogical practices.

To address these gaps, the current study adopted a quasi-experimental design with a two-group pre-test and post-test approach, allowing for a quantitative assessment of writing performance and anxiety levels, as well as qualitative insights into students' experiences with PGA. This dual-method approach enhances the validity and depth of the findings, offering a clearer picture of how PGA contributes to both skill development and emotional well-being in an EFL writing context.

### **2.11 Previous Research on PGA to Reducing Writing Anxiety**

Numerous studies have been conducted regarding the levels, types, and causes of writing anxiety. However, according to the researcher's best knowledge, few studies have been conducted regarding the effects of PGA on writing performance. As a result, this study is unique as it examined the effectiveness of PGA in reducing writing anxiety among EFL students.

In Pakistan, Ajmal and Irfan (2020) conducted a study to explore the effects of PGA on writing anxiety among ESL intermediate/pre-university students in Pakistan. The research tools used were the Second Language Writing Anxiety Inventory (SLWAI) and interviews to investigate the impact of the experiment on writing anxiety. Data were collected before and after the implementation of a designed academic writing module based on PGA. A paired sample t-test was applied to yield statistically significant results, showing that the average writing anxiety score decreased from 77.17 to 66.72 in the control group, and from 73.57 to 50.25 in the experimental group.

In addition, Ajmal et al. (2023) investigated the techniques used by pre-university students to reduce writing anxiety during PGA instruction. A qualitative research method was employed, following a convenient sampling practice. Data were collected

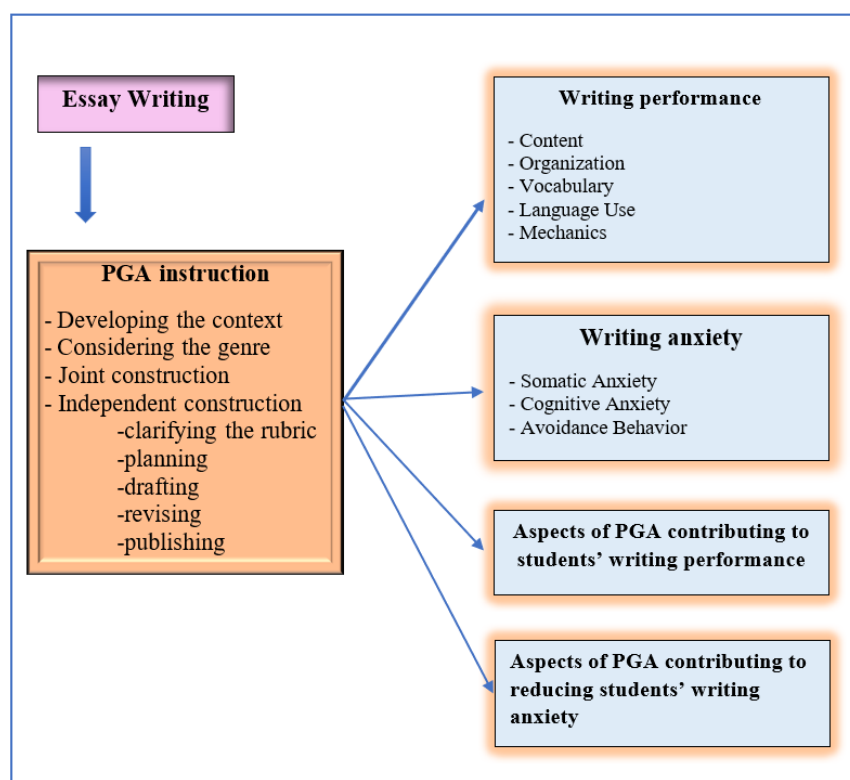
through interviews and non-participant observation. The results indicated that four strategies were suggested by students to reduce writing anxiety when taught through PGA: cooperative composition, planning, positive input from peers and teachers, valuable analysis, and the application of a recursive process of composing for various types of academic writing.

In Egypt, Abdullah (2019) investigated the effect of PGA on developing English writing skills of secondary school students and reducing their writing anxiety. 62 first year secondary students were participants in this study (31 students in the experimental group and 31 students in the control group). Instruments of the research included a writing skills checklist, a pre-post writing skills test, and a writing anxiety inventory. Results revealed that there were statistically significant differences at 0.01 levels for the overall writing skills in favor of the post-administration. Moreover, it indicated that using PGA had a large effect on reducing the English writing anxiety. The estimated t-value was (-18.865) in the favor of the pre-administration. Hence, it was indicated that using PGA had a large effect on reducing the experimental group students' English writing anxiety.

According to the limitations of research on the effects of PGA in reducing writing anxiety, previous studies did not sufficiently explore the potential of PGA to address this emotional barrier, leaving a gap in understanding its broader impacts. Additionally, qualitative research examining students' perspectives on PGA was limited. To address these gaps, this study adopted a quasi-experimental design, incorporating pre-tests and post-tests to evaluate PGA's effectiveness in improving writing performance and reducing writing anxiety among Thai EFL students.

## 2.12 Conceptual Framework

Figure 19 illustrates the conceptual framework, outlining the variables examined in this study and the anticipated connections among them. The framework includes one independent variable, PGA instruction, and four dependent variables: writing performance, writing anxiety, aspects of PGA contributing to students' writing performance, and aspects of PGA contributing to reducing students' writing anxiety.

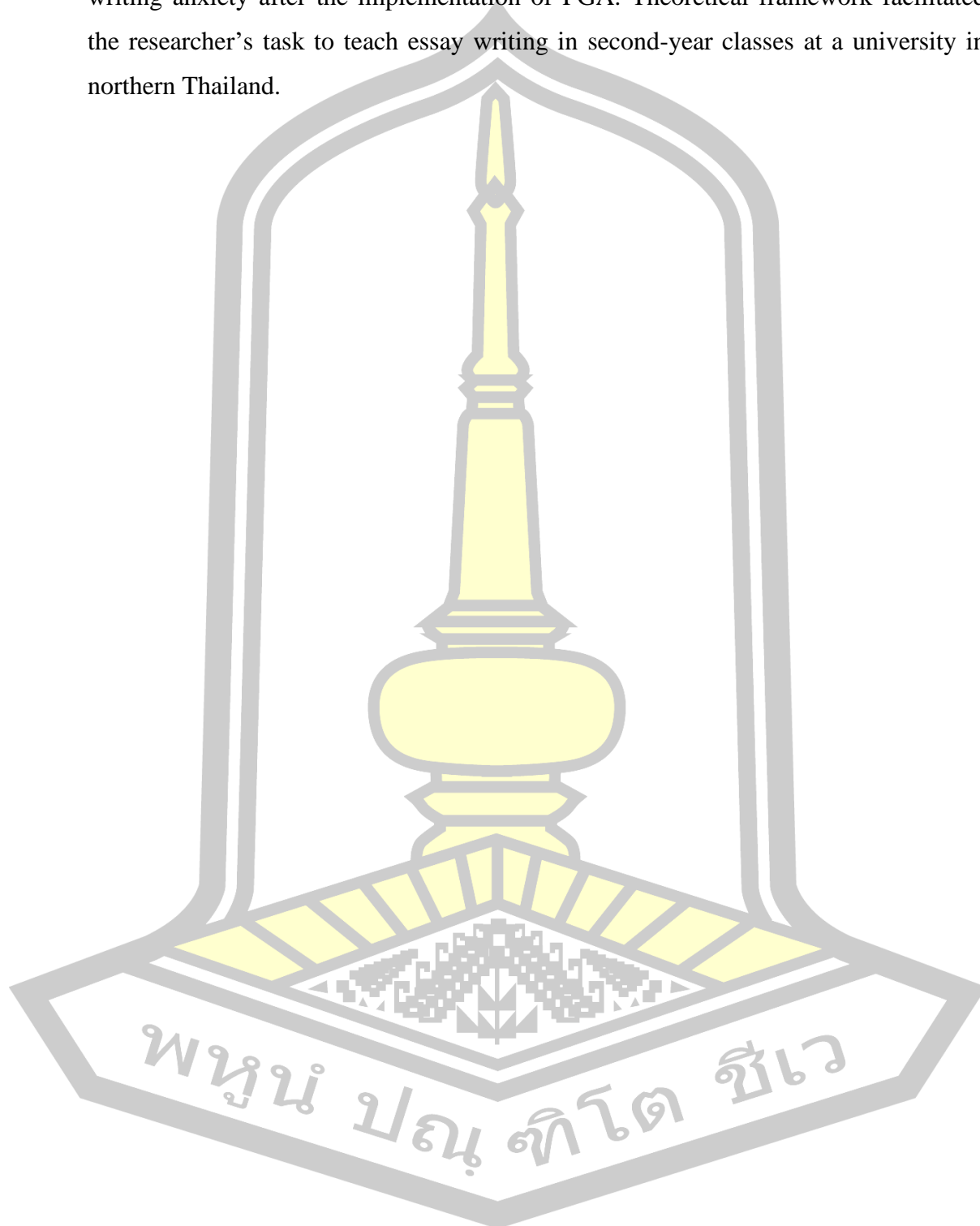


*Figure 19 Conceptual Framework*

### 2.13 Chapter Summary

Writing is a productive process of gathering and generating ideas to be presented in a comprehensible written form to communicate with others. A good writer requires the ability to understand social purposes, forms, structures, and linguistic features in each particular genre as well as the process of writing. At the tertiary education level, students need to acquire knowledge about writing at both paragraph and essay levels through various text types: argumentative, expository, narrative, and descriptive. However, teaching students to write in English, which is a foreign language, is demanding because it can demotivate students to carry on enhancing their writing. Moreover, it can discourage them when they are mainly evaluated based on their written product, neglecting its process. This might cause students to have writing anxiety and negative attitudes toward English writing, especially at the essay level. Accordingly, the instruction for essay writing should be matched to the principles of integrating approaches (e.g., process and genre approaches) that can yield more fruitful teaching results. The present study set the treatment procedures to investigate

the effects of the process-genre approach on students' writing performance and writing anxiety after the implementation of PGA. Theoretical framework facilitated the researcher's task to teach essay writing in second-year classes at a university in northern Thailand.



## **CHAPTER III**

### **RESEARCH METHODS**

This study aimed to investigate the effects of PGA on students' writing performance and writing anxiety. A quasi-experimental research design was adopted with both quantitative and qualitative data. This chapter provides detailed information about the research methods, including research design, participants and setting, data collection procedure, data analysis, and ethical considerations.

#### **3.1 Research Design**

To carry out this study, a quasi-experimental research design was adopted. A quasi-experimental research design is a type of research method used to establish a cause-and-effect relationship between an independent variable—the factor being manipulated or observed) and a dependent variable—the outcome being measured (Campbell & Cook, 1979; Shadish & Luellen, 2012). Unlike true experimental designs, quasi-experiments do not involve random assignment of participants to experimental and control groups. Instead, participants are assigned to groups based on non-random criteria, such as pre-existing characteristics or other factors that are not controlled by the researcher (Trochim, 2000). Because of the lack of randomization, quasi-experimental designs are considered less rigorous than true experiments, as they are more susceptible to threats to internal validity (e.g., selection bias) (Shadish & Luellen, 2012). However, they are particularly useful in situations where random assignment is either impossible or unethical, such as in educational research, social policy studies, or medical field studies (Campbell & Stanley, 2015). Quasi-experimental designs often include pre-tests and post-tests, matched groups, or time series analyses to control for some of these validity threats (Harris et al., 2006). Overall, quasi-experimental designs offer a practical alternative to true experiments, allowing researchers to explore causal relationships in real-world settings (Shadish & Luellen, 2012). In this study, two groups of participants, the control group and the experimental group, were included to investigate the effect of PGA on their writing performance and writing anxiety. With two different conditions offered, the control

group received the process approach instruction while the experimental received PGA instruction.

In addition, the data collection in this study involved a triangulation mixed-methods design, employing the quantitative and qualitative data collection and analysis method. A mixed-methods research design is a research design that has its own philosophical assumptions and methods of inquiry. It includes philosophical assumptions to provide directions for the data collection and analysis from multiple sources in a single study. The mixed methods design can be used to better understand both connections and contradictions between qualitative and quantitative data. It allows participants to have a strong voice and share their opinions or experiences across the research process. It also facilitates different avenues of exploration that enrich the evidence and enable questions to be answered more deeply (Creswell & Plano Clark, 2018; Jogulu & Pansiri, 2011; Wisdom & Creswell, 2013). For quantitative data, two types of data collection were used in this study. Firstly, the scores from the students' writing pre-test and post-test of expository essays were used to determine whether the students taught through PGA could improve their writing performance after the experiment. Secondly, a writing anxiety questionnaire was administered to investigate students' writing anxiety before and after the implementation of PGA. In terms of qualitative data, the semi-structured interview was conducted to explore aspects of PGA that helped enhance students' writing performance and reduce their writing anxiety. This qualitative data revealed students' insights after being taught by PGA in the essay writing class.

### **3.1.1 Participants and Setting**

The participants in this study were 70 second-year Thai EFL students majoring in English, aged 19 to 21, from two intact classes. They were divided into a control group (N = 33; male = 6, female = 27) and an experimental group (N = 37; male = 11, female = 26). The control group was taught using the process approach, whereas the experimental group received PGA instruction. All participants were from nearby provinces with a similar L1 background (i.e., Thai) and had studied English as a foreign language for thirteen years. None of them had ever been to native English-speaking countries.

**Table 6** A summary of participants' demographic information

Demographic Characteristics		CG (N = 33)		EG (N = 37)	
		Number	Percentage	Number	Percentage
Gender	Male	6	18.18	11	29.73
	Female	27	81.82	26	70.27
Age	19	13	39.40	11	29.73
	20	20	60.60	23	62.16
	21	0	0.00	3	8.11
CEFR Level	A1	19	57.57	21	56.76
	A2	13	39.40	15	40.54
	B1	1	3.03	1	2.70

*Note: Control Group: CG, Experimental Group: EG*

Prior to the treatment, the two groups were comparable in their overall English proficiency level (CEFR A1-B1 levels) as indicated by their Cambridge English Placement Test (CEPT) scores from the previous semester. Most students struggled with writing. They often lacked understanding of the writing purpose for a particular genre, had an unclear comprehension of writing components, and struggled to generate ideas or organize them effectively. Additionally, they had insufficient knowledge of using appropriate language for different genres.

The participants studied the Fundamental English Writing course in the second semester of the academic year 2022. They then enrolled in a course called Essay Writing in the first semester of the academic year 2023, which was taught by the researcher. This course was designed to develop students' expository writing skills across three sub-genres: descriptive, compare-and-contrast, and cause-and-effect essays.

To control for differences in instruction, the researcher acted as the teacher for both the experimental and control groups. Informed consent was obtained from participants prior to their involvement in the study. This present study was conducted at a public university located in the northeastern part of Thailand. It was a government university that offered undergraduate and graduate programs with five faculties: Education, Humanities and Social Sciences, Science and Technology, Management Science, and

Industrial Technology. The participants were from the Faculty of Humanities and Social Sciences.

### **3.1.2 Research Instruments**

Research instruments of the present study consisted of an English writing pre-test and post-test, a writing anxiety questionnaire, and a semi-structured interview. A detailed description of the research instruments is provided below.

#### ***3.1.2.1 English Writing Pre-test and Post-test***

The English essay writing test was developed as pre-test and post-test. The primary objective of these tests was to evaluate the students' essay writing performance before and after the implementation of PGA. The English essay writing pre-test and post-test were administered in a paper-based format to measure writing performance of the participants in both control and experimental groups before and after the implementation of PGA.

For the pre-test, participants were asked to write an expository essay by selecting one from five prompts provided (see Appendix A). To ensure that they did not repeat ideas from the pre-test during the post-test, a different prompt was assigned for the latter. Both tests were conducted under identical writing conditions to ensure comparability. Participants were given 90 minutes to complete each test, with a word count requirement between 250 and 300 words.

The overall scores of the tests were interpreted on a 100-point scale, which calculated scores based on five rubrics: content, organization, vocabulary, mechanics, and language use. Each participant's essay received a score ranging from 34 to 100 points, providing a clear division of scores. Essays at the very good to excellent level earned scores between 90 and 100 points. These essays demonstrated thorough development of content, along with fluent, logical, and cohesive organization of ideas. Participants also exhibited mastery of academic English vocabulary and proficiency in English language rules, including conventions, spelling, punctuation, capitalization, and paragraphing. Essays at the average to good level received scores ranging from 72 to 89 points. While still demonstrating proficiency, these essays may have shown some areas for improvement or occasional errors. Scores between 51 and 71 points

characterized essays at the poor to fair level, indicating areas of weakness such as incomplete development of content or issues with organization, vocabulary, mechanics, or language use. Essays scoring between 34 and 50 points fell into the very poor level, indicating significant deficiencies in multiple areas and requiring substantial improvement.

To establish inter-rater reliability, a training session was conducted for three raters (including the researcher), elaborating and clarifying the wording of the rubrics. One sample essay was given to the raters to see if they achieved a consistent outcome. If the component scores given by the raters differed in bands, they were required to review the criteria and justify why they gave such a score until they reached a close agreement. After rating the essays, the raters had a thorough understanding of the rubrics which prepared them to evaluate all of the essays independently. The final score for each component was the average scores given by the raters. Finally, the interrater reliability was calculated using Fleiss' Kappa statistic, which was used to measure inter-rater reliability with more than two raters (Landis & Koch, 1977), for the five components (content, organization, vocabulary, language use and mechanics) were 0.76, 0.81, 0.75, 0.81, and 0.83, respectively; thus, indicating a satisfactory level of interrater reliability (See Appendices M, N).

### ***3.1.2.2 Writing Anxiety Questionnaire***

In this study, Cheng's (2004) Second Language Writing Anxiety Inventory (SLWAI) was used to assess participants' writing anxiety before and after implementing PGA. The SLWAI was a 22-item questionnaire designed to gauge the anxiety students experienced when writing in English. It comprised three components: somatic anxiety (7 items), avoidance behavior (7 items), and cognitive anxiety (8 items). The questionnaire used a Likert-type 5-point response scale: 1 (strongly disagree), 2 (disagree), 3 (neither agree nor disagree), 4 (agree), and 5 (strongly agree).

This questionnaire was chosen due to its proven reliability and validity, with a correlation coefficient of 0.91 (Cheng, 2004). In addition, the SLWAI was originally developed for learners in academic settings, making it highly relevant for Thai university students learning English as a foreign language. University students

experienced significant writing anxiety due to academic expectations, and the SLWAI effectively captured the specific anxieties associated with academic writing tasks. By distinguishing between different types of writing anxiety, the SLWAI provided a comprehensive and detailed measurement of the psychological barriers that hinder EFL students' writing performance. This made it a suitable instrument for assessing Thai university students, as it helped identify specific areas of concern and develop targeted interventions.

The experimental group completed the questionnaire both before and after the experiment. In this study, to ensure the participants could read, understand, and respond accurately, the Thai version of the questionnaire developed by Parichut and Chinokul (2014) was adopted, which had an Item-Objective Congruence (IOC) index ranging from 0.60 - 1.00 and Cronbach's alpha of 0.85 (see Appendix M).

### ***3.1.2.3 Semi-structured Interview***

A semi-structured interview was conducted to investigate the participants' insights after being taught using PGA. The semi-structured interview was a qualitative research method that combined both structured and unstructured elements. It allowed for flexibility in how questions were asked and how the conversation flowed. This interview involved a set of open-ended questions that guided the discussion. The interviewer could adapt, probe deeper, and explore new topics that arise during the interview. The interview questions were designed to identify which specific features of PGA helped participants improve their writing performance in terms of content, organization, vocabulary, language use, and mechanics, as well as reduce their writing anxiety (see Appendix D). Six participants, representing three levels of writing performance, were purposively selected for the interview. Two participants from the very good to excellent level group were referred to as Student H1 and Student H2, while two participants from the average to good level group were referred to as Student M1 and Student M2. Finally, two participants from the poor to fair level group were referred to as Student L1 and Student L2. Since none of the participants fell into a very poor level, there were no interviewees from this group.

The interview sessions were conducted in Thai to avoid language barriers. Each session lasted 15-20 minutes. After the first interview, it appeared that Student L1 and Student L2 did not provide sufficient information; therefore, the researcher conducted additional interviews with them until data saturation was achieved.

### 3.2 Data Collection Procedure

The two groups of participants received different teaching approaches. The experimental group was taught with PGA, while the control group received instruction based on the process approach. Table 7 below illustrates the writing instruction for the experimental and control groups.

*Table 7 Writing instruction for the experimental group and the control group*

<b>Instructional focus</b>	<b>Experimental group</b>	<b>Control group</b>
<b>Instruction</b>	Process-genre approach	Process approach
<b>Instruction time</b>	3 hours per week	3 hours per week
<b>Content</b>	Theme-based textbook	Theme-based textbook
<b>Input source</b>	Model texts, Teacher, Peers	Model texts, Teacher
<b>Practice</b>	Learning through actual use in the writing of multiple drafts	Learning through actual use in the writing of multiple drafts
<b>Writing steps</b>	1) Developing the context: eliciting students' knowledge of the communicative purpose, audience, and context 2) Considering the genre: analyzing the target genre and developing familiarity with the genre 3) Joint construction: collaborating to construct a text, reviewing, and revising the essay within group 4) Independent construction: -clarifying the rubric -planning -drafting -revising -publishing	1) Brainstorming ideas about the topic 2) Outlining the structure of the text, identifying the main points, and supporting details. 3) Drafting: getting the ideas down on paper rather than perfection. 4) Writing by expanding ideas 5) Revising: getting feedback and comment from teacher, reorganizing paragraphs, adding or removing information, and ensuring logical flow. 6) Editing 7) Publishing the final draft

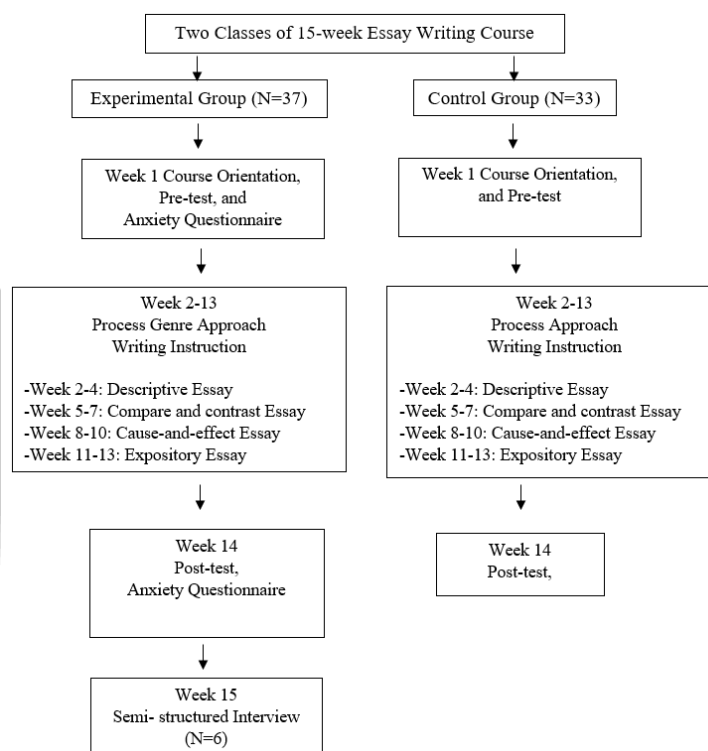
The data were collected in the following procedures.

At the beginning of the first class, the participants were given an orientation about the research project. They were informed about the purposes of the study and the types of participation. Additionally, they were given a consent form. Before starting the class, both groups of participants were asked to take the pre-test by writing an expository essay based on a selection of five prompts. The test was paper-based. The allotted time for taking the test was 90 minutes with a word count requirement between 250 and 300 words. Later on, the experimental group was also asked to complete the writing anxiety questionnaire, while the control group was not. The pre-test and the questionnaire were submitted at the end of the first class.

During the regular classes from Week 2 to Week 13, the teacher, who also served as the researcher in this study, conducted three-hour weekly sessions for both groups in an Essay Writing course. The experimental group received instruction through PGA, while the control group was taught using the process approach. Both groups were introduced to the same essay types: descriptive, compare-and-contrast, cause-and-effect, and expository. Each essay type was covered over a three-week period.

In Week 14, the post-test was administered to evaluate students' essay writing performance following the experiment. Additionally, the writing anxiety questionnaire was conducted using the same procedure as the pre-test. Finally, in week 15, the researcher interviewed the six participants purposively selected from the experimental group (2 high, 2 moderate, and 2 low) to gain their in-depth insights about aspects of PGA that contributed to improving their writing performance and reducing their writing anxiety following the PGA instruction.

Data collection procedures are presented in Figure 20.



*Figure 20 Data Collection Procedure*

### 3.3 Establishing the Reliability and Validating of the Research Instruments

To establish the reliability and validity of the expository essay writing test, ten writing prompts related to personal experiences, science and technology, and social issues were sourced. These prompts were selected to align with students' familiarity with the topics and to ensure comparability for consistent evaluation. Prior to administration, the test underwent a rigorous validation process by five ELT experts, with specialization in writing instruction. The experts reviewed all ten prompts and provided detailed feedback on their accuracy, appropriateness, and relevance. After reviewing and incorporating their comments and feedback, the prompts were revised to enhance their validity and ensure they effectively assessed the intended writing performance. Ultimately, five prompts were selected for the test as they closely aligned with the learning objectives and featured topics familiar to the students. To further ensure the test's clarity and appropriateness, ten non-participant students from a similar demographic were invited to complete the test. This step confirmed that the prompts were of moderate difficulty, included clear instructions, and elicited coherent and relevant writing responses from the students.

The content validity and reliability of the writing anxiety questionnaire were evaluated by the same set of the five experts. The experts' opinions were assessed using a rating scale, with each expert providing evaluations based on their extensive knowledge and experience:

+1 = The item is appropriate

0 = Not sure

-1 = The item is not appropriate

The IOC (Index of Item-Objective Congruence) was then used to measure the consistency of each item.

$$IOC = \frac{\sum R}{N}$$

IOC means the index of congruence

R means the total score from the experts' opinions

N means the number of experts

The five experts evaluated the questionnaire. Based on their assessments, the tests and questionnaire were revised to incorporate the experts' comments. Items with an IOC (Item-Objective Congruence) valued between 0.60 and 1.00.

The reliability and validity of the questionnaire were assessed in a pilot study involving 34 third-year English majors who had previously passed the essay writing course but were not participating in the main study. The questionnaire was pilot tested, and the scores were analyzed to determine reliability. Reliability, defined as the consistency of a test or score (Mackey & Gass, 2005), was measured using Cronbach's alpha to assess internal consistency. The high degrees of internal consistency across the items on the questionnaire were confirmed, with Cronbach's alpha coefficients ranging from 0.841 to 0.869 (see Appendix L). According to DeVellis (2003), a Cronbach's alpha coefficient above 0.70 is considered acceptable.

### 3.4 Data Analysis

The data collected from the study was analyzed qualitatively and quantitatively as follows:

1) The pre-test and post-test were scored by using a scoring rubric known as Jacobs ESL composition profile (Jacobs et al., 1981). The rubric has five different rating categories of writing quality with a 100-point scale. They are content (30 points), organization (20 points), vocabulary (20 points), language use (25 points), and mechanics (5 points). Each element has a different scoring method, with a description attached to each category. As a measure to prevent any subjective issues while marking all of the written products, the data were analyzed as follows:

i) Three raters with over ten years of experience in teaching English writing within Thai EFL contexts and specialized expertise in ELT were invited to analytically evaluate all pre-test and post-test essays. To maintain objectivity, the raters assessed the essays without knowing the students' identities, using pseudonyms instead. The essays rated by the raters were further analyzed to determine rating reliability using Fleiss' Kappa.

ii) Descriptive statistics was applied to determine the mean score and standard deviation for the pre-test and post-test.

iii) The within-group comparison of the differences between the mean rating scores from the pre-test and post-test of the students was determined by using paired samples *t*-test. The between-group comparison (experimental and control groups) was determined using an independent *t*-test.

2) The writing anxiety questionnaires before and after the experiment was analyzed to answer Research Question 2. Descriptive statistics: mean, and standard deviation were used to analyze this set of questionnaire data. The rating scale used in this study was based on a five-point Likert scale (cited in Joshi et al., 2015) with the following criteria.

Degree of Agreement	Scores
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

After the data were derived from each statement, the mean value was interpreted in terms of writing anxiety levels. Items falling within the first third of the score range (1.00 to 1.66 points) indicated a low level of writing anxiety. Items scores falling between one-third and two-thirds of the score range (1.67 to 3.33 points) indicated a moderate level of writing anxiety, and items scores falling within the last third of the score range (3.34 to 5.00 points) indicated a high level of writing anxiety (Allen & Seaman, 2007). Finally, a paired samples *t*-test was used to analyze the differences between the participants' writing anxiety levels before and after the experiment.

3) After the semi-structured interviews, all the data gathered were transcribed immediately. The transcriptions were then analyzed by thematic analysis to provide in-depth information by coding, which served as supporting data for addressing all the research questions. Thematic analysis is a method of analyzing qualitative data. It is usually applied to a set of texts, such as an interview or transcripts. The researcher closely examines the data to identify common themes—topics, ideas and patterns of meaning that come up repeatedly (Caulfield et al, 2022). The inter-coder involved in this study was a university lecturer holding PhD in ELT conducting the qualitative research using a semi-structured interview. Based on Braun and Clarke, (2006), the thematic analysis in this study could be summarized into six steps:

i) Familiarization: The coders read and reread transcripts from the semi-structured interviews in order to become thoroughly acquainted with the content, identifying key patterns, ideas, and repeated topics. The aim of this step was to generate initial thoughts about potential themes, which could then be used to start assigning codes.

ii) Coding: The coders systematically worked through the data, identifying meaningful segments and assigning concise codes to each. They manually broke the text into smaller units, ensuring that each code captured a specific idea or pattern relevant to the research questions.

iii) Generating Themes: After coding, the coders examined the codes to identify broader patterns and relationships. Related codes were grouped together by grouping the results of the coding process, creating themes that linked the codes into meaningful categories. At this stage, the coders ensured that the themes aligned with the overarching purposes of the research while retaining the richness of the original data.

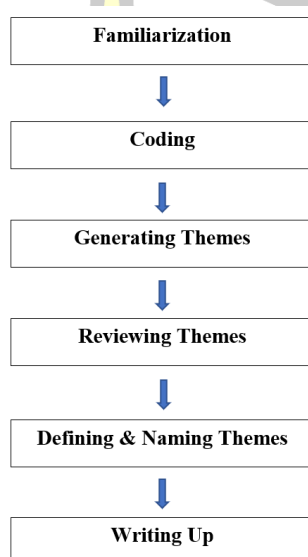
iv) Reviewing Themes: Once the initial themes had been generated, the coders reviewed and refined them. They compared the themes against the coded data and the entire dataset to ensure they accurately represented the participants' responses. Any inconsistencies were addressed by merging, splitting, or discarding themes, resulting in a more coherent thematic structure.

v) Defining and Naming Themes: After finalizing the themes, the coders carefully defined each one to clarify its scope and meaning. They wrote precise descriptions that highlighted how each theme related to the research questions. Clear and descriptive names were assigned to each theme to reflect their central ideas and make them easily interpretable.

vi) Writing Up: In the final step, the coders compiled the analysis into a detailed narrative. They explained each theme and supported their discussion with illustrative excerpts from the data. The write-up connected the findings to the research questions and contextualized them within the relevant literature, offering meaningful insights and interpretations of the data.

The process of verifying codes in this research began with independent coding, where each coder analyzed the data separately to avoid the influence of individual biases. After this, the codes were compared to identify similarities and differences in interpretation. When discrepancies arose, the coders engaged in discussions to clarify

their reasoning and worked towards consensus. The codes were adjusted based on discussions until agreement was reached. Finally, once consensus was achieved, the codes were verified and finalized, ensuring consistency and reliability in the interpretation of the research data (Braun, & Clarke, 2006).



*Figure 21 Thematic Analysis Process (Braun & Clarke, 2006)*

### **3.5 Pilot Study Results**

This section presents the results from the reliability and validity measures of the SLWAI. Additionally, the analysis related to the appropriateness of the items used is discussed.

#### **3.5.1 The Content Validity of the SLWAI**

To verify the content validity of the Thai version of SLWAI questionnaire, five raters with over ten years of teaching experience in English within Thai EFL contexts and specialized expertise in ELT were consulted. These raters were asked to evaluate the content validity of the items on the Index of Item-Objective Congruence (IOC), which ranges from -1 to +1. They were instructed to rate -1 for items that did not measure the targeted points, 0 for unsure or unclear items, and +1 for items that accurately measured the targeted points. The retention threshold for the items was set at an IOC value greater than 0.5 (Lynn, 1986). The content validity analysis revealed that all mean IOC values for the items across both instruments were greater than 0.5, indicating strong content validity, as shown in Table 8.

**Table 8** Content validity by the IOC (Five Raters)

Instrument	Mean	Items	Total of items
SLWAI	1	1, 2, 3, 5, 7, 8, 9, 10, 12, 14, 15, 16, 17, 19, 20, 21	16
	0.80	6, 11,	2
	0.60	4, 13, 18, 22	4

### 3.5.2 The Reliability of the SLWAI

Cronbach's Alpha was used to measure internal consistency and reliability to examine and verify the reliability of the test or score (Mackey & Gass, 2005). According to DeVellis (2003), a scale's Cronbach's Alpha coefficient should be greater than 0.70, and internal consistency indicators for a well-developed test should exceed 0.80 (Dörnyei, 2007). As shown in Table 9, the pilot results indicated that the internal consistency reliability estimates for the SLWAI questionnaire were acceptable with all Cronbach's Alpha values being equal to or greater than 0.82.

**Table 9** SLWAI Reliability

Instrument	N	Cronbach's $\alpha$
SLWAI	22	0.857

### 3.6 Ethical Considerations

The current study received approval from the Ethics Committee of Mahasarakham University (Project No. 288-296/2566). The participant recruitment process followed a carefully developed set of formal procedures. Prior to the study, prospective participants were provided with a participant information sheet, which explained the research, and a consent form detailing their involvement. These documents were available in Thai and were translated from English by the accredited Center for Translation and Interpretation, part of the Faculty of Humanities and Social Sciences at Mahasarakham University.

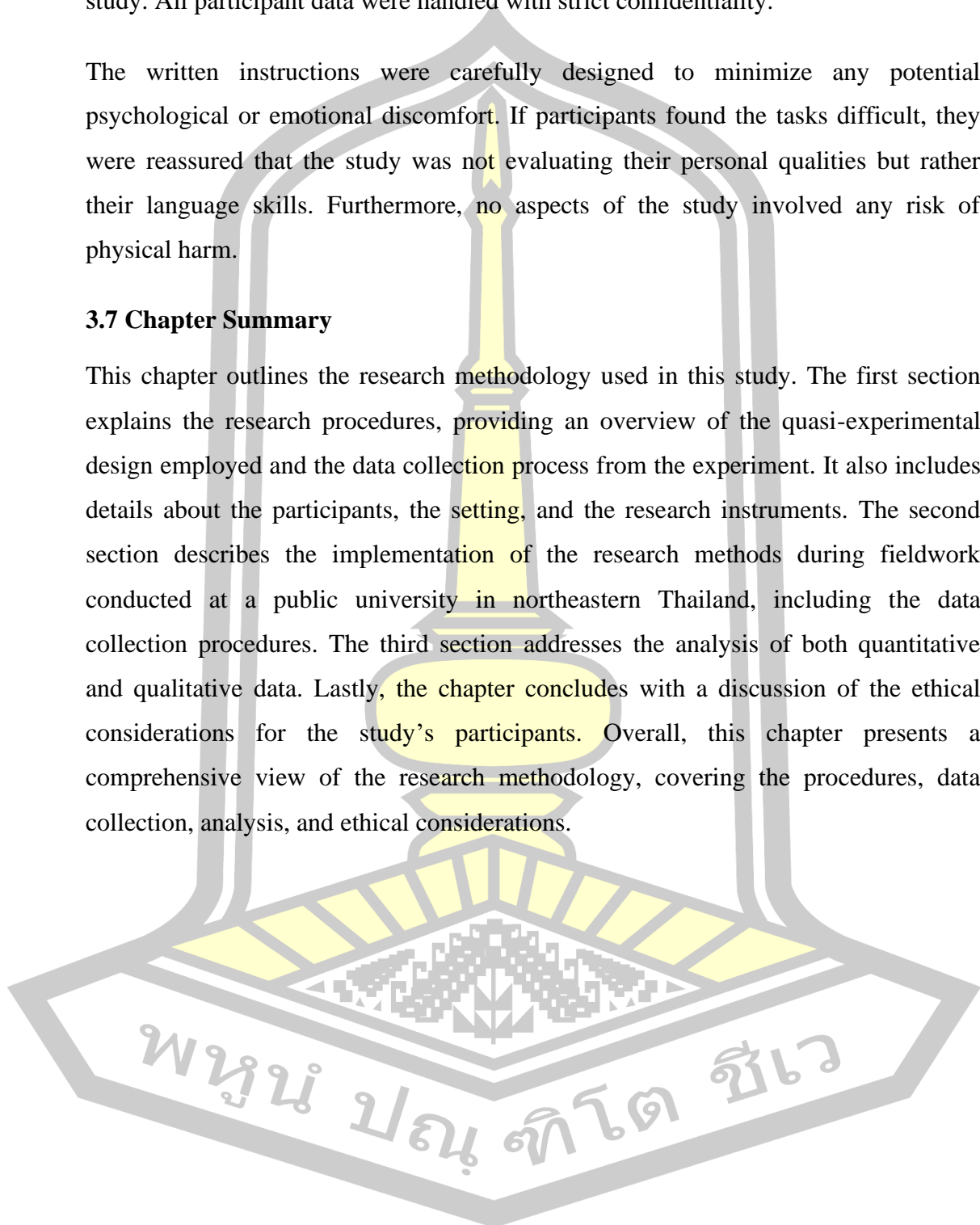
Before participating, individuals were required to give informed consent. The consent form and participant information sheet were distributed to potential participants, who were then asked to return the signed consent form to confirm their willingness to

participate. Only those who provided signed written consent were included in the study. All participant data were handled with strict confidentiality.

The written instructions were carefully designed to minimize any potential psychological or emotional discomfort. If participants found the tasks difficult, they were reassured that the study was not evaluating their personal qualities but rather their language skills. Furthermore, no aspects of the study involved any risk of physical harm.

### **3.7 Chapter Summary**

This chapter outlines the research methodology used in this study. The first section explains the research procedures, providing an overview of the quasi-experimental design employed and the data collection process from the experiment. It also includes details about the participants, the setting, and the research instruments. The second section describes the implementation of the research methods during fieldwork conducted at a public university in northeastern Thailand, including the data collection procedures. The third section addresses the analysis of both quantitative and qualitative data. Lastly, the chapter concludes with a discussion of the ethical considerations for the study's participants. Overall, this chapter presents a comprehensive view of the research methodology, covering the procedures, data collection, analysis, and ethical considerations.



## CHAPTER IV

### QUANTITATIVE RESULTS OF THE STUDY

This chapter presents the results from the quantitative data obtained from students' written texts in the pre-test and post-test. It addresses Research Questions 1, examining the effects of PGA on students' writing performance, as measured by the raters' scores on content, organization, vocabulary, language use, and mechanics. To answer Research Question 2, the writing anxiety developed by Cheng (2004) was analyzed. A summary of the findings is provided at the end of this chapter.

#### 4.1 The effect of PGA on Students' Writing Performance

This section presents the findings for Research Question I: To what extent does PGA affect the students' writing performance in the aspects of content, organization, vocabulary, language use, and mechanics?. It reports the overall performance of the control and experimental groups' writing tests (i.e. pre-test and post-test) and interprets their writing performance using the Statistical Package for the Social Sciences (SPSS) software.

##### 4.1.1 Data from Descriptive Statistic Analysis

Descriptive statistics were presented, including mean, standard deviation, skewness, and kurtosis. The summary of the descriptive statistics on participants' test results is shown in Table 10.

**Table 10** A summary of descriptive statistics of writing tests

Writing Aspects	Groups	N	Tests	Mean	SD	Skewness	Kurtosis
Overall score	CG	33	Pre-test	53.65	11.66	-0.074	-0.954
			Post-test	70.30	11.88	0.532	-0.710
	EG	37	Pre-test	56.76	8.26	0.438	-0.340
			Post-test	78.20	10.02	-0.824	0.697
Content	CG	33	Pre-test	16.00	2.59	0.720	-0.190
			Post-test	20.36	4.49	0.293	-0.948
	EG	37	Pre-test	16.43	2.49	0.917	0.498
			Post-test	23.78	4.19	-0.646	-0.381
Organization	CG	33	Pre-test	11.39	2.82	-0.006	-1.155
			Post-test	14.64	2.61	0.427	-0.383

Writing Aspects	Groups	N	Tests	Mean	SD	Skewness	Kurtosis
Vocabulary	EG	37	Pre-test	12.14	2.12	-0.050	-0.946
			Post-test	16.72	2.50	-1.075	1.934
	CG	33	Pre-test	11.74	2.93	0.005	-1.052
			Post-test	14.73	2.21	0.204	-0.540
Language use	EG	37	Pre-test	12.27	1.96	0.141	0.617
			Post-test	15.85	1.89	-1.618	3.241
	CG	33	Pre-test	12.03	3.83	-0.364	-0.667
			Post-test	17.45	3.35	-0.262	-0.319
Mechanics	CG	33	Pre-test	2.48	0.59	0.781	-0.526
			Post-test	3.12	0.67	0.508	0.307
	EG	37	Pre-test	2.53	0.49	0.080	-1.606
			Post-test	3.41	0.60	-0.229	-0.086

*Notes: Control Group: CG, Experimental Group: EG*

Table 10 presents an overview of the descriptive statistics for both groups' writing performance during the pre-test and post-test phases. The results indicated that, in the pre-test phase, the control group had an overall mean score of 53.65 (SD = 11.66). For specific writing aspects, the mean scores were as follows: content—16.00 (SD = 2.59), organization—11.39 (SD = 2.82), vocabulary—11.74 (SD = 2.93), language use—12.03 (SD = 3.83), and mechanics—2.48 (SD = 0.59). In comparison, the experimental group showed greater improvements across all measured aspects. The experimental group's pre-test mean score was 56.76 (SD = 8.26), with the following scores for specific aspects: content—16.43 (SD = 2.49), organization—12.14 (SD = 2.12), vocabulary—12.27 (SD = 1.96), language use—13.39 (SD = 2.67), and mechanics—2.53 (SD = 0.49).

In the post-test phase, the experimental group achieved an overall mean score of 78.20 (SD = 10.02), which was higher than the control group's score of 70.30 (SD = 11.88). For content, the mean score was 23.78 (SD = 4.19), surpassing the control group's score of 20.36 (SD = 4.49). In terms of organization, the experimental group scored 16.72 (SD = 2.50), higher than the control group's score of 14.64 (SD = 2.61). The experimental group's mean score for vocabulary was 15.85 (SD = 1.89), exceeding the control group's score of 14.73 (SD = 2.21). For language use, the

experimental group's score was 18.45 (SD = 2.01), compared to 17.45 (SD = 3.35) for the control group. Finally, the mean score for mechanics was 3.41 (SD = 0.60), higher than the control group's mean score of 3.12 (SD = 0.67).

Additionally, the overall scores and the five aspect scores (content, organization, vocabulary, language use, and mechanics) for both groups were assessed for normality using skewness and kurtosis values. The results indicated that the distribution of scores was approximately normal across all aspects, as the skewness values fell within the generally accepted range of -3 to 3, and the kurtosis values were within the range of -10 to 10. These findings support the validity of the statistical analyses conducted on the data (Kline, 2011).

#### 4.1.2 Data from t-test Statistic Analysis

##### 4.1.2.1 Paired Samples Statistics (Within-group Comparison)

This study comprised three stages of data collection procedure. In the initial stage, all participants underwent a pre-test to demonstrate their writing performance before the experiment began. Subsequently, in the second stage, the participants engaged in an essay writing course for one semester. Finally, they were administered the post-test after the experimental period. A paired samples t-test analysis was also conducted to determine whether there was any significant difference between writing test performance before and after the experiment within the same group of participants.

*Table 11 Paired samples tests of the pre-test and post-test*

Writing Aspects	Groups	N	Tests	Mean	SD	t-value	p-value
Overall score	CG	33	Pre-test	53.65	11.66	9.11	0.00*
			Post-test	70.30	11.88		
	EG	37	Pre-test	56.76	8.26	14.50	0.00*
			Post-test	78.20	10.02		
Content	CG	33	Pre-test	16.00	2.59	7.30	0.00*
			Post-test	20.36	4.49		
	EG	37	Pre-test	16.43	2.49	12.64	0.00*
			Post-test	23.78	4.19		
Organization	CG	33	Pre-test	11.39	2.82	6.59	0.00*
			Post-test	14.64	2.61		
	EG	37	Pre-test	12.14	2.12	11.16	0.00*
			Post-test	12.14	2.12		

Writing Aspects	Groups	N	Tests	Mean	SD	t-value	p-value	
Vocabulary	CG	33	Post-test	16.72	2.50	6.59	0.00*	
			Pre-test	11.74	2.93			
	EG	37	Pre-test	12.27	1.96	10.36	0.00*	
			Post-test	15.85	1.89			
	Language use	CG	33	Pre-test	12.03	3.83	6.59	0.00*
				Post-test	17.45	3.35		
EG		37	Pre-test	13.39	2.67	11.20	0.00*	
			Post-test	18.45	2.01			
Mechanics	CG	33	Pre-test	2.48	0.59	6.59	0.00*	
			Post-test	3.12	0.67			
	EG	37	Pre-test	2.53	0.49	7.41	0.00*	
			Post-test	3.41	0.60			

*Note.* \* $p < .05$

Table 11 presents the comparison results of pre-test and post-test scores within the groups, considering overall scores and the five writing aspects: content, organization, vocabulary, language use, and mechanics. For the control group, the results indicated statistically significant differences at the 0.05 level in the overall score and each of the five writing aspects. The t-value for the overall score were 9.11 ( $p = 0.00$ ). For content, the value was 7.30 ( $p = 0.00$ ). Organization showed a t-value of 6.59 ( $p = 0.00$ ). Vocabulary had a t-value of 5.71 ( $p = 0.00$ ). For language use, the t-value was 8.41 ( $p = 0.00$ ), and mechanics had a t-value of 6.50 ( $p = 0.00$ ).

The pre-test and post-test scores within the experimental group were compared across overall scores and the five writing aspects: content, organization, vocabulary, language use, and mechanics. The results revealed statistically significant differences at the 0.05 level in the overall score and all five writing aspects. The results indicated statistically significant differences at the 0.05 level in the overall score and each of the five writing aspects. The t-value for the overall score were 9.11 ( $p = 0.00$ ). For content, the value was 12.64 ( $p = 0.00$ ). Organization showed a t-value of 11.16 ( $p = 0.00$ ). Vocabulary had a t-value of -10.36 ( $p = 0.00$ ). For language use, the t-value was 11.20 ( $p = 0.00$ ), and mechanics had a t-value of 7.41 ( $p = 0.00$ ). When compared

to the control group, however, the higher t-value suggests that the effectiveness of the process-genre approach on participants' writing performance is greater than that of the process approach.

#### 4.1.2.2 Data from Independent Samples Statistics (Between-group Comparison)

In order to assess the effectiveness of PGA in teaching expository essay writing, an independent sample t-test was implemented. The scores of both the experimental and control groups were compared in terms of mean, standard deviation, standard error mean, t-value, and p-value. The effect sizes were also calculated and presented. Cohen's d is a measure of effect size that assesses the difference between two group means, with values typically interpreted as small (0.2), medium (0.5), and large (0.8) effects (Cohen, 1988).

**Table 12** Independent samples test between the control and experimental groups

Writing Aspects	Groups	N	Mean	SD	t-value	p-value	Effect size (d)	
Overall	Pre-test	CG	33	53.65	11.66	1.30	0.20	0.31
		EG	37	56.76	8.26			
	Post-test	CG	33	70.30	11.88	3.02	0.00*	0.72
		EG	37	78.20	10.02			
Content	Pre-test	CG	33	16.00	2.59	0.71	0.48	0.17
		EG	37	16.43	2.49			
	Post-test	CG	33	20.36	4.49	3.30	0.00*	0.80
		EG	37	23.78	4.19			
Organization	Pre-test	CG	33	11.39	2.82	1.25	0.21	0.30
		EG	37	12.14	2.12			
	Post-test	CG	33	14.46	2.61	3.41	0.00*	0.81
		EG	37	16.72	2.50			
Vocabulary	Pre-test	CG	33	11.74	2.93	0.89	0.37	0.21
		EG	37	12.27	1.96			
	Post-test	CG	33	14.73	2.21	2.29	0.03*	0.55
		EG	37	15.85	1.89			
Language use	Pre-test	CG	33	12.03	3.83	1.74	0.09	0.41
		EG	37	13.39	2.67			
	Post-test	CG	33	17.45	3.35	1.52	0.13	0.36
		EG	37	18.45	2.01			

Writing Aspects	Groups	N	Mean	SD	<i>t</i> -value	<i>p</i> -value	Effect size ( <i>d</i> )	
Mechanics	Pre-test	CG	33	2.48	0.59	0.33	0.74	0.08
		EG	37	2.53	0.49			
	Post-test	CG	33	3.12	0.67	1.87	0.07	0.45
		EG	37	3.41	0.60			

As presented in Table 12, the analysis indicated that there were no significant differences between the two groups in the pre-test phase. Statistical analysis showed that both the control group and the experimental group had similar baseline scores across five writing aspects, including content, organization, vocabulary, language use, and mechanics. These results ensured that both groups started from a comparable level of writing proficiency before the implementation was applied, providing a fair basis for evaluating the impact of the subsequent instructional approach.

In the post-test phase, the findings demonstrated no statistically significant differences between the two groups in terms of language use and mechanics. The *t*-value of language use was 1.52 ( $p = 0.13$ ). The *t*-value of mechanics was 1.87 ( $p = 0.74$ ), indicating that the implementation did not lead to statistically significant changes in these particular areas. These results suggest that while both groups may have improved slightly in language use and mechanical accuracy, the improvements were not substantial enough to differentiate the groups significantly.

However, the results showed statistically significant differences at the 0.05 level between the two groups in the post-test phase concerning the overall mean score, content, organization, and vocabulary. The *t*-value for the overall mean score was 3.02 with a medium effect size ( $p = 0.00$ ,  $d = 0.72$ ). For content, the *t*-value was 3.30 with a large effect size ( $p = 0.00$ ,  $d = 0.80$ ). Organization had a *t*-value of 3.41 with a large effect size ( $p = 0.00$ ,  $d = 0.81$ ), and for vocabulary, the *t*-value was 2.29 with a medium effect size ( $p = 0.03$ ,  $d = 0.55$ ).

## 4.2 The Effect of PGA on Students' Writing Anxiety

In order to investigate the effect of PGA on writing anxiety, participants in the experimental group had their writing anxiety levels assessed using the SLWAI questionnaire developed by Cheng (2004), addressing the second research question. A mean score between 3.34 – 5.00 indicates a high level of anxiety, while a score between 1 - 1.66 suggests a low level. Scores between 1.67 – 3.33 represent a moderate level of anxiety.

### 4.2.1 Writing Anxiety Levels before and after the Implementation of PGA

*Table 13 Somatic anxiety levels before and after the implementation of PGA*

No.	Statements	Before Implementation			After Implementation		
		Mean	SD	Meaning	Mean	SD	Meaning
2.	I feel my heart pounding when I write English compositions under time constraint.	2.43	0.90	Moderate	2.51	0.80	Moderate
6.	My mind often goes blank when I start to work on an English composition.	4.11	0.88	High	3.41	0.83	High
8.	I tremble or perspire when I write English compositions under time pressure.	3.08	1.04	Moderate	2.86	0.95	Moderate
11.	My thoughts become jumbled when I write English compositions under time constraint.	4.11	0.77	High	3.35	1.03	High
13.	I often feel panic when I write English compositions under time constraint.	3.92	0.89	High	3.76	1.14	High
15.	I freeze up when unexpectedly asked to write English compositions.	3.08	0.95	Moderate	3.14	1.06	Moderate
19	I usually feel my whole-body rigid and tense when I write English compositions.	2.70	0.85	Moderate	2.62	0.98	Moderate
<b>Overall</b>		<b>3.35</b>	<b>0.90</b>	<b>High</b>	<b>3.09</b>	<b>0.97</b>	<b>Moderate</b>

According to Table 13, the students' somatic anxiety was generally high before the implementation of PGA, with a mean score of 3.35 (SD = 0.90). The highest mean scores, both 4.11 (items 6 and 11), indicate that students struggled significantly with starting the writing process and experienced notable physical stress responses when writing under a time limit.

After the implementation of PGA, the anxiety mean score decreased to 3.09 (SD = 0.97), indicating a moderate level of anxiety. The highest mean score for the post-

implementation was 3.76 (item 13), reflecting that students still had strong anxiety about time constraints. Overall, the mean score for somatic anxiety decreased after receiving PGA instruction (from 3.35 to 3.09), indicating a reduction in writing anxiety from a high to a moderate level during the study.

However, the mean scores for items 2 and 15 increased after the implementation of PGA. Item 2, which reflected the sensation of heart pounding when writing under time constraints, increased slightly from 2.43 to 2.51. Item 15, which measured the feeling of freezing up when unexpectedly asked to write, also showed a slight increase from 3.08 to 3.14. These increases suggested that while the overall anxiety was reduced, some aspects of anxiety, particularly related to unexpected writing tasks and time pressure, remained challenging for students and may require additional targeted support.

**Table 14** Cognitive anxiety levels before and after the implementation of PGA

No.	Statements	Before Implementation			After Implementation		
		Mean	SD	Meaning	Mean	SD	Meaning
1.	While writing in English, I'm not nervous at all. *	3.76	0.60	High	2.41	0.55	Moderate
3.	While writing English compositions, I feel worried and uneasy if I know they will be evaluated.	3.89	0.77	High	2.78	0.79	Moderate
7.	I don't worry that my English compositions are a lot worse than others'. *	3.84	0.65	High	2.49	0.80	Moderate
9.	If my English composition is to be evaluated, I would worry about getting a very poor grade.	3.81	0.74	High	2.70	0.88	Moderate
14.	I'm afraid that other students would deride my English composition if they read it.	3.95	0.81	High	2.41	0.86	Moderate
17.	I don't worry at all about what other people would think of my English compositions. *	3.59	1.01	High	2.41	0.69	Moderate
20.	I'm afraid of my English composition being chosen as a sample to be discussed in class.	3.46	0.87	High	2.22	0.75	Moderate
21.	I'm not afraid at all that my English compositions would be rated as very poor. *	3.27	1.07	Moderate	2.14	0.75	Moderate
<b>Overall Mean</b>		3.70	0.82	High	2.44	0.76	Moderate

*Note.* \*Scores were reversed before being analyzed.

As shown in Table 14, the students' cognitive anxiety was high before the implementation of PGA, with a mean score of 3.70 (SD = 0.82). The highest mean score was 3.95 (item 14), indicating that students were particularly afraid of being ridiculed by others if their English composition was read by their peers. This suggested a strong concern about social judgment and peer evaluation, contributing to heightened cognitive anxiety.

After the implementation, the cognitive anxiety mean score decreased to 2.44 (SD = 0.76), indicating a moderate level of cognitive anxiety. The highest mean score was 2.78 (item 3), reflecting that students still experienced some worry and uneasiness if they knew their English compositions would be evaluated. However, the lowest mean score was 2.14 (item 21), suggesting that students were not particularly worried about receiving poor ratings.

**Table 15** Avoidance behavior levels before and after the implementation of PGA

No.	Statements	Before Implementation			After Implementation		
		Mean	SD	Meaning	Mean	SD	Meaning
4.	I often choose to write down my thoughts in English. *	3.38	0.95	High	3.14	0.89	Moderate
5.	I usually do my best to avoid writing English compositions.	2.24	0.83	Moderate	2.32	0.88	Moderate
10.	I do my best to avoid situations in which I have to write in English.	2.54	0.77	Moderate	2.43	0.73	Moderate
12.	Unless I have no choice, I would not use English to write composition.	2.68	0.97	Moderate	2.54	0.96	Moderate
16.	I would do my best to excuse myself if asked to write English compositions.	2.35	0.75	Moderate	2.24	0.76	Moderate
18.	I usually seek every possible chance to write English compositions outside of class.	3.59	0.64	High	2.81	0.74	Moderate
22.	Whenever possible, I would use English to write compositions. *	3.86	0.63	High	2.95	0.78	Moderate
	<b>Overall Mean</b>	2.95	0.79	Moderate	2.63	0.82	Moderate

*Note.* \*Scores were reversed before being analyzed.

According to Table 15, the students' writing anxiety, in terms of avoidance behavior, was at a moderate level before the PGA implementation, with a mean score of 2.95 (SD = 0.79). The highest mean score was 3.86 (item 22), indicating that students were generally unwilling to write English essays whenever possible. On the other hand, after receiving PGA instruction, the mean score of avoidance behavior decreased to 2.63 (SD = 0.82), indicating a moderate level of anxiety, though with a noticeable

reduction in avoidance tendencies. The highest mean score was 3.14 (item 4), reflecting that students still felt somewhat hesitant to express their thoughts in English, but were more open to doing so compared to before the instruction.

However, the lowest mean score was 2.24 (item 16), suggesting that students were less likely to make excuses or avoid writing English compositions when asked to do so, indicating a reduction in their tendency to evade writing tasks and a slight increase in their willingness to engage with writing assignments after receiving PGA instruction.

**Table 16** *The mean score of each type of writing anxiety*

Types of Writing Anxiety	Before PGA Implementation			After PGA Implementation		
	Mean	SD	Meaning	Mean	SD	Meaning
Overall	3.35	0.84	High	2.71	0.85	Moderate
Somatic anxiety	3.35	0.90	High	3.09	0.97	Moderate
Cognitive anxiety	3.70	0.82	High	2.44	0.76	Moderate
Avoidance behavior	2.95	0.79	Moderate	2.63	0.82	Moderate

As shown in Table 16, before the implementation of PGA, the analysis of the types of writing anxiety indicated that cognitive anxiety, with a mean score of 3.70 (SD = 0.82), was the predominant type experienced by the participants. This was followed by somatic anxiety, with a mean score of 3.35 (SD = 0.90), and avoidance behavior, with a mean score of 2.95 (SD = 0.79). In contrast, after the implementation, the students' writing anxiety decreased. However, cognitive anxiety became the lowest, with a mean score of 2.44 (SD = 0.76), followed by avoidance behavior, with a mean score of 2.63 (SD = 0.82). Somatic anxiety became the highest after the treatment, with a mean score of 3.09 (SD = 0.97).

#### **4.2.2 Paired Differences of Writing Anxiety Level of the Experimental Group**

Table 17 shows differences of the experimental group's writing anxiety scores before and after the implementation. These differences are in terms of mean, standard deviation, t-value and probability significance (p-value).

**Table 17** Paired samples test of the experimental group (N=37)

Types of Writing Anxiety		Mean	SD	<i>t</i>	<i>p</i>
Overall	Before PGA implementation	3.35	0.84	9.83	0.00*
	After PGA implementation	2.71	0.85		
Somatic anxiety	Before PGA implementation	3.35	0.90	3.63	0.00*
	After PGA implementation	3.09	0.97		
Cognitive anxiety	Before PGA implementation	3.70	0.82	14.88	0.00*
	After PGA implementation	2.44	0.76		
Avoidance behavior	Before PGA implementation	2.95	0.79	3.87	0.00*
	After PGA implementation	2.63	0.82		

*Notes.* \* $p < .05$

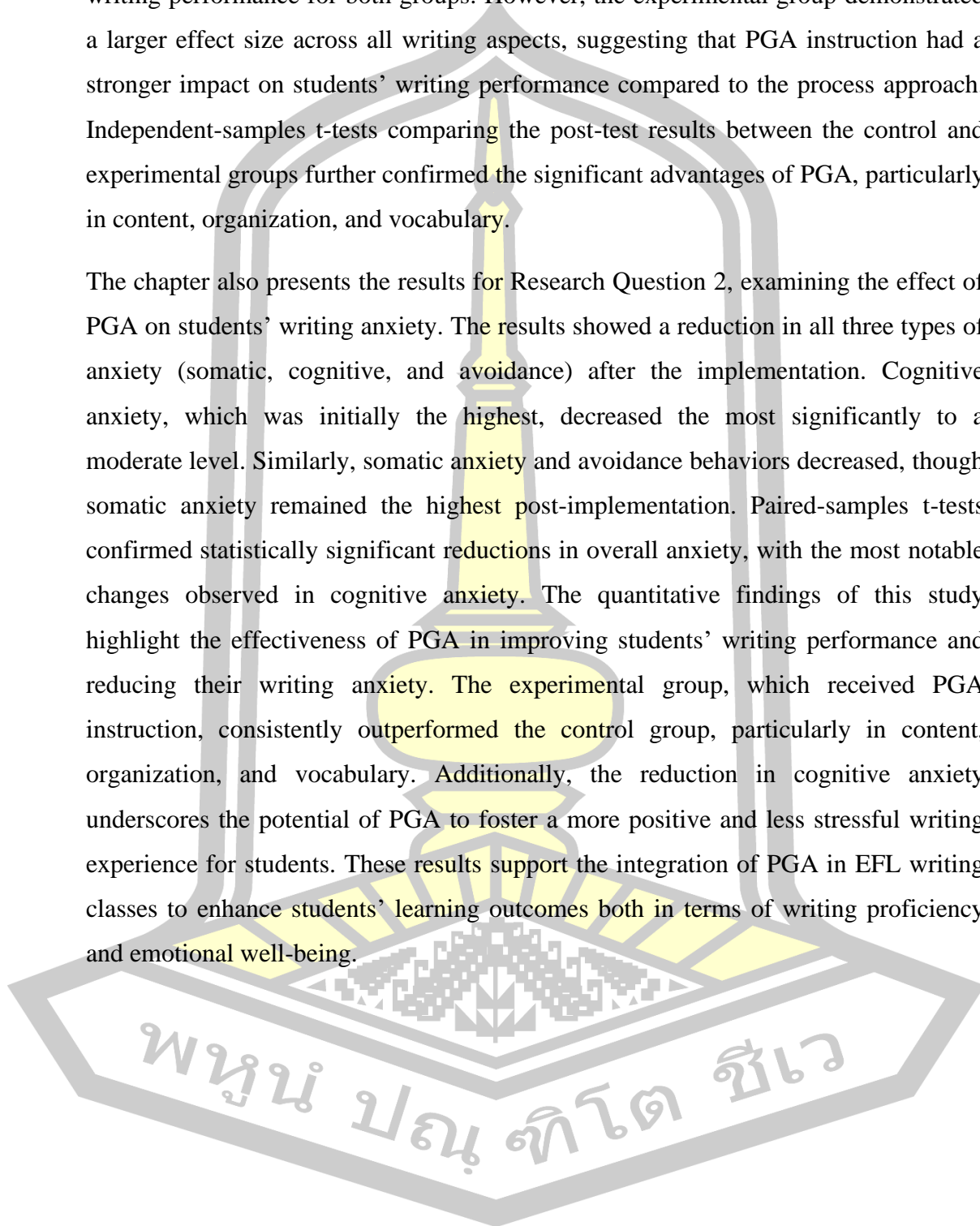
Table 17 presents the experimental group's writing anxiety scores before and after the implementation, revealing significant improvements across overall score and the three types of writing anxiety. The *t*-value of the overall score was 9.83 ( $p = 0.00$ ), indicating a statistical significance in overall writing anxiety, decreasing from a high level to a moderate level. For somatic anxiety, the *t*-value was 3.63 ( $p = 0.00$ ), also showing a significant decrease from a high level to a moderate level. The most statistically significant difference was observed in cognitive anxiety, with a *t*-value of 14.88 ( $p = 0.00$ ), marking the most substantial decrease from a high level to a moderate level. Avoidance behavior showed a significant difference as well, with a *t*-value of 3.87 ( $p = 0.00$ ), demonstrating a reduction in mean scores while still remaining at a moderate level.

### 4.3 Chapter Summary

This chapter presents the quantitative results of the effects of PGA on the writing performance of Thai EFL students, focusing on five aspects of writing, including content, organization, vocabulary, language use, and mechanics. The study employed both pre-tests and post-tests to measure students' writing performance, utilizing descriptive and inferential statistics to analyze the data obtained. This chapter also presents the results regarding the impact of PGA on students' writing anxiety, assessing changes in somatic, cognitive, and avoidance anxiety.

Paired-samples t-tests indicated statistically significant improvements in all aspects of writing performance for both groups. However, the experimental group demonstrated a larger effect size across all writing aspects, suggesting that PGA instruction had a stronger impact on students' writing performance compared to the process approach. Independent-samples t-tests comparing the post-test results between the control and experimental groups further confirmed the significant advantages of PGA, particularly in content, organization, and vocabulary.

The chapter also presents the results for Research Question 2, examining the effect of PGA on students' writing anxiety. The results showed a reduction in all three types of anxiety (somatic, cognitive, and avoidance) after the implementation. Cognitive anxiety, which was initially the highest, decreased the most significantly to a moderate level. Similarly, somatic anxiety and avoidance behaviors decreased, though somatic anxiety remained the highest post-implementation. Paired-samples t-tests confirmed statistically significant reductions in overall anxiety, with the most notable changes observed in cognitive anxiety. The quantitative findings of this study highlight the effectiveness of PGA in improving students' writing performance and reducing their writing anxiety. The experimental group, which received PGA instruction, consistently outperformed the control group, particularly in content, organization, and vocabulary. Additionally, the reduction in cognitive anxiety underscores the potential of PGA to foster a more positive and less stressful writing experience for students. These results support the integration of PGA in EFL writing classes to enhance students' learning outcomes both in terms of writing proficiency and emotional well-being.



## **CHAPTER V**

### **QUALITATIVE RESULTS OF THE STUDY**

This chapter reports the findings from semi-structured interviews conducted with six participants of varying writing proficiency levels ( 2 high, 2 moderate, 2 low). It addresses Research Questions Three and Four, investigating which aspects of PGA may influence their writing performance and which aspects of PGA may influence their writing anxiety. The results from the thematic analysis of these interviews are then presented, followed by a summary of the findings.

#### **5.1 Aspects of PGA in Improving Students' Writing Performance**

To address the third research question, What aspects of PGA may influence students' writing performance?, the study utilized qualitative data gathered from six participants representing three different proficiency levels: 2 high, 2 moderate, 2 low. These participants provided insights through semi-structured interviews, which allowed for an in-depth exploration of their experiences and perceptions with PGA. The analysis of the interview data revealed key themes aligning with various aspects of PGA, including audience awareness, genre awareness, collaborative learning, multiple drafts, peer feedback, and teacher feedback. Each aspect played a role in enhancing content, organization, vocabulary, language use, and mechanics, all of which may impact writing performance.

##### **5.1.1 Audience Awareness and Content Improvement**

Based on the analysis of the interview transcription, two participants, identified as H1 and M2, indicated that through PGA instruction, they became more aware of the significance of audience awareness. This led them to write background information, thesis statement and put more engaging examples. Understanding who would read their essays prompted them to adapt their writing more effectively. H1 highlighted how understanding the readers' needs and background influenced the participant's approach to writing. Previously, H1 wrote without considering the readers, but class discussions on the purpose and audience prompted a shift in focus. The excerpt below illustrates H1's perception on this matter:

*“Knowing who my readers were made a big difference in my writing. Before, I used to just write without thinking much about who would read it. But when we discussed the purpose and readers in class, it changed how I wrote my essay. I thought about what my readers would want to know, what might interest them, and what background information they might need. For example, when I wrote about environmental issues, I realized that my readers might not be familiar with some technical terms. So, I made sure to explain those terms in a simple way and included examples that they could relate to. I started adding more relevant details to make sure my readers could follow along easily. For instance, instead of just saying, “pollution affects marine life,” I added specific examples, like how plastic waste damages coral reefs and affects fish populations. This not only made my writing clearer but also more engaging for the readers. I think it made the essay more informative and interesting to read, and it felt like I was really communicating with my audience, not just writing for a grade.”*

This heightened awareness made H1 more attentive to the relevance and clarity of his content. He acknowledged that providing sufficient background information and relevant details is essential for effective communication, as it establishes the context and ensures the audience comprehends the topic and its importance. This was supported by M2 who expressed that being aware of readers could encourage students to explain ideas more thoroughly.

*“Being aware of my readers who were my friends and teacher encouraged me to explain my ideas more thoroughly. I was interested in writing about being a software developer, so I added background information about what this job involves. For example, I explained the skills needed, like coding and problem-solving, and why I enjoyed working with technology. Instead of just saying I wanted to be a software developer, I described what a typical day looks like, the kind of projects I hope to work on, and how it matches my skills. I also added examples, like how developing apps can help solve everyday problems.”*

The two excerpts above emphasized the significance of audience awareness in PGA instruction for improving the content of the participants' writing. This awareness was essential in guiding them through the writing process, as it helped them understand key situational factors, including the purpose of their writing, and the target audience. With this understanding, they became more mindful in choosing appropriate content that aligned with the communicative goals and the expectations of their audience.

### 5.1.2 Genre Awareness

All six participants agreed that having genre awareness could enhance their understanding of vocabulary, language use, and writing mechanics. This awareness exposed them to various essay types, and introduced genre-specific language. The following illustrated the role of genre awareness helped enhance vocabulary, language use, and mechanics of their essay writing tasks:

#### 5.1.2.1 Genre Awareness and Vocabulary Improvement

Two participants, identified as H2 and M1, shared that having genre awareness helped them become familiar with various essay types, such as cause-and-effect and expository essays, and expanded their vocabulary. H2 emphasized that learning different essay structures, like cause-and-effect essays, introduced her to specialized vocabulary. This allowed her to use new words to illustrate relationships between ideas, making her explanations more precise and helping readers better understand the connections between causes and effects. The following excerpt illustrates this point:

*“Knowing about different essay types helped me improve my vocabulary. For example, when we studied cause-and-effect essays, I learned specific words like “consequently” and “due to” that are important for showing relationships. When I wrote about “Social Media Effect on Young People”, I used these words to describe how social media impacts their mental health. For example, “Due to the comparison with others on social media, young people often experience feelings of inadequacy, which can lead to lower self-esteem. Using linking word like “due to” made my explanation clearer and more specific. It made it easier for readers to understand the connections between causes and effects.”*

Similarly, M1 underscored the value of studying expository essays, which exposed her to technical terms and precise definitions. Through this genre, M1 learned how to incorporate specific vocabulary into her writing, thus making her essays more informative and contextually appropriate. The acquisition of technical terms enabled her to convey her thoughts more accurately, contributing to the overall clarity and quality of her writing. The use of appropriate vocabulary in expository writing is crucial for effectively communicating complex ideas and ensuring that the intended meaning is easily understood by the reader. The following excerpt further could support this claim:

*“Studying different types of essays helped me learn to use better words and choose the best words for what I wanted to say. For example, when we studied expository essays, I learned words like “significant” instead of just saying “big” or “important.” This made my writing sound more formal and academic.”*

The two excerpts above emphasized the importance of the genre awareness in improving the participants' vocabulary knowledge. Through this stage, they learned how to incorporate specific vocabulary into their writing, making their essays sound more academic and contextually appropriate. The use of appropriate vocabulary in expository writing was crucial for effectively communicating complex ideas and ensured that the intended meaning was easily understood by the reader.

#### **5.1.2.2 Genre Awareness and Language Use Improvement**

One participant, identified as H2, highlighted that understanding different essay genres helped improve her ability to use language more purposefully and effectively. Through a focus on genre-specific language, H2 became more conscious of structuring her sentences and choosing words that suited the unique requirements of each genre. This awareness helped her make appropriate linguistic choices. H2 emphasized that studying various genres made her recognize the importance of maintaining grammatical consistency in using consistent tense. She noted that in an expository essay, it was crucial to use the present tense when explaining concepts or presenting factual information. This insight allowed her to ensure that her writing remained grammatically accurate. The excerpt below illustrated H2's perspective on this matter:

*“Learning about different essay types helped me understand the importance of using consistent tense throughout my writing. For example, I learned that I should use the present tense when writing expository essays because I explained facts and concepts. This helped me keep my writing consistent and made it easier for my readers to understand. When I wrote an expository essay about “How Plants Grow,” I made sure to use the present tense. I wrote sentences like, “Plants need water and sunlight to grow,”. Before, I might have mixed up tenses, but now I know to keep everything in the present tense when explaining things. It makes my writing smoother and more consistent.”*

The excerpt above demonstrated the influence of genre awareness on improving grammatical consistency. By understanding the specific requirements of different essay genres, the participant was able to make more informed choices in sentence structure and tenses. Thus, genre awareness played a crucial role in guiding the writer student toward more precise and purposeful communication.

### **5.1.3 Collaborative Learning**

All participants acknowledged that PGA instruction fostered a strong sense of collaborative learning, where students worked together to co-construct texts within the same genre. This collaborative process allowed them to share different viewpoints, offering opportunities for peer input and constructive teacher feedback. By engaging in group discussions and activities, they were able to improve many aspects of writing including content, organization, and vocabulary. The following illustrated the role of collaborative learning helped improve content, organization, and vocabulary of their essay writing tasks:

#### ***5.1.3.1 Collaborative Learning and Content Improvement***

Two participants, (e.g., L1 and L2) indicated that collaborative learning activities, such as group discussions, enriched their essay content by fostering the exchange of new perspectives and ideas. These interactions allowed them to see their writing from different viewpoints, which not only broadened their understanding of the topic but also helped them identify areas in their essays that required further elaboration or clarification. L1 described how group work with classmates facilitated idea generation and enhanced essay content. Discussions provided insights that would not have emerged independently, resulting in more comprehensive content. The excerpt below illustrated L1's perspective on this matter:

*“Working with my classmates in a group made my content better because I learned to include many ideas I hadn't thought of on my own. When I wrote “Why Reading is Important,” I started with a simple thesis statement like, “Reading is good for children.” But during our group discussion, my classmates suggested adding more specific reasons, like how reading helped improve their vocabulary and imagination. So, I changed my thesis statement to include that they suggested.”*

In addition, L2 described how working in a group provided opportunities to receive constructive feedback from classmates, who pointed out areas in their essay that needed more explanations. By incorporating their suggestions, L2 was able to add more details and examples, leading to a more thorough and well-organized essay. This revision made the explanation clearer and gave his readers a more detailed understanding of the benefits of playing sports.

*“Working in a group helped us to give feedback to each other. My classmates pointed out parts of my essay that needed more explanation. With their suggestions, I was able to add more details and examples. When I was writing an essay about ‘The Benefits of Playing Sports,’ I wrote the thesis, ‘Playing sports makes children healthy.’ One of my classmates said that I should explain how sports keep children healthy, such as building strong muscles and improving their heart health through regular exercise.” They said that the thesis statement would have a clearer focus.”*

The two excerpts above emphasized the significance of collaborative learning activities in playing a vital role in the writing process, as the activities encouraged the participants to think beyond their initial ideas and explore different viewpoints. Receiving jointly constructive feedback from peers during group discussions could help them develop their ideas more thoroughly, ultimately strengthening the content of his essay.

#### ***5.1.3.2 Collaborative Learning and Content Improvement***

Collaborative learning played a pivotal role in helping the participants organize their essays more effectively. One of the six participants highlighted that group activities not only allowed them to generate a wide range of ideas but also helped them identify the most important points and understand how these ideas were interconnected. These activities were essential in establishing a clear, logical structure for their essays, ensuring that the flow of ideas was coherent and well-organized. H1 shared that participating in group activities enhanced the ability to organize an essay. Writing down all thoughts first provided a way to visualize key ideas and prioritize them based on relevance. This process clarified the relationships between ideas, contributing to a more cohesive essay structure. The following excerpt could support this claim:

*“Working with my classmates during group activities helped me a lot with organizing my essays. We did activities where we wrote down all our ideas on a big sheet of paper and then discussed them together. Seeing all the ideas at once helped me figure out which ones were the most important and how they should be arranged in my essay. When we were writing an essay about “The Benefits of Doing Yoga,” I had many ideas, like how exercise kept us healthy, helped us feel happy, and made us stronger. During our group discussion, my classmate pointed out that we should first explain why doing yoga was important, then talked about the specific benefits like health and happiness, and finally gave examples of different postures of doing yoga. This helped me put my ideas in a logical order, so my essay made more sense.”*

The excerpt above highlighted the significant benefits of collaborative learning in organizing the essays as group activities allowed him to visualize and prioritize key ideas and helped him create a more cohesive essay structure. In addition, group activities were found to be effective to help enable H1 to create a clear outline that guided the essay from the introduction to the conclusion, making the essay more organized and easier to follow.

#### ***5.1.3.3 Collaborative Learning and Vocabulary Improvement***

Two participants, M2 and L2, viewed collaborative learning activities provided them with valuable opportunities to expand their vocabulary by learning new words and phrases. Through collaborative writing, they observed how their peers expressed ideas and incorporated unfamiliar terms into their own works. This process of social learning, where students learned from one another, was effective in enhancing vocabulary acquisition, allowing them to broaden their linguistic range and improve the quality of their writing. M2 highlighted the impact of this collaborative approach, emphasizing that joint text construction with classmates introduced new vocabulary. Observing peers’ word choices and expression styles during group writing activities expanded lexical knowledge. This collaborative experience enhanced vocabulary use, resulting in clearer writing and more effective idea expression. The excerpt below illustrates M2’s perspective on this matter:

*“Working with my classmates to write texts helped me learn new vocabulary. I noticed the words they used and how they expressed their ideas. This activity introduced me to new words and phrases that I started using in my own essays. For example, when we were writing about the differences between cash and credit cards, one of my classmates used the word*

*“convenient” to describe credit cards. I used a simple word like “easy,” but I learned that “convenient” was a better choice. Another classmate used the word “transaction” when talking about how people use credit cards to buy things. Before, I would just say “buying things,” but I learned that “transaction” is a more specific word. “*

Similarly, L2 emphasized the benefits of group text construction under the teacher’s guidance, which encouraged the use of varied vocabulary and synonyms instead of repetitive word choices. This activity introduced new terms that had not been encountered before, demonstrating how collaborative writing serves as an effective approach to expanding linguistic resources. Exposure to diverse vocabulary enabled the use of more precise and varied language, enhancing the contextual appropriateness of the essay.

*“When we wrote texts together as a group, our teacher helped us to use different words instead of repeating the same words. This activity introduced me to new vocabulary that I hadn’t used before. When I first wrote a compare and contrast essay on “Exercising at Home or Exercising at the Gym” ? I kept thinking of using the word “better” to talk about the advantages of the gym. But during our group discussion, my teacher suggested using more specific word like “beneficial.” One of my classmates also used the word “convenient” when talking about how it’s easier for some people to exercise at home. I learned that using these words made my essay sound more precise.”*

The two excerpts above highlighted the positive effects of working with classmates on their vocabulary knowledge. By engaging in group writing activities, the participants observed how peers expressed their ideas. This allowed them to adopt and incorporate them into their own essays. In addition, they acknowledge the benefit of constructing texts as a group under the guidance of the teacher. This activity exposed them to new vocabulary, demonstrating that collaborative writing can serve as a practical method for introducing students to new linguistic choices.

#### **5.1.4 Multiple Drafts and Content Improvement**

Two participants, H1 and H2, consistently highlighted the benefits of the independent construction stage in enhancing writing content. They emphasized that writing multiple drafts provided opportunities for continuous improvement. H1 reflected on how the drafting process refined the essay by incorporating more specific examples,

making it more informative and thorough. Each draft facilitated the development of new ideas and improved the articulation of thoughts, underscoring how drafting fostered creativity and deeper reflection. The following excerpt could support this claim:

*“In my writing class, I went through multiple drafts before reaching the final version of my essay. Each draft served as an opportunity to refine my ideas and clarify my thoughts further. For example, my first draft included only a few basic points, and my explanations were quite general. However, as I revised, I was able to think of additional ideas and examples that strengthened my main idea and added depth to my writing. In my third draft, I had included specific examples that illustrated my points more effectively. This process of drafting and revising ultimately made my essay much clearer, more detailed, and well-structured.”*

Similarly, H2 explained that the drafting process improved essay structure, leading to enhanced content. With each draft, additional details and specific examples were incorporated. Through revision, stronger support for key points was provided, resulting in a more comprehensive essay with well-developed explanations that were easier for readers to follow. The following excerpt could support this claim:

*“With each draft, I added details and examples that made my essay more complete and engaging. Initially, I wrote, “Exercising at the gym is better because there is more equipment,” but after discussing with classmates, I realized I needed to be more specific. In my next draft, I added, “For example, gyms often have weight machines and stationary bikes, offering various workouts that target different muscles.” This made my main point clearer, helping readers understand the advantages of gym workouts over home exercise. Including specific examples strengthened my points and made my essay more convincing and easier to follow.”*

The two excerpts above highlighted that writing multiple drafts was an essential part of the writing process, as it gave the participants the opportunity to generate new ideas, refine their thinking, and ultimately produce essays that were clearer, more detailed, and more engaging. The process of drafting allowed them to revisit their work with new perspectives, leading to continuous improvements in the content of their writing with each revision.

In contrast to H1 and H2, M1 initially resisted writing multiple drafts, considering the process tedious and time-consuming. Preferring to complete writing in a single

attempt, M1 was reluctant to engage in repeated revisions. However, over time, the benefits of drafting became evident, leading to an appreciation of its role in improving writing quality. Early drafts were often unclear and lacked detail, but with feedback from the teacher and classmates, revisions incorporated additional details, making the essay more informative. The following excerpt could support this claim:

*“At first, I didn’t like doing multiple drafts because it felt like extra work, but I saw how it helped improve my writing over time. My early drafts were not very clear or detailed, but after getting feedback from my teacher and classmate, I made changes and added more details. My first draft only had a few general points. For example, I wrote, ‘Exercising at the gym is good because it has equipment.’ But after rewriting, I added more details like, ‘Gyms have different equipment, such as treadmills, weight machines, and stationary bikes, which help people follow a more organized workout routine to improve specific muscles.’ I also gave more examples for exercising at home, like, ‘At home, people can use simple tools like yoga mats, resistance bands, or follow online videos, which makes it easier to fit in a quick workout.’ Each draft helped me see where I needed more information and where I could explain my ideas better. It made my essay more complete because I could focus on developing my thesis and adding specific examples.”*

The excerpt above suggested that while the drafting process might initially be perceived as tedious, it played a crucial role in enhancing both clarity and detail in writing. Although the early stage of drafting felt burdensome, the participant realized that each draft helped her improve the content of writing by refining her thoughts, clarifying her ideas, and adding necessary details.

### **5.1.5 Peer Feedback**

#### **5.1.5.1 Peer Feedback and Content Improvement**

Two participants, M2 and L2, acknowledged the importance of peer feedback. They emphasized that the peer feedback allowed them to see their work from the reader’s perspective, making it easier to identify areas where more clarity or explanation was needed. This shift in viewpoint helped them recognize weakness in their writing and make improvements in the content of writing. M2 noted that peer feedback contributed to content improvement by highlighting unclear areas or sections requiring further development. These adjustments enhanced focus and clarity, making

the comparison more accessible to readers. The following excerpt could support this claim:

*“Getting feedback from my peer really helped me improve my essays. She pointed out parts that were unclear or needed more detail, so I could add more examples and explain my ideas better. In my first draft of a compare-and-contrast essay, my thesis statement was quite basic, like, ‘Exercising at home and at the gym are different in many ways.’ But my classmate told me I should revise it to make it stronger. She suggested I change it to, ‘Exercising at home is more flexible, while exercising at the gym provides access to more equipment and a motivating environment.’ This helped me focus my essay better and made it easier for readers to understand what I was comparing.”*

Similarly, L2 highlighted that peer suggestions contributed to content improvement. Incorporating feedback allowed for the addition of more relevant examples, strengthening support for key points. This enhanced clarity and detail while also providing a more balanced perspective, leading to a fuller understanding of the issue.

*“The comments from my classmate showed me where my writing needed more support. When writing a cause-and-effect essay, my classmate told me that I should include more examples of the positive effects of social media to balance my essay. I had just focused on the negative effects, so I added a paragraph that said, ‘Social media can also have positive effects, like helping young people stay connected with friends and family. For instance, during the pandemic, many young people used social media to keep in touch with their classmates and feel less isolated.’ This made my essay more balanced and showed both sides of the issue.”*

The two excerpts above pointed out that peer feedback played a key role in improving students' content of writing by offering different perspectives on areas that required refinement, thereby adding clarity to their essays. Through peer interactions, they were able to identify unclear parts, spot weakness in content, and receive suggestions for improving their writing with additional details or examples.

#### **5.1.5.2 Peer Feedback and Organization Improvement**

Two participants viewed the importance of peer feedback in improving the organization of writing from different perspectives. M1 emphasized the importance of peer feedback in organizing the essay. Classmates identified parts of the writing that were confusing or lacked logical sequencing. With these suggestions, the essay was

revised to create a clearer, more structured flow, making it easier for readers to follow the main points. The following excerpt could support this claim:

*“Feedback from my classmates was very useful for organizing my essay. They told me when parts of my essay were confusing or out of order. With their suggestions, I revised my essay to have a clearer structure, which made it easier for readers to understand my main points.”*

Similarly, L2 noted that advice from a peer on the sequence of presenting ideas helped improve the organization and logical flow of the writing. This feedback led to a better-structured essay, ensuring that each point followed naturally from the previous one, making the ideas clearer and more cohesive. By incorporating peer suggestions, the overall structure of the essay was enhanced, presenting arguments in a logical order. This improvement made the writing more persuasive and easier for readers to follow. The following excerpt could support this claim:

*“When I wrote an essay on the ‘Effects of School Bullying on Children,’ my first draft discussed how bullying could cause anxiety, followed by how it affected children’s grades, and later I mentioned how it could lead to loneliness. My classmate suggested that it would make more sense to group all the emotional effects together, like anxiety and loneliness, before discussing how bullying affected school performance. She recommended this change to improve the flow of my essay.”*

The two excerpts above emphasized the importance of peer feedback in organizing the students’ essay. When classmates highlighted confusing or not logically sequenced parts of their writing, they revised the essay to create a clearer and more structured flow, ensuring that the ideas were presented in a logical order. This process not only improved the readability of her essay but also reinforced the significance of receiving input from peers to ensure that the essay’s structure effectively communicated her ideas.

### **5.1.5.3 Peer Feedback and Language Use Improvement**

Two participants, L1 and L2, emphasized the peer feedback helped improve their grammatical accuracy. They pointed out that feedback from classmates during peer review session helped them identify errors in areas such as verb agreement, tense consistency, and sentence structure. This allowed them to make the necessary corrections, leading to more grammatically sound writing. L1 shared that feedback

from a classmate during the peer review session was helpful in identifying errors in grammar, specifically in verb agreement and pronoun usage. The excerpt below illustrates L1's perspective on this matter:

*“During the peer review session, my classmate gave me some really helpful feedback on my grammar. She went through my essay and pointed out a few sentences where I messed up verb agreement, she showed me where the subject and verb didn't match. She also caught a part where I used the wrong pronouns, which could confuse readers. Her comments really helped me see where I needed to fix things and make my writing clearer.”*

Similarly, L2 emphasized the benefits of peer feedback in improving tense consistency. A classmate identified instances of incorrect tense usage and provided suggestions for correction. Applying this feedback helped reinforce the practice of using correct tenses, ultimately enhancing confidence in writing. The excerpt below illustrates L2's perspective on this matter:

*“My peer's feedback was incredibly useful for improving my grammar. He carefully reviewed my writing and noticed when I had used the wrong tense, which I hadn't realized was a problem. He took the time to explain the correct tenses I should use and provided specific examples to help me understand how to make the necessary changes. By following his advice, I practiced using the correct tenses in my writing, which really enhanced my confidence.”*

The excerpts above emphasized the importance of peer feedback in enhancing language awareness and the development of grammatical skills. By considering and applying their peers' advice, the students improved their ability to use tenses accurately, resulting in clearer and more grammatically correct writing. This collaborative process not only helped them recognize and correct errors but also fostered a deeper understanding of proper grammar usage.

#### **5.1.6 Teacher Feedback**

Participants acknowledged the value of the teacher feedback that played a crucial role in enhancing their essay writing. Not only did the feedback identify areas in need of improvement, but it also offered specific strategies to help students achieve better structure in their writing.

### **5.1.6.1 Teacher Feedback and Organization Improvement**

M2 highlighted the significant benefits of receiving teacher feedback on essay organization. The suggestion to group similar ideas together helped maintain a logical order throughout the essay. By implementing this advice, smoother transitions between ideas were achieved, enhancing the overall flow. This feedback contributed to clearer organization and improved readability, demonstrating the value of technical guidance in constructing cohesive and logically connected essays.

*“I wrote about the emotional effects of bullying, like anxiety and depression, then quickly switched to how bullying affected school grades. After that, I went back to talk about loneliness. My teacher said my ideas seemed out of order and suggested I group all the emotional effects together before talking about the academic effects. This way, the essay would flow more smoothly from one type of effect to the next.”*

The excerpt above emphasized how the teacher feedback played a crucial role in enhancing the organization of the essay. It emphasized the importance of maintaining a logical flow throughout the essay, ensuring that ideas were presented in a clear, coherent sequence. By addressing issues related to organization and providing actionable suggestions, the teacher feedback helped students create essays that were more cohesive and well-organized. As a result, the transitions between ideas became smoother, making the overall argument easier to follow and more compelling for readers.

### **5.1.6.2 Teacher Feedback and Vocabulary Improvement**

Two participants, H1 and H2, emphasized that the teacher feedback played an important role in enhancing their vocabulary as they received the targeted guidance on word choice, and were able to use more varied and precise language. H1 reflected on how teacher feedback increased awareness of a tendency to rely too heavily on the same words. The teacher identified this repetition and suggested using more precise vocabulary and incorporating pronouns to reduce redundancy. Applying this advice expanded word choice, making the writing more varied and engaging for readers. The excerpt below illustrates H1’s perspective on this matter:

*“My teacher told me that I used the same words too often. She suggested that I should use pronouns and find more precise vocabulary to make my writing more interesting. By following*

*her advice, I expanded my word choice. Previously, I kept using the word “bullying” in almost every sentence. My teacher pointed out that it made my writing repetitive and suggested using pronouns to avoid repeating the same word. For example, instead of saying “Bullying can cause anxiety. Bullying also leads to low self-esteem,” she suggested I use pronouns like, “It can cause anxiety and also leads to low self-esteem.” This helped convey my ideas clearly, precisely, and effectively.”*

Similarly, H2 shared that teacher feedback focused on improving vocabulary in the essay. After reviewing the draft, the teacher introduced more precise and topic-relevant terms, explaining their correct usage in context. This enhancement gave the essay a more formal tone and demonstrated a deeper understanding of the subject., as illustrated in the excerpt below:

*“After reading my essay, my teacher gave me feedback on how to use specific vocabulary related to my topic. She taught me new words and how to use them correctly. Adding these words made my essay more accurate and informative, showing that I had a better understanding of the topic. My teacher also suggested using more specific words to describe the effects of bullying. For instance, instead of just saying “Bullying makes kids feel sad,” she encouraged me to use words like “distressed” or “overwhelmed.” So, I changed my sentence to, “Bullying often makes children feel distressed and overwhelmed, which makes it difficult for them to enjoy daily activities.”*

The two excerpts above illustrated how teacher feedback helped students become more aware of their tendency to overuse certain words in their writing. By following the teacher’s suggestions, the students were able to broaden their vocabulary, resulting in more varied and engaging writing. This improvement not only made their essays more interesting for readers but also enhanced the overall quality of their work. Additionally, the teacher introduced new, topic-specific words and provided guidance on how to use them accurately within the context of their writing. This feedback was beneficial in helping students refine their word choice, making their writing clearer, more precise, and more aligned with the topic.

### **5.1.6.3 Teacher Feedback and Language Use Improvement**

H1 and M2 reflected on the value of detailed feedback from the teacher. It played a vital role in helping them refine their language use, offering explicit guidance on

proper grammar and providing insights into areas where improvement was needed. H1 reflected on the value of detailed teacher feedback in improving the use of articles. Specific areas of struggle were identified, with clear explanations and examples provided for guidance. This targeted feedback enhanced understanding of proper article usage, resulting in more polished and grammatically accurate writing. The following excerpt could support this claim:

*“The teacher gave me feedback on using articles correctly. For example, I wrote, “Children often face negative effects from bullying, like drop in confidence.” My teacher suggested that I add the article “a” before “drop” to make it grammatically correct. So, I changed it to, “Children often face negative effects from bullying, like a drop in confidence.” This made my sentences sound smoother.”*

Similarly, M2 shared that teacher feedback was beneficial in improving tense consistency in essays. Areas of inconsistent tense usage were identified, with explanations provided on when to apply different tenses correctly. This feedback enabled corrections of similar mistakes throughout the essay, enhancing overall grammatical accuracy. The following excerpt could support this claim:

*“My teacher’s feedback was very helpful in improving my grammar. She pointed out instances where I used the wrong tense in my sentences and explained how to use the past tense when discussing specific events that occurred in the past. This made my essay more accurate in referring to past events. After receiving her feedback, I was able to correct these mistakes and use tenses consistently throughout my essay.”*

The two excerpts from H1 and M2 illustrated the important value of teacher feedback in improving their grammar usage. The feedback provided clear explanations and examples, helping students understand the correct application of grammar rules. This guidance not only enhanced the grammatical accuracy of their essays but also improved the overall fluency of their writing. The teacher’s support demonstrated how targeted feedback can have a lasting influence on students’ language skills.

#### **5.1.6.4 Teacher Feedback and Mechanics Improvement**

H2 and M1 stated that the independently constructing stage helped improve their writing mechanics as they received clear guidance from their teacher. The teacher

provided specific advice that students could easily implement to refine various technical aspects of their writing, such as punctuation and capitalization. This guidance allowed the students to address common mechanical errors, leading to clearer and more polished essays. H2 noted that teacher feedback was insightful in identifying missed punctuation marks, such as commas. Explanations on how correct punctuation enhances sentence clarity helped illustrate the impact of small mechanical errors on readability, leading to a better understanding of their importance in writing. The following excerpt could support this claim:

*“My teacher gave me advice on using appropriate punctuation. For example, if commas are not used correctly, sentences can become run-ons, which can confuse readers and make things unclear. She explained that run-on sentences occur when two or more complete thoughts are put together without the proper punctuation or conjunctions. This can make it difficult for readers to grasp your intended meaning because the flow of ideas gets mixed up. This made me cautious about writing long sentences.”*

Similarly, M1 mentioned that teacher feedback focused on the consistent application of capitalization rules. Areas of missed capitalization, such as proper nouns, company and website names, and sentence beginnings, were identified. This targeted feedback increased awareness of capitalization importance, ensuring correct application throughout the writing. By consistently addressing these issues, the guidance helped internalize capitalization rules, resulting in more polished and professional writing. The following excerpt could support this claim:

*“My teacher pointed out that I should use capital letters for proper nouns like “Amazon” when talking about websites where people use credit cards. In my first draft, I wrote, “Many people use credit cards on amazon for convenience,” and she corrected it to, “Many people use credit cards on Amazon for convenience.” Her feedback helped me remember to capitalize letters for the names of companies and websites.”*

The two excerpts above emphasized the importance of teacher feedback in improving students' mechanics of writing. The teacher identified instances where students missed crucial punctuation marks, such as commas and periods, and where they had forgotten to capitalize the first word of a sentence or a proper noun. By consistently addressing these issues, the feedback helped students enhance the accuracy and

professionalism of their writing. This attention to detail not only corrected mechanical errors but also contributed to producing more polished and refined written work.

## **5.2 Aspect of PGA in Reducing Students' Writing Anxiety**

This section presents findings derived from the semi-structured interviews with six participants, which highlighted how various aspects of PGA helped reduce their writing anxiety. Through engagement various activities including pre-writing, drafting, revising, peer reviewing, and rubric understanding, participants developed a clearer sense of direction, increased freedom to express their ideas, opportunities for improvement, peer support, and a better understanding of expectations. These factors collectively contributed to a reduction in their writing anxiety. The themes as well as supporting details are described in the following section.

### **5.2.1 Pre-writing Activity and Reduced Writing Anxiety**

Two participants noted that pre-writing activities, like brainstorming and organizing ideas, helped reduce their writing anxiety. Identified as M2 and L2, they explained that these activities gave them a clearer sense of direction and purpose, which greatly eased the stress typically caused by staring at a blank page. By mentally organizing their thoughts before starting the draft, they were able to minimize the uncertainty that often triggered writer's block. M2 highlighted the importance of pre-writing activities in reducing writing anxiety. Dedicating time to brainstorming and organizing ideas before starting the essay helped establish a clear sense of direction. This process increased confidence and preparedness, allowing for a more focused and efficient approach to writing, as demonstrated in the following excerpt:

*“For me, the pre-writing stage really helped reduce my writing anxiety. Taking the time to brainstorm and organize my ideas before I started writing gave me a clear sense of direction and eased the fear of staring at a blank page. When I had a solid plan to generate and arrange my thoughts, I felt more confident and prepared.”*

In addition, L2 shared that gaining an understanding of the characteristics and purpose of each essay type during the pre-writing phase helped him feel more prepared and less anxious. By becoming familiar with the specific requirements and structures of various essay genres, he approached the writing process with increased confidence.

This foundational knowledge provided him with the tools to organize his ideas effectively and reduced his anxiety, as he knew exactly what was needed to meet the genre's standards. As a result, L2 felt more capable and confident in his ability to tackle the essay. The following excerpt illustrates this point:

*"I don't enjoy writing for many reasons. My grammar isn't very strong, and I have a limited vocabulary. I often struggle to know what to include in each paragraph. As a result, whenever I have to write something, I can't help but feel anxious. However, I would say that the pre-writing stage could help me feel less anxious, more prepared, and more confident."*

The two excerpts above clearly highlighted the importance of the pre-writing activities in PGA for helping participants manage their writing anxiety. Through activities like brainstorming and organizing ideas, the students could develop a clearer sense of direction for their writing tasks. With a solid understanding of essay structure and specific genre requirements, they felt more confident and prepared to tackle the assignment. This stage reduced uncertainty, provided a clear framework, and enhanced their ability to organize thoughts, allowing them to approach writing with greater confidence.

### **5.2.2 Drafting Activity and Reduced Writing Anxiety**

Two participants, identified as L1 and L2, reported that creating a rough draft allowed them to focus on refining their ideas rather than worrying about getting everything right on the first try. This stage made them feel less anxious about writing, as it shifted their attention away from perfection and toward developing their thoughts more freely. By knowing they did not have to produce a flawless essay immediately, they felt more comfortable exploring their ideas and organizing their arguments. This reduction in pressure allowed them to approach their writing with greater confidence, knowing they could return to the draft later to make necessary revisions and improvements. As a result, the act of creating a rough draft not only helped them clarify their ideas but also made the overall writing process more manageable and less stressful.

L1 shared that having a draft to work with provided a sense of direction and progress, helping to reduce writing anxiety. Creating a rough draft served as a starting point, allowing ideas to be expressed without the pressure of immediate perfection. This

shift in focus from getting everything right at once to gradually refining ideas enabled a clearer mindset during revisions. The ability to draft freely without judgment demonstrated how this approach helps overcome the fear of making mistakes, as demonstrated in the following excerpt:

*“For me, the drafting stage really helped reduce my writing anxiety. When I wrote a rough draft, it gave me a starting point and a sense of direction. Instead of feeling overwhelmed by the pressure to get everything perfect right away, I could just focus on getting my thoughts down without stressing too much about making it perfect. That first draft became something I could build on and refine. It shifted my focus from trying to be perfect to gradually developing and improving my ideas.”*

Similarly, L2 mentioned that the drafting was particularly helpful in reducing writing anxiety. Drafting freely without the pressure of perfection allowed ideas to flow more naturally, easing the writing process. This approach removed the fear of making mistakes and provided a judgment-free starting point for later refinement. As a result, the writing process became more relaxed and creative, fostering greater confidence and improvement. The following excerpt could support this claim:

*“I found that the drafting stage helped me the most with my writing anxiety. Being able to draft without worrying about getting it right on the first try helped me get past the fear of making mistakes. It gave me the freedom to get my thoughts down without judgment and gave me a starting point to work from.”*

The two excerpts above underscored how creating a rough draft played a crucial role in reducing stress and anxiety in the writing process. By shifting their focus away from achieving perfection on the first attempt, they felt less pressure and more freedom to explore and develop their ideas. This reduction in stress allowed them to approach their writing with greater confidence, knowing they could revise and improve their work later. Ultimately, the rough draft served as an essential step in making the writing process feel less overwhelming.

### **5.2.3 Revising Activity and Reduced Writing Anxiety**

Interestingly, revising was mentioned by one participant, identified as H2, noting that the revision process enhanced confidence by providing opportunities for improvement based on feedback or self-reflection. Revising allowed for refining the work, resulting

in a more polished final product. H2 emphasized that this stage increased confidence in writing quality, as it reinforced the idea that perfection was not required on the first attempt. The ability to make adjustments and corrections without starting from scratch reduced anxiety about producing a flawless piece from the beginning. The following excerpt could support this claim:

*“Being able to go back and improve my draft based on feedback or my own thoughts made me feel more confident about the quality of my writing. Revising my draft gave me the chance to fix things and make improvements without feeling like I had to start all over. It was comforting to know that I could make my writing better with each revision.”*

The excerpt above emphasized how the opportunity to revise contributed to a less pressured writing process. This stage allowed the student to feel less anxious about producing a perfect piece from the beginning. By having the chance to revise and improve the draft, the student experienced reduced stress and anxiety.

#### **5.2.4 Peer Review Activity and Reduced Writing Anxiety**

Two participants expressed that receiving feedback from peers, along with observing that their classmates also make mistakes, made them feel less isolated in the writing process. This sense of shared experience helped reduce the pressure they felt about their own writing and reassured them that challenges were a normal part of learning to write. By engaging in this collaborative environment, they gained confidence and felt more supported, knowing they were not alone in their struggles to improve their writing. M1 shared that the peer review stage was beneficial in reducing writing anxiety. Receiving feedback from classmates and recognizing that others faced similar challenges created a sense of shared experience, making the writing process feel less isolating. Peer suggestions provided valuable insights for improvement while reinforcing that struggles were a normal part of writing. This sense of community helped alleviate pressure, allowing for a more confident and supported approach to revisions. The following excerpt could support this claim:

*“I found that the peer review stage really helped reduce my writing anxiety. Getting feedback from my classmates and realizing they faced similar problems made me feel less alone in my writing journey. Their helpful comments and suggestions gave me ideas on how to improve my work, and it made me see that the problems I faced were a normal part of the process.”*

*Knowing that helped me to approach my revisions with more confidence and a sense of support.”*

Similarly, L1 mentioned that the peer review stage was valuable for growth as a writer. Observing that everyone made mistakes and had areas for improvement created a sense of connection, reducing feelings of isolation. Constructive feedback from peers offered new perspectives, helping to identify areas needing refinement. Knowing that others faced similar challenges made the experience more encouraging and motivating, fostering a collaborative and less stressful learning environment, as demonstrated in the following excerpt:

*“The peer review stage showed me that everyone could make mistakes and had areas for improvement in their writing. I wasn’t the only one facing challenges. Getting helpful feedback from my peers helped me grow as a writer. Their insights and suggestions gave me new ways to look at my work, helping me spot areas that needed improvement. Knowing that others were going through the same thing made it feel a lot more encouraging and motivating.”*

The two excerpts above highlighted the positive impact of peer feedback in fostering a sense of community and reducing feelings of isolation in the writing process. Seeing that classmates also faced similar challenges helped reduce the pressure the students felt about making mistakes, reassuring them that errors are a natural part of learning. This collaborative environment not only provided them with valuable feedback but also boosted their confidence and motivation to improve. Ultimately, the shared experience of working through difficulties together made the writing process less daunting and more supportive.

### **5.2.5 Understanding Rubric Activity and Reduced Writing Anxiety**

Three participants (e.g., H1, M2, and L1), stated that understanding the rubric and expectations before starting an essay also reduced their writing anxiety. When they clearly knew what was required, they felt more confident in their ability to meet the assignment’s criteria and were less worried about making mistakes. This clarity allowed them to approach writing with a sense of purpose and direction, which in turn reduced feelings of stress and uncertainty. H1 explained that knowing the rubric before beginning the essay helped reduce anxiety. Understanding the teacher’s

expectations provided a clear sense of direction, allowing for a focused approach to meeting specific criteria. This clarity made the writing process more manageable, increasing confidence in producing a well-structured essay while reducing concerns about making mistakes, as demonstrated in the following excerpt:

*“Knowing the rubric before starting my essay really helped reduce my anxiety. I knew what the teacher wanted, like how to organize my paragraphs and what kinds of examples to use. This made things a lot clearer for me and gave me a sense of direction, so I could focus on hitting the points in the rubric. Because of that, I felt more confident about writing a well-organized essay and didn’t stress as much about making mistakes. It made the whole process feel way more manageable since I knew what was expected and could focus my efforts on meeting those goals.”*

In addition, M2 mentioned that knowing the criteria helped in planning the essay step by step, creating a more organized and less stressful writing process. Using the rubric as a guide allowed for a focused approach to meeting each requirement, from structuring the introduction and body paragraphs to incorporating relevant examples. This clarity increased confidence in meeting expectations, reducing stress and anxiety, and making the writing process feel more manageable, as demonstrated in the following excerpt:

*“When the teacher explained the rubric, it gave me a clear guide on how to meet the expectations. Understanding the criteria helped me plan my essay step by step, which made me feel more organized and less stressed about whether my writing would be good enough. With this guidance, I could focus on meeting each requirement in the rubric, from structuring my introduction and body paragraphs and adding relevant examples. It not only improved my confidence but also made the entire writing process feel less overwhelming.”*

L1 supported these views, noting that understanding expectations before starting the essay provided clear direction, reducing the uncertainty often felt during the writing process. Knowing the structure and requirements of each essay type allowed for effective organization of ideas and ensured the inclusion of essential elements in each section. This clarity fostered a sense of preparedness and confidence, enabling greater focus on content development rather than concerns about meeting requirements. As a result, the writing process became less stressful, leading to higher-quality work. The following excerpt could support this claim:

*“Knowing what was expected of me before I started writing helped me feel more confident and less uncertain. Understanding the structure and requirements of each type of essay really could reduce my writing anxiety. It helped me to organize my thoughts and know what to include in each part. With a clear idea of what was needed, I could focus more on developing my content instead of stressing about whether I was meeting the guidelines.”*

The three excerpts above emphasized the importance of understanding the rubric and writing criteria from the start in providing clarity. By knowing exactly what was expected, the participants were able to approach their writing with a clear sense of direction. This clarity reduced the stress and anxiety associated with uncertainty, allowing them to focus on meeting the outlined expectations with confidence. Understanding the criteria gave them a clearer picture of what their final product should look like.

### **5.3 Chapter Summary**

This chapter provides the thematic patterns emerging from the contribution of PGA to students' writing performance and the ways in which PGA has influenced their writing anxiety. The qualitative analysis revealed several key themes regarding the impact of PGA on writing performance, focusing on its aspects: audience awareness, genre awareness, collaborative learning, multiple drafts, peer feedback, and teacher feedback. Each aspect contributed to improved content, organization, vocabulary, language use, and mechanics.

Regarding writing anxiety, the analysis revealed that pre-writing activities, such as brainstorming and outlining, reduced uncertainty, providing students with a clearer direction. Drafting and revising helped reduce pressure, allowing students to refine their ideas without fear of immediate perfection. Peer and teacher feedback provided support and reassurance, making the writing process less daunting. Understanding rubrics before writing also played a significant role in reducing anxiety by clarifying expectations and providing a sense of purpose.

## **CHAPTER VI**

### **DISCUSSIONS AND CONCLUSION**

This chapter builds upon those quantitative and qualitative findings by situating them within the broader context of existing literature, offering a critical discussion of how the results align with, diverge from, or extend prior research. Importantly, the findings contribute to addressing notable gaps in our understanding of the role PGA plays in enhancing the writing performance of EFL learners while simultaneously mitigating writing anxiety. By integrating these insights, this chapter aims to provide a nuanced perspective on the pedagogical implications of PGA, highlighting its potential as a dual-purpose instructional approach that supports both skill development and emotional well-being among EFL students.

#### **6.1 Discussions of Findings**

This study examined the impact of a PGA instructional intervention on the writing performance of Thai EFL undergraduates in crafting expository essays. It also explored their perceptions of how PGA enhanced their writing performance and reduced writing anxiety. A quasi-experimental research design, incorporating a two-group comparison and a mixed-methods approach, was employed to achieve these objectives.

The participants consisted of 70 Thai EFL undergraduate students, divided into two classes. One class received instruction using PGA, while the other followed a traditional process-based approach. Writing performance was assessed through pre-tests and post-tests involving expository essay tasks. To complement the quantitative findings, semi-structured interviews were conducted with six participants representing diverse writing proficiency levels (2 high, 2 moderate, and 2 low). These interviews provided nuanced insights into the perceived benefits of PGA in improving writing performance and mitigating writing anxiety. By employing triangulation in data collection and interpretation, the study aimed to enrich the depth of the findings and enhance the credibility of the results.

Quantitative data derived from the pre-tests and post-tests addressed Research Question 1, which focused on the effectiveness of PGA in improving writing performance. Data from a writing anxiety questionnaire were analyzed to address Research Question 2, examining the approach's influence on reducing writing anxiety. Furthermore, qualitative insights from the semi-structured interviews were utilized to explore Research Questions 3 and 4, offering a comprehensive understanding of participants' experiences with PGA.

The following sections provide an in-depth discussion of the findings corresponding to each research question, shedding light on the implications of PGA for writing instruction in EFL contexts.

#### **6.1.1 Effect of PGA on Improvement of Writing Performance as Measured by the Test Score**

The first research question aimed to evaluate the impact of PGA on students' EFL writing performance, assessed through both the total scores and the scores across five subcategories: content, organization, vocabulary, language use, and mechanics. These results were then compared with the writing performance of the comparison group in both the pretest and posttest.

The results indicated that following PGA writing instruction, students in the experimental group achieved significantly higher overall scores in the post-test, with improvements observed across overall scores and all five aspects: content, organization, vocabulary, language use, and mechanics. These findings are promising, as previous research based on the genre-based approach has shown that only certain aspects of students' writing quality—such as vocabulary, language use, rhetorical structure, or other genre features—improved after the intervention (Mitchell & Pessoa, 2017; Wu, 2019). The results suggest that the integration of the writing process and explicit genre instruction within PGA framework enhanced students' content, organization, vocabulary, language use, and mechanics. Within the control group, comparisons between pre-test and post-test scores also showed statistically significant improvement in overall scores and across all five writing aspects: content, organization, vocabulary, language use, and mechanics. However, the t-values were

lower compared to the experimental group. This implies that the effectiveness of the process approach on participants' writing performance is lower than that of PGA. However, post-test results revealed statistically significant differences between the two groups, with the PGA group outperforming the control group in overall mean score, content, organization, and vocabulary. In contrast, no significant differences were found between the groups in language use and mechanics.

#### ***6.1.1.1 Effect of PGA on Content Improvement***

The control group exhibited progress in content development, likely influenced by iterative drafting and teacher-led feedback, both of which are fundamental principles of the process-based approach (Ferris & Hedgcock, 2023). This approach emphasizes recursive writing, enabling students to refine their ideas through multiple revisions. Activities that encouraged students to expand their ideas and incorporate relevant details contributed to the depth of their arguments. However, the absence of explicit genre-based instruction may have constrained their ability to strategically integrate varied and purposeful evidence, a concern previously noted by Hyland (2004) in discussions of genre-based pedagogy. This limitation aligns with the socio-cognitive approach (Ellis, 1994), which acknowledges the role of cognitive processes in writing while emphasizing the necessity of external scaffolding to facilitate deeper engagement with content. While the process approach fosters idea development through recursive drafting, it lacks a structured framework to guide students in organizing content within specific genres (Negretti & McGrath, 2018).

By contrast, PGA yielded significant improvements in content development within the experimental group, reinforcing prior findings that PGA enhances engagement with content and supports the construction of well-supported arguments (e.g., Huang, 2020; Rajim & Aziz, 2024; Saihi, 2015). From a sociocultural perspective (Vygotsky, 1978), the staged nature of PGA provided structured scaffolding, enabling students to activate and build upon prior knowledge while receiving support from both instructors and peers. Specifically, the Developing the Context stage played a pivotal role in guiding students to establish a strong foundation for content generation. Through structured discussions on communicative purpose and audience awareness, students were able to activate prior knowledge and schema, leading to more focused and well-

developed content. These findings align with Hyland's (2016) assertion that effective writing instruction must incorporate explicit scaffolding to help students connect their ideas to broader communicative goals.

From the perspective of self-efficacy theory (Bandura, 1997), PGA's staged approach appears to have played a crucial role in enhancing students' writing confidence by providing multiple mastery experiences. The Developing the Context and Considering the Genre stages allowed students to analyze model texts and rhetorical structures, supporting the development of vicarious experiences—one of Bandura's (1997) four sources of self-efficacy. Exposure to successful writing models enabled students to internalize key strategies, reducing uncertainty about how to structure and develop their own arguments. Furthermore, teacher guidance and explicit instruction on genre conventions functioned as social persuasion, reinforcing students' belief that they could successfully apply these techniques in their writing.

The Considering the Genre stage further contributed to content development by familiarizing students with genre-specific conventions. This finding aligns with Swales' (1990) genre theory, which posits that understanding a genre's rhetorical moves enhances a writer's ability to construct meaningful and audience-appropriate content. In the present study, analyzing sample texts provided students with a clearer framework for structuring their ideas, enabling them to integrate more relevant supporting details (Huang, 2020). This aspect of PGA directly addressed a key limitation of the process approach, which often treats writing as an individual cognitive process without emphasizing the role of social conventions and communicative purposes.

Beyond enhancing content knowledge, PGA also played a pivotal role in helping students recognize how skilled writers integrate supporting details effectively. Prior to the intervention, students in the experimental group primarily listed isolated ideas without sufficient elaboration. However, post-intervention analysis revealed that students incorporated a broader range of evidence types—such as factual data, expert opinions, and personal anecdotes—to illustrate, compare, and justify key points. This transformation aligns with Halliday's (1994) SFL framework, which underscores the

relationship between language, purpose, and context. By analyzing model texts and receiving explicit instruction on the rhetorical functions of different types of evidence, students developed a more sophisticated understanding of how content should be structured to fulfill their communicative purpose.

The Joint Construction stage contributed significantly to content expansion, as students engaged in collaborative brainstorming, peer discussions, and guided drafting. This process aligns with Vygotsky's (1978) ZPD, where learning is mediated through social interaction and expert guidance. The interactive nature of this stage enabled students to refine their arguments by integrating multiple perspectives, leading to richer and more nuanced content development. Nordin (2006) similarly posits that collaborative activities promote deeper engagement with content, as students are exposed to diverse viewpoints and encouraged to critically evaluate their arguments.

From a self-efficacy perspective, the collaborative nature of this process likely increased students' confidence in their writing abilities. Peer review and joint construction activities provided students with consistent feedback and opportunities for success, reinforcing mastery experiences—a critical factor in the development of self-efficacy (Bandura, 1997). This finding aligns with Flower and Hayes' (1981) socio-cognitive theory that underscores the role of peer interaction in refining conceptual understanding, a phenomenon that was evident in how students revised and strengthened their arguments following peer discussions.

Finally, in the Independent Construction stage, students demonstrated a notable improvement in content organization and argumentation. The explicit instruction on genre conventions and content structuring throughout the PGA cycle appeared to facilitate their ability to internalize rhetorical strategies, leading to the production of coherent, content-rich writing. Qualitative findings further indicated that students felt more confident in elaborating their ideas and selecting relevant supporting details after completing the PGA cycle. This observation supports Bandura's (1997) assertion that self-efficacy beliefs directly influence motivation and persistence—students who

believed in their ability to generate strong content were more likely to engage actively in the writing process and produce higher-quality texts.

#### ***6.1.1.2 Effect of PGA on Organization Improvement***

The observed improvements in organizational skills within the control group's essays were primarily driven by teacher-led activities such as outlining and structuring (Oshima & Hogue, 2007). These instructional practices fostered a foundational understanding of coherence and cohesion, equipping students with a structured approach to organizing their ideas. However, the absence of explicit instruction in rhetorical structures and transitional devices likely constrained the depth of these improvements. This finding aligns with Hyland's (2007) assertion that effective writing instruction necessitates direct guidance in rhetorical structures—a component that was more prominently integrated into PGA. While the process-based approach encouraged students to refine organization through recursive drafting, it did not provide explicit strategies for structuring ideas within specific rhetorical patterns, thereby limiting their ability to produce well-structured texts.

Conversely, the significant improvement in organizational scores within the experimental group suggests that PGA instruction played a crucial role in enhancing students' ability to produce well-organized texts by the end of the course. These results are consistent with prior studies (e.g., Jarunthawatchai, 2010; Huang, 2020; Saihi, 2015) that found PGA instruction enabled students to effectively transfer their understanding of genre features across various writing contexts. Prior to the intervention, students in the experimental group exhibited difficulties in establishing coherence and logical flow, often producing introductions and conclusions that were underdeveloped or disconnected from the main argument. These deficiencies can be attributed to a lack of structured outlining practice, insufficient knowledge of transitional signals, and limited awareness of how to establish logical connections between ideas at both sentence and paragraph levels.

Following PGA implementation, students' essays displayed a clear and well-organized structure, with coherence and cohesion consistently maintained throughout. Their introductions and conclusions became more rhetorically sophisticated,

effectively addressing key genre-specific organizational elements. During the writing process, students engaged in structured planning activities, including developing outlines and analyzing organizational patterns, which provided a scaffolded framework for their essays. This aligns with Swales' (1990) genre theory, which highlights the role of explicit modeling and genre awareness in writing instruction. Through these guided activities, students developed the ability to construct clear thesis statements that shaped the progression of their body paragraphs, as recommended by Oshima and Hogue (2007). Additionally, most students successfully structured body paragraphs around well-defined topic sentences, supported by logically sequenced evidence, demonstrating their improved ability to organize arguments in a hierarchical and cohesive manner. In their concluding sections, students effectively synthesized their key points, reinforcing coherence and producing well-integrated, unified texts.

The enhanced organizational coherence in the experimental group can be largely attributed to explicit instruction in rhetorical structures and guided analysis of organizational frameworks. As Hyland (2004) posits, genre-based instruction should involve direct teaching of rhetorical structures and their communicative purposes, a principle that was integral to the PGA framework. In the present study, teacher-led instruction on rhetorical patterns, discourse moves, and organizational strategies helped students internalize genre-specific structuring techniques, enabling them to arrange their essays in a manner aligned with academic writing conventions. Beyond direct instruction, peer collaboration also played a significant role in reinforcing these organizational skills. Through interactive discussions and collaborative tasks, students were exposed to alternative perspectives on structuring ideas, leading to richer, more cohesive writing. This process aligns with Vygotsky's (1978) sociocultural theory and the concept of ZPD, which emphasize the importance of socially mediated learning and scaffolding in language acquisition. Through peer feedback and joint construction activities, students received real-time input on their essay structures, helping them critically evaluate the logical progression of their arguments and refine their organizational strategies accordingly.

A key contributor to the improved organization observed in the experimental group was the structured emphasis on pre-writing and planning activities. Under teacher guidance, students systematically arranged their ideas before drafting, a practice that likely enhanced the coherence and cohesion of their essays. This finding aligns with research by Negretti and McGrath (2018) and Zhang et al. (2016), which underscores the positive impact of explicit instruction in organizational planning on writing performance. Similarly, studies by Harpiansi (2023) and Huang (2020) confirm that planning fosters students' ability to recognize textual structures, anticipate coherence issues, and establish clear interconnections within academic genres. By engaging in structured outlining, discourse analysis, and rhetorical modeling, students in the experimental group were able to effectively structure their essays, ensuring logical progression from introduction to conclusion.

#### ***6.1.1.3 Effect of PGA on Vocabulary Improvement***

The control group demonstrated moderate progress in vocabulary development, largely facilitated by repeated writing practice and teacher feedback. These practices allowed students to expand their lexical repertoire to some extent; however, the absence of explicit genre-focused vocabulary instruction constrained their ability to align word choice with communicative intent (Leki, 2007). This aligns with Hyland's (2007) assertion that vocabulary development in writing necessitates explicit instruction in genre-specific lexical choices. Research further suggests that process-based approaches, while beneficial in providing extensive writing practice, often result in less contextually precise vocabulary usage compared to genre-based methodologies, where lexical choices are explicitly modeled in relation to specific communicative goals (Lara, 2017). The process approach, although effective in fostering fluency, lacks the structured scaffolding required to develop lexical appropriateness across discourse contexts, thereby limiting students' ability to employ discipline-specific vocabulary effectively (Hyland, 2004).

In contrast, the impact of PGA instruction on vocabulary development was evident in the significant improvement observed in the experimental group's post-test results. Prior to the intervention, students frequently relied on basic vocabulary, with repetitive word choices and inconsistencies in lexical precision, which often led to

coherence and clarity issues in their essays. However, following PGA implementation, students demonstrated greater lexical diversity and contextual appropriateness in their writing. While some limitations remained, their ability to select words aligned with communicative purpose improved, making their writing more precise and engaging. These findings corroborate previous research indicating that PGA fosters genre awareness, leading to enhanced lexical precision through contextualized vocabulary instruction (Huang, 2020; Lara, 2017).

The observed improvement in vocabulary use within the experimental group can be attributed to increased genre awareness, which enabled students to recognize textual meanings within specific communicative contexts and refine their word choices accordingly. This finding aligns with Swales' (1990) genre theory, which posits that genre knowledge equips learners with the linguistic tools necessary to make informed lexical decisions based on discourse conventions. Similarly, Lara (2017) found that genre-based instruction supports students in contextualizing vocabulary within meaningful rhetorical structures, leading to more accurate, purposeful lexical usage.

The improvement in vocabulary development was further reinforced through teacher-guided scaffolding and peer collaboration. During the drafting stage, explicit teacher instruction focused on introducing key vocabulary relevant to the essay genre, ensuring that students internalized appropriate lexical choices within their writing. Additionally, peer collaboration provided opportunities for lexical negotiation, wherein students could consult their peers when encountering vocabulary challenges. This process is well-aligned with Vygotsky's (1978) ZPD, which emphasize the role of social interaction and scaffolded learning in cognitive development. Engaging in collaborative lexical discussions exposed students to alternative word selections and enhanced their understanding of vocabulary in authentic discourse contexts.

Beyond the cognitive and social dimensions, self-efficacy theory (Bandura, 1997) provides a further explanation for students' vocabulary gains. The iterative nature of PGA instruction—incorporating teacher modeling, peer interaction, and structured feedback—fostered a sense of competence and control over word selection. As students engaged in continuous vocabulary refinement, they experienced mastery

experiences (Bandura, 1997), which reinforced their belief in their ability to succeed in making appropriate lexical choices. Additionally, teacher feedback and peer discussions served as verbal persuasion, further strengthening students' self-efficacy in applying newly acquired vocabulary strategies.

Following the completion of initial drafts, a collaborative revision and editing process reinforced students' vocabulary learning. By engaging in multiple rounds of teacher and peer feedback, students refined their word choices, ensuring greater lexical precision and alignment with genre expectations. As Huang (2020) highlights, peer review not only enhances awareness of vocabulary use in others' writing but also promotes self-regulated learning, enabling students to critically assess and refine their own lexical choices. The iterative nature of the PGA cycle—which integrates explicit genre instruction with structured feedback—helped students internalize vocabulary patterns relevant to academic writing, fostering more precise and effective lexical use.

This process also supports self-efficacy development, as increased opportunities for self-regulated learning and structured feedback empower students to take ownership of their writing (Zimmerman, 2002). As students gained confidence in their ability to evaluate and improve their vocabulary choices, their overall motivation and persistence in the writing process increased.

During the Independent Construction stage, students assumed greater responsibility for vocabulary refinement, engaging in self-directed revisions before submitting their final drafts. Encouraged to conduct thorough revisions and actively apply previous feedback, students demonstrated enhanced lexical awareness, selecting words with greater precision and contextual appropriateness. This stage mirrors the recursive writing model proposed by Flower and Hayes (1981), which emphasizes ongoing revision as a means of improving linguistic and rhetorical competence. The collaborative feedback process deepened students' lexical awareness, enabling them to employ more accurate, varied, and contextually appropriate vocabulary choices.

Additionally, as students became more confident in their vocabulary use, they experienced increased self-efficacy, which has been shown to be a critical predictor of

academic writing success (Pajares, 2003). The ability to recognize tangible progress in their lexical choices and apply learned strategies independently reinforced their belief in their writing capabilities, further supporting long-term vocabulary development.

#### ***6.1.1.4 Effect of PGA on Language Use Improvement***

The results of the paired samples t-test revealed that both the control and experimental groups demonstrated significant improvements in language use between the pre-test and post-test stages. However, no statistically significant difference was observed between the two groups. This finding contrasts with previous studies (e.g., Huang, 2020; Kitjaroonchai et al., 2022), which reported that PGA instruction led to greater improvements in students' language use. The lack of a significant difference in the current study suggests that while both instructional approaches contributed to language development, their effects may be more comparable than previously assumed, particularly when process-based writing instruction includes additional grammar support.

Despite the control group receiving explicit grammar instruction, their improvement in language use did not exceed that of the experimental group, suggesting that isolated grammar instruction, though beneficial for grammatical accuracy, may not be sufficient for fostering advanced syntactic competence. This aligns with Ferris (1999), who highlights the role of grammar-focused instruction in reducing surface-level errors but acknowledges its limitations in supporting higher-order syntactic development. According to Badger and White (2000), the process-based approach often lacks the scaffolding necessary for learners to internalize and apply complex grammatical structures effectively. Without the integration of genre-based instruction, students in the control group struggled to consistently apply newly learned grammatical structures in contextually appropriate ways, highlighting the need for a more structured approach to linguistic development in writing.

Although the difference between groups was not statistically significant, the experimental group slightly outperformed the control group in language use, suggesting that PGA instruction may offer additional advantages in facilitating the

application of grammar and syntactic structures in writing. This finding aligns with prior research (e.g., Badger & White, 2000; Darus & Subramaniam, 2009), which suggests that PGA's structured and scaffolded nature aids learners in internalizing linguistic rules and applying them to achieve communicative goals. Studies have emphasized that genre awareness and scaffolded writing tasks provide students with a clearer understanding of grammatical structures within authentic discourse contexts, reinforcing the importance of integrating explicit linguistic instruction with writing development.

The improvement in the experimental group's language use scores can likely be attributed to the cumulative effect of multiple PGA stages, each reinforcing students' ability to apply grammar effectively. The analysis of sample texts, a critical component of the Considering the Genre stage, played a pivotal role in enhancing students' grammatical and syntactic knowledge. By deconstructing model essays, learners observed how proficient writers employed sentence structures, cohesive devices, and verb tenses to enhance meaning. This finding supports Darus and Subramaniam's (2009) argument that genre analysis provides explicit models of effective language use, enabling students to internalize syntactic patterns found in authentic texts.

The collaborative drafting and revision process further reinforced students' understanding of language use. During this stage, students engaged in peer and teacher feedback, which allowed them to refine their grammar and sentence structure through constructive revision cycles. Gusewelle (2024) emphasizes that collaborative drafting fosters the practical application of grammatical rules, as students receive immediate feedback and engage in active problem-solving to correct syntactic errors. In the current study, this process likely contributed to greater syntactic variety and accuracy, as students incorporated peer and teacher feedback to refine their language use, leading to more varied and precise sentence construction in their independent writing.

During the Independent Construction stage, students applied their acquired grammatical knowledge autonomously, reinforcing their ability to self-monitor and

revise language use systematically. The explicit introduction of a scoring rubric, which emphasized grammatical accuracy and syntactic complexity, encouraged students to take an active role in evaluating their own writing. This finding aligns with Nordin (2006), who asserts that rubric-driven assessment enables learners to identify grammatical patterns and refine their writing independently, leading to greater accuracy and contextual appropriateness in language use.

Beyond grammatical accuracy, the findings suggest that PGA instruction supported students in transitioning from basic sentence structures to more complex syntactic constructions. Prior to the intervention, many students relied primarily on short, simple sentences, which limited the expressiveness and coherence of their writing. However, following PGA instruction, students demonstrated a more sophisticated use of varied sentence types, including compound and complex sentences, which contributed to greater clarity and fluency in their writing. These findings align with Hyland (2007), who emphasizes that scaffolding within the PGA framework equips learners with the tools necessary to construct syntactically rich and grammatically accurate texts. The structured support provided in earlier PGA stages, including genre analysis and collaborative drafting, likely contributed to students' increased ability to manipulate sentence structures purposefully, a key indicator of advanced writing proficiency.

#### ***6.1.1.5 Effect of PGA on Mechanics Improvement***

Consistent with the improvements observed in language use, both the control and experimental groups demonstrated significant gains in mechanics between the pre-test and post-test stages. However, the absence of a statistically significant difference between the two groups suggests that while both instructional approaches contributed to mechanical accuracy, neither demonstrated a clear superiority in this area. Nonetheless, the experimental group slightly outperformed the control group, indicating that PGA may offer additional benefits in mechanics development, even in the absence of direct instruction on mechanical conventions.

In the control group, mechanics received explicit teacher instruction, which contributed to improvements in spelling, punctuation, and capitalization. However,

the lack of a systematic emphasis on genre-specific conventions may explain why these gains remained relatively modest compared to those observed in the experimental group. This aligns with previous studies (Huang, 2020; Waer, 2020; Yan, 2005), which suggest that while process-oriented instruction enhances mechanical accuracy, it lacks the depth and contextual application achieved through genre-focused approaches. Without an explicit connection between mechanics and genre expectations, students may struggle to transfer mechanical accuracy across different writing contexts, reinforcing the limitations of isolated rule-based instruction in mechanics.

In contrast, the experimental group achieved slightly higher scores in mechanics, despite the absence of direct instruction in this area. This outcome can be attributed to several key features of PGA that facilitated mechanical improvement through implicit learning mechanisms. One of the most influential factors was explicit analysis of model texts, which allowed students to examine language features and conventions specific to the target genre. This exposure likely helped students internalize mechanical rules in a meaningful and authentic context, reinforcing their understanding of how mechanics contribute to coherence and readability.

For example, in analyzing cause-and-effect essays, students may have recognized how punctuation influences logical flow, thereby developing an awareness of mechanical accuracy as an integral part of effective writing. These findings align with Harpiansi (2023), Huang & Zhang (2020), and Yan (2005), who argue that exposure to genre-specific models enhances students' ability to apply mechanics effectively. Through genre awareness, students may have become more attuned to the mechanical conventions required for different types of academic writing, allowing them to refine their use of punctuation, spelling, and capitalization within authentic communicative contexts rather than through rote memorization of grammar rules.

The structured and recursive nature of PGA instruction also played a crucial role in enhancing mechanical accuracy. The incorporation of manageable instructional stages (e.g., Developing the Context, Considering the Genre, Joint Construction, and Independent Construction), alongside multiple drafts and iterative feedback, ensured

that students engaged in continuous refinement of their written work. This process aligns with research by Ferris & Hedgcock (2005), Janenoppakarn (2016), and Weigle (2002), which underscores the effectiveness of brainstorming, drafting, and peer editing activities in allowing students to identify and correct mechanical errors over multiple drafts.

The iterative nature of feedback cycles, involving both peer and teacher input, likely reinforced self-monitoring strategies, helping students develop greater accuracy in mechanics over time. Through repeated exposure to their own and others' writing, students gained a heightened awareness of common mechanical errors, which may have contributed to their ability to self-correct and internalize key mechanical conventions.

Another possible explanation for the experimental group's slightly superior performance is the collaborative learning environment facilitated by PGA. Unlike the control group, where teacher-led instruction was the primary mechanism for addressing mechanical accuracy, the PGA framework emphasized peer collaboration, allowing students to actively engage in analyzing and correcting mechanical errors in their own and their peers' writing.

This finding aligns with Vygotsky's (1978) sociocultural theory, which underscores the importance of peer interaction and scaffolded learning in developing linguistic competence. Through peer review and discussion, students not only developed a heightened awareness of mechanical conventions but also refined their ability to self-correct, reinforcing their overall mechanical accuracy. The social aspect of collaborative writing tasks likely encouraged critical engagement with mechanics, allowing students to learn from shared discussions and apply these insights to their independent writing.

### **6.1.2 Effects of PGA on Writing Anxiety**

The second research question aimed to investigate the effects of PGA on students' writing anxiety, as measured by their overall anxiety scores and scores in three subcategories: somatic anxiety, cognitive anxiety, and avoidance behavior. The writing anxiety questionnaire was administered to the experimental group before and

after PGA instruction. The mean writing anxiety score significantly decreased post-intervention, indicating that PGA effectively reduced students' anxiety levels. The paired-samples t-test results further confirmed that PGA led to statistically significant reductions in overall writing anxiety as well as improvements in all three subcategories. These findings align with prior research indicating that PGA instruction helps alleviate writing anxiety (e.g., Abdullah, 2019; Ajmal & Irfan, 2020).

One of the key reasons for PGA's effectiveness in reducing writing anxiety may lie in its structured and interactive nature, which incorporates social context, genre awareness, and scaffolded support. By framing writing tasks within specific genres and providing varied input sources, PGA helped students develop a clearer understanding of their writing objectives, reducing uncertainty and anxiety. This finding aligns with Ajmal and Irfan (2020), who argue that understanding the communicative purpose of different writing genres allows students to focus more effectively on their tasks, thereby alleviating anxiety. Similarly, Abdullah (2019) found that familiarity with diverse writing genres through PGA instruction increased students' confidence and lowered their anxiety levels when engaging in writing tasks.

The reduction in writing anxiety observed in this study can be further explained through the socio-cognitive approach to writing (Ellis, 1994), which emphasizes the interplay between cognitive processes, social context, and scaffolding in writing development. Within PGA, students engaged in scaffolded learning experiences, including analyzing model texts, collaborative drafting, and structured feedback, all of which contributed to a supportive learning environment that reduced uncertainty and stress. A student reflection (L2) further illustrates this point:

*"Knowing what was expected of me before I started writing helped me feel more confident and less uncertain. Understanding the structure and requirements of each type of essay really could reduce my writing anxiety. It helped me to organize my thoughts and know what to include in each part. With a clear idea of what was needed, I could focus more on developing my content instead of stressing about whether I was meeting the guidelines."* (L2)

Another significant factor contributing to reduced writing anxiety was the use of rubrics as self-assessment checklists. By providing students with a clear framework for evaluation, rubrics enhanced students' understanding of assessment criteria, reducing uncertainty about grading expectations. Knowing how their writing would be assessed enabled students to approach their tasks with greater clarity and purpose, allowing them to systematically plan and revise their essays without excessive stress about subjective judgment.

This finding is supported by Andrade and Du (2007), who emphasize that rubrics function as a metacognitive tool, enabling students to self-monitor progress and reduce anxiety associated with unclear expectations. Similarly, Panadero and Jonsson (2013) argue that self-assessment through rubrics fosters learner autonomy, enhances writing performance, and alleviates stress by clarifying evaluation standards. A student reflection (M2) further illustrates this point:

*“When the teacher explained the rubric, it gave me a clear guide on how to meet the expectations. Understanding the criteria helped me plan my essay step by step, which made me feel more organized and less stressed about whether my writing would be good enough. With this guidance, I could focus on meeting each requirement in the rubric, from structuring my introduction and body paragraphs and adding relevant examples. It not only improved my confidence but also made the entire writing process feel less overwhelming.” (M2)*

A critical factor in reducing writing anxiety was the supportive feedback received from both peers and the teacher. Research has consistently shown that seeking assistance from peers and teachers, as well as engaging in pre-writing preparation, are effective strategies for reducing writing-related stress (Al-Shboul & Huwari, 2016; Qashoa, 2014). The collaborative nature of PGA instruction fostered a supportive and interactive learning atmosphere, ensuring that students received constructive, non-judgmental feedback at different stages of the writing process.

The impact of peer feedback in reducing anxiety has been widely recognized in writing research. Kurt and Atay (2007) and Yastıbaş and Yastıbaş (2015) found that peer feedback creates a less stressful learning environment, boosting students' confidence in writing. Through peer interaction, students realized that writing difficulties were a shared experience, making the process feel less isolating. Similarly,

Uymaz (2019) argued that peer feedback allows students to engage in constructive discussions about errors and revisions, shifting their perspective on writing from a high-stakes task to an evolving process. A student reflection (L1) further illustrates this point:

*“The peer review stage showed me that everyone could make mistakes and had areas for improvement in their writing. I wasn’t the only one facing challenges. Getting helpful feedback from my peers helped me grow as a writer. Their insights and suggestions gave me new ways to look at my work, helping me spot areas that needed improvement. Knowing that others were going through the same thing made it feel a lot more encouraging and motivating.” (L1)*

Similarly, teacher support played a crucial role in reducing writing anxiety by providing structured guidance and reassurance. The PGA framework allowed students to seek feedback throughout the writing process, helping them clarify ideas, structure their essays, and address weaknesses before finalizing their drafts. A student reflection (M2) supports this claim:

*“Whenever I felt stuck, I knew I could ask the teacher for guidance, and her suggestions helped me see different perspectives. The teacher also guided us in planning our essays before starting, which included brainstorming and organizing our ideas. This preparation helped reduce the stress of not knowing where to begin and made the actual writing process much smoother.” (M2)*

The effectiveness of PGA in reducing writing anxiety can be attributed to its genre-specific framework, structured guidelines, and collaborative learning environment. The integration of rubrics and scaffolded feedback helped students develop a sense of control and clarity, mitigating writing-related stress. Additionally, peer and teacher feedback created a supportive learning atmosphere, fostering a more positive and confidence-building writing experience.

These findings align with socio-cognitive and sociocultural theories, reinforcing the notion that scaffolded learning, clear assessment criteria, and social support are essential in alleviating writing anxiety. Future research could further explore long-term effects of PGA on anxiety reduction and investigate how students transfer their reduced anxiety levels to different writing contexts, particularly in high-stakes academic settings.

### **6.1.3 Aspects of PGA Contributing to Improved Writing Performance**

This section presents a discussion of the findings from the semi-structured interviews. It focuses on answering the third research question, which explored the aspects of PGA that contributed to students' writing performance.

#### ***6.1.3.1 Audience Awareness and Writing Performance Improvement***

The findings of this study underscored the critical role of audience awareness in enhancing EFL students' writing performance. Through PGA instruction, students became more conscious of their audience, purpose, and context, which empowered them to produce more coherent and relevant content. This aligns with Badger and White's (2000) framework, which posits that PGA fosters students' ability to generate purposeful content that aligns with audience expectations. By integrating explicit instruction on audience considerations, PGA enabled students to tailor their writing to meet the needs and expectations of their readers, resulting in greater coherence and engagement.

The role of audience awareness in writing performance is widely recognized in writing research. Scholars such as Hyland (2007) and Johns (2003) emphasize that understanding the audience helps students structure their writing more effectively, as it influences content selection, organization, and tone. In this study, students reported greater clarity and coherence in their writing after explicitly considering their audience. For example, when students realized that their readers were their peers and the teacher, they made deliberate adjustments to tone, vocabulary, and content to enhance engagement and comprehensibility. This awareness not only improved reader engagement but also enhanced textual relevance, reinforcing Hyland's (2004) argument that genre-based instruction leads to the production of more contextually appropriate texts.

The qualitative data from this study further illustrate the impact of audience awareness in PGA instruction. Two participants, H1 and M2, explicitly stated that understanding their audience expectations helped them provide sufficient background information, craft clear thesis statements, and incorporate engaging examples. H1, for

instance, reflected on how discussing audience expectations in class influenced the way of structuring an essay:

*“Knowing who my readers were made a big difference in my writing. Before, I used to just write without thinking much about who would read it. But when we discussed the purpose and readers in class, it changed how I wrote my essay. I thought about what my readers would want to know, what might interest them, and what background information they might need. For example, when I wrote about environmental issues, I realized that my readers might not be familiar with some technical terms. So, I made sure to explain those terms in a simple way and included examples that they could relate to. I started adding more relevant details to make sure my readers could follow along easily.” (H1)*

This heightened awareness led students to be more attentive to relevance and clarity, ensuring that their writing effectively conveyed meaning to their intended audience. Similarly, M2 emphasized that being aware of the readers encouraged her to explain ideas more thoroughly: The following excerpt by M2 could support this claim:

*“Being aware of my readers who were my friends and teacher encouraged me to explain my ideas more thoroughly. I was interested in writing about being a software developer, so I added background information about what this job involves.” (M2)*

These reflections indicate that audience considerations played a significant role in students’ ability to contextualize their writing, ensuring that their arguments were clear, well-supported, and tailored to their readers’ needs.

### **6.1.3.2 Genre Awareness and Writing Performance Improvement**

In this study, genre awareness played a crucial role in enhancing students’ writing performance by fostering their understanding of genre-specific language, structure, and rhetorical purpose. By explicitly teaching students the conventions and communicative goals of different genres, PGA instruction enabled them to produce well-structured, cohesive, and audience-appropriate texts. The development of genre awareness not only improved content organization and coherence but also helped students make informed linguistic choices that aligned with the rhetorical demands of each genre.

The role of genre awareness in writing improvement is well-documented in research. Hamid and Jahan (2023) emphasize that genre awareness enables students to meet rhetorical demands more effectively, leading to greater clarity and cohesion in writing. This finding aligns with the present study, where students reported an improved ability to logically organize content and use genre-appropriate language to enhance textual coherence. By familiarizing students with genre expectations, PGA instruction empowered them to produce structured, engaging, and purposeful texts. A student reflection (M1) illustrates this point:

*“When I started focusing on the type of essay I was writing in, I could clearly see how to arrange my ideas and make my writing more structured. This helped me ensure my essay was not only organized but also relevant to the audience, making it easier for readers to follow my message.” (M1)*

The improvement in students’ writing performance can be attributed to their enhanced understanding of genre conventions, particularly their awareness of essay types, structural patterns, and linguistic features. By explicitly learning about rhetorical purpose and organizational frameworks, students adopted a more strategic approach to writing, enabling them to structure ideas effectively and make deliberate linguistic choices that suited the communicative function of each genre.

This perspective is further supported by Rahayu and Musyarofah (2022), who argue that genre-focused instruction helps students view writing as a communicative act shaped by social and rhetorical contexts. Similarly, the findings of this study suggest that students developed a deeper understanding of genre conventions, which empowered them to use language more purposefully in alignment with genre expectations. This heightened awareness led to improved textual clarity and effectiveness, as students were able to adjust their style and structure to meet both genre and audience needs. A student reflection (L1) illustrates this point:

*“When I wrote a compare and contrast essay, I needed to analyze the similarities and differences between two subjects carefully. Using suitable language helped clearly convey my points. By focusing on the genre, I could structure my ideas effectively, ensuring each comparison was meaningful and supported by examples.” (L1)*

The findings of this study confirm that genre awareness significantly contributes to students' writing improvement by helping them recognize the rhetorical demands of different essay types. Through PGA instruction, students were able to logically structure content, use appropriate linguistic structures, and tailor their writing to fulfill specific communicative purposes. Compared to traditional writing instruction, which often lacks an explicit focus on genre, PGA provides a structured and interactive framework that enables students to internalize genre conventions and apply them effectively in their writing.

#### ***6.1.3.3 Collaborative Learning and Writing Performance Improvement***

The findings of this study highlight the critical role of collaborative learning in improving students' writing performance. One of the key strengths of PGA instruction is its emphasis on collaboration, encouraging students to actively engage in the writing process through structured peer and teacher interactions. This joint construction of texts provided a supportive environment for idea-sharing, feedback, and real-time revisions, which enhanced students' content development, organization, and lexical choices. These findings align with Negretti and McGrath (2018), who argue that collaborative text construction strengthens students' understanding of writing conventions and improves content organization by exposing them to diverse perspectives. Similarly, Harpiansi (2023) found that students who co-construct texts demonstrate greater engagement with writing tasks, leading to more effective language choices, particularly in vocabulary and sentence structure.

This study's findings confirm that peer and teacher collaboration within PGA instruction empowered students to refine their writing, making it more structured, precise, and contextually appropriate. The following excerpt by the student identified as M2 could support this point:

*“When we worked on writing collaboratively, the teacher guided us step by step on how to organize an essay. This helped me learn how to build a clear structure with paragraphs of an introduction, body, and conclusion. I could apply this structure to my own writing, making my essay more coherent.” (M2)*

This reflection underscored how teacher guidance in collaborative writing activities provided students with a transferable framework, enabling them to independently apply structural conventions in later writing tasks.

Beyond its role in co-constructing texts, collaborative learning in PGA instruction also provided students with a scaffolded learning experience, where the teacher acted as a facilitator by modeling effective writing strategies that students later applied independently. Studies by Huang (2020) and Zhu et al. (2024) emphasize that scaffolded instruction in EFL settings enhances writing performance, as teacher-led demonstrations of rhetorical structures and writing techniques build students' confidence and facilitate skill transfer.

In this study, students benefited from observing how ideas were developed, structured, and refined under the teacher's guidance, which later enabled them to construct well-organized, genre-appropriate texts independently. This process aligns with Vygotsky's (1978) Sociocultural Theory, which posits that learning is most effective when it occurs within a collaborative social environment, where expert guidance gradually transitions into independent student competence.

#### ***6.1.3.4 Peer Feedback and Writing Performance Improvement***

The findings of this study suggest that peer feedback played a significant role in enhancing students' writing performance. Within Process Genre Approach (PGA) instruction, peer review enabled students to adopt a reader's perspective, potentially leading to improvements in content clarity, organization, and language use. Engaging in peer discussions and revising drafts based on feedback provided students with valuable insights into their strengths and areas for improvement, reinforcing the interactive and collaborative nature of PGA.

Peer feedback encouraged students to reflect on the clarity and sufficiency of their ideas, facilitating the addition of relevant details, refinement of arguments, and improved coherence. This finding aligns with research by Boillos (2024), who suggests that peer feedback enhances the depth and clarity of ideas, leading to more cohesive and well-developed writing.

Beyond content refinement, peer feedback also contributed to organizational clarity. When classmates pointed out confusing sections or issues with logical sequencing, students were encouraged to revise their essays, often resulting in a more coherent and structured flow. This observation is consistent with finding by Kostopoulou and O'Dwyer (2021), who argue that peer feedback plays a crucial role in refining organizational structures in academic writing. A student reflection (M2) illustrated the impact of peer feedback on content improvement:

*“Getting feedback from my peer really helped me improve my essays. She pointed out parts that were unclear or needed more detail, so I could add more examples and explain my ideas better.” (M2)*

Overall, peer feedback within PGA instruction could serve as a powerful pedagogical tool, not only in potentially improving students' writing performance but also in promoting self-regulation, collaborative learning, and deeper engagement with the writing process. These findings reinforced the importance of incorporating peer feedback as a core component of writing instruction, as it may have helped ensure that students developed both technical proficiency and critical awareness in their writing.

#### **6.1.3.5 Teacher feedback and Writing Performance Improvement**

The findings of this study suggest that teacher feedback played a crucial role in enhancing students' writing performance. Participants acknowledged that teacher feedback not only identified areas for improvement but also provided targeted strategies to refine their writing, particularly in terms of organization, vocabulary, language use, and mechanics. These results align with previous research emphasizing the role of teacher feedback in guiding students toward clearer, more coherent, and more accurate writing (Saito, 2010; Huang, 2020).

One key area where teacher feedback seemed to have been particularly beneficial was in helping students improve their essay organization. Participants reported that teacher suggestions on grouping similar ideas together may have contributed to smoother transitions and better logical sequencing. M2 highlighted that teacher feedback on

structuring ideas helped improve coherence, ensuring that related ideas were effectively clustered together.

*“I wrote about the emotional effects of bullying, like anxiety and depression, then quickly switched to how bullying affected school grades. After that, I went back to talk about loneliness. My teacher said my ideas seemed out of order and suggested I group all the emotional effects together before talking about the academic effects. This way, the essay would flow more smoothly from one type of effect to the next.” (M2)*

This excerpt suggested that teacher feedback may have played a pivotal role in ensuring a logical flow throughout the essay, making it more cohesive and readable. Prior studies have similarly indicated that teacher feedback on text organization can enhance students’ ability to structure their essays more effectively (Saito, 2010).

In addition to organization, teacher feedback also contributed to improving vocabulary use by helping students recognize repetitive word choices and encouraging them to use more varied and precise language. Participants noted that teacher feedback played a key role in improving lexical accuracy and specificity, helping their writing adopt a more formal and academic tone. These findings align with previous studies emphasizing the effectiveness of teacher feedback in guiding students toward more precise, genre-appropriate vocabulary (Huang, 2020).

The findings of this study reinforce the importance of teacher feedback in enhancing writing performance. By providing targeted guidance, teachers helped students refine their essays’ clarity, coherence, and grammatical accuracy. These results support previous research that highlights the effectiveness of teacher feedback in EFL writing instruction (Huang, 2020). However, future studies should further explore the long-term impact of teacher feedback on students’ independent writing development and their ability to apply feedback autonomously in future writing tasks.

#### ***6.1.3.6 Rubric-Driven Assessment Criteria Clarification and Writing Performance Improvement***

The findings emphasized the importance of clarifying the use of a rubric in improving students’ writing performance. This could be attributed to the rubric’s ability to

provide clear expectations and structured guidance, supporting students throughout the writing process. When students understood the rubric's criteria, they were better able to assess their work against specific standards, identify areas for improvement, and approach their writing tasks with a goal-oriented mindset. Research by Andrade et al. (2021) highlighted that rubrics served as an instructional tool that demystified teacher expectations, helping students focus on essential elements such as content, organization, vocabulary, and mechanics. In this study, students who received explicit direction on rubric use reported improved clarity and purpose in their writing, allowing them to structure their texts more effectively.

One key advantage of using a rubric could be that it enhanced self-assessment skills, encouraging students to critically analyze their work before submitting it. Zhang and Zhang (2022) found that when students used a rubric as a guide, they became more self-reliant and develop a habit of evaluating their writing for coherence, grammar, and alignment with genre conventions. This self-assessment capability also aligns with Panadero and Jonsson (2013), who observed that students using rubrics became more proficient at self-editing and less dependent on teacher feedback for improvement. The following excerpt by the student identified as H1 could support this claim:

*“The rubric helped me focus on key aspects of my writing, like how well my ideas were organized and whether my language matched the essay. By using the rubric, I was able to evaluate my own work and make necessary adjustments by myself before submitting it to the teacher, which improved the overall quality of my essays.” (H1)*

Additionally, the use of a rubric promoted effective feedback integration, as students could more easily understand and apply teacher feedback when it aligned with rubric criteria. Ferris (2023) emphasized that rubrics provide a common language for teachers and students, facilitating clearer feedback that students could act upon. In the present study, students found it easier to interpret teacher feedback in relation to the rubric, which helped them make targeted improvements in their revisions. This ability to connect feedback with rubric criteria led to higher quality of writing performance, as suggested by Iriani and Luthfiana (2023), who found that rubrics improved the

effectiveness of feedback by providing structured guidance for revisions. The following excerpt by the student identified as M1 could support this claim:

*“The rubric made it easier to understand my teacher’s feedback. I could clearly see how my ideas needed to be refined based on specific criteria like organization and vocabulary.”*

(M1)

It could be concluded that using a rubric provided clear expectations and structured guidance throughout the writing process. Additionally, rubrics enhanced self-assessment skills, as students became more adept at evaluating their work independently. Furthermore, the use of rubrics facilitated effective feedback integration, enabling students to align teacher feedback with rubric criteria for targeted improvements. This process could lead to more refined and higher-quality writing.

#### **6.1.4 Aspects of PGA Contributing to Reducing Writing Anxiety**

This last section discusses the findings from the semi-structured interviews. It focuses on answering the fourth research question, which explored the aspects of PGA that contributed to reducing students’ writing performance.

##### ***6.1.4.1 The Role of Pre-writing Strategies and Writing Anxiety Management***

The finding highlighted the importance of pre-writing activities such as brainstorming and organizing thoughts were crucial in reducing writing anxiety. Understanding the structure and requirements of different types of essays provided a clear direction, which helped to overcome the fear of facing a blank page and the uncertainty about what to do next. These activities served as a roadmap, making the writing process more manageable and less daunting (Qashoa, 2014). Therefore, writing freely without worrying about mistakes created a low-pressure environment conducive to experimentation. This freedom fostered creativity and helped develop a personal voice without the fear of immediate judgment or failure (Qashoa, 2014). The following excerpt by the student identified as M2 could support this assertion:

*“For me, the pre-writing stage really helped reduce my writing anxiety. Taking the time to brainstorm and organize my ideas before I started writing gave me a clear sense of direction and eased the fear of staring at a blank page. When I had a solid plan to generate and arrange my thoughts, I felt more confident and prepared.” (M2)*

It could be concluded that pre-writing activities played a crucial role in reducing writing anxiety by providing students with a structured approach to organizing their thoughts and ideas. By fostering a supportive environment where creativity can thrive, these activities empower students to confidently navigate the writing process.

#### ***6.1.4.2 The Role of Drafting Stage and Writing Anxiety Management***

The findings from this study revealed that the drafting stage was beneficial in reducing students’ writing anxiety by providing a low-pressure environment to explore and develop ideas. Creating a rough draft could allow them to focus on idea generation and organization without the immediate concern of achieving perfection and gave them a starting point and a sense of direction, reducing the pressure to produce a flawless essay on the first attempt. The nature of drafting encouraged students to approach their writing tasks with a sense of experimentation and adaptability. As highlighted by Tribble (1996), the process approach to writing allowed learners to produce preliminary drafts that can be revised and refined over time, thus reducing the cognitive load and emotional stress associated with writing. The findings further underscore how the drafting stage helps students overcome their fear of making mistakes. Previous research also supports the idea that reducing the emphasis on error-free writing in initial drafts contributes to lower anxiety levels as noted by Lee (2005), who found that when students were encouraged to view writing as a process involving multiple revisions, they felt less pressured to achieve perfection from the outset. Similarly, Cheng (2004) observed that drafting enabled students to focus on incremental improvements, fostering confidence and reducing the fear of failure. The following excerpt by the student identified as L2 could support this assertion:

*“I found that the drafting stage helped me the most with my writing anxiety. Being able to draft without worrying about getting it right on the first try helped me get past the fear of*

*making mistakes. It gave me the freedom to get my thoughts down without judgment and gave me a starting point to work from.” (L2)*

To sum up, the drafting stage could help students reduce their writing anxiety by providing a low-pressure environment where students could explore and develop their ideas. By focusing on the creative process rather than perfection, students are encouraged to revise and refine their work, ultimately fostering greater confidence and reducing anxiety associated with initial writing attempts.

#### ***6.1.4.3 The Role of Revising Stage and Writing Anxiety Management***

The finding in this study emphasized the importance of the revising stage in reducing student’s writing anxiety. This could be as it allowed students to make improvements based on feedback or personal reflection without needing to start from scratch. This process of making corrections and enhancements helped build confidence in the quality of their writing. Jebreil et al. (2015) highlighted that revision helped students identify and correct errors, thereby reducing anxiety and building confidence in their writing abilities. As a result, the revision stage provided a feedback loop where students could learn from mistakes and see their progress, showing them that writing could be refined through effort and constructive feedback.

Additionally, the peer review process was instrumental in creating a supportive environment where students received feedback and recognized that others faced similar challenges. This shared experience fostered a sense of community, allowing students to receive feedback comfortably, as noted by Kusumaningputri et al. (2018), Negari & Rezaabadi (2012), and Qashoa (2014). Through peer review, students felt less isolated, normalized the experience, and developed a supportive network that contributed to their growth as writers. Qashoa (2014) emphasized that peer feedback allowed students to understand writing as a collaborative process, reducing feelings of isolation and encouraging a shared learning experience. Moreover, revising drafts based on feedback allowed students to exercise greater control over their learning. By addressing specific issues highlighted by peers or the teacher, they could make deliberate improvements, which ultimately boosted their confidence in their writing

abilities (Pimsarn, 2013). Understanding that writing involves drafting, revising, and receiving feedback reduced the pressure to produce a perfect piece on the first try. This approach diminished perfectionism—a significant source of anxiety—and encouraged students to accept mistakes as part of learning (Jebreil et al., 2015). This aligns with finding by Oğuzhan (2013), who suggested that a skilled writing teacher could significantly reduce writing anxiety and enhance self-confidence by equipping students with effective writing strategies and skills. The following excerpt by the student identified as H2 could support this assertion:

*“Being able to go back and improve my draft based on feedback or my own thoughts made me feel more confident about the quality of my writing. Revising my draft gave me the chance to fix things and make improvements without feeling like I had to start all over. It was comforting to know that I could make my writing better with each revision.” (H2)*

To conclude, the revising stage in PGA helped reduce writing anxiety by building students’ confidence through multiple revisions. By addressing feedback and reflecting on their work, students gained a greater sense of control over their writing process, reducing the fear of producing a perfect first draft. Additionally, the peer review process created a supportive environment, promoting collaboration and enhancing their development as confident.

#### **6.1.4.5 The Role of Peer Review Stage and Writing Anxiety Management**

The finding suggested that the role of peer review stage was important in reducing their writing anxiety. In this study, peer review could be seen as a powerful pedagogical tool for reducing writing anxiety among students. One possible explanation may be because it provided students with valuable insights into their work while fostering a supportive and non-judgmental environment. Based on the findings, students consistently reported that engaging in peer review reduced their writing anxiety, as it normalized their struggles and provided constructive input for improvement. This sense of friendship aligns with Vygotsky’s (1978) sociocultural theory, which emphasizes the importance of social interaction in learning. González et al. (2022) also found that collaborative writing practices, such as peer review, help reduce anxiety by fostering a sense of community and shared learning. Peer feedback

also shifted the focus from immediate perfection to incremental improvement which significantly reduced writing anxiety. This finding resonates with Wahyuningsih et al. (2023), who observed that peer feedback helped students focus on actionable revisions rather than their perceived shortcomings. In addition, peer review could normalize the writing experience and reduce feelings of isolation, contributing to a decrease in writing anxiety. The sense of community and shared learning experiences were crucial in reducing writing anxiety, as previous studies have shown (Kusumaningputri et al., 2018; Negari & Rezaabadi, 2012; Qashoa, 2014; Yamalee, 2020). The following excerpt by the student identified as M1 could support this assertion:

*“I found that the peer review stage really helped reduce my writing anxiety. Getting feedback from my classmates and realizing they faced similar problems made me feel less alone in my writing journey. Their helpful comments and suggestions gave me ideas on how to improve my work, and it made me see that the problems I faced were a normal part of the process. Knowing that helped me to approach my revisions with more confidence and a sense of support.” (M1)*

To sum up, peer review in this study could be a strategy for reducing writing anxiety by fostering a supportive and collaborative environment. By engaging with peers, students gained valuable feedback that helped normalize their struggles and emphasized the importance of further improvement.

#### ***6.1.4.5 The Role of Rubric Understanding and Writing Anxiety Management***

The finding indicated the importance of explaining rubric used for assessing students' written products. When students understood the expectations of the writing task, it helped reduce their writing anxiety. This was likely due to the rubric's feature as it provided clear criteria and structured guidance, offering support throughout the writing process. Based on the findings, the majority of students in the Essay Writing class mentioned their teacher's expectations as outlined in the rubrics, which resulted in a moderate level of anxiety after the experimentation.

Rubrics appeared to help students better understand their teacher's expectations, which aligns with the findings of Andrade et al. (2021). Their study highlighted that the students felt relief or gained insights when a rubric was provided, contrasting with the frustration they felt when uncertain about the teacher's expectations. The following excerpt by the student identified as M2 could support this assertion:

*“When the teacher explained the rubric, it gave me a clear guide on how to meet the expectations. Understanding the criteria helped me plan my essay step by step, which made me feel more organized and less anxious about whether my writing would be good enough. With this guidance, I could focus on meeting each requirement in the rubric, from structuring my introduction and body paragraphs and adding relevant examples. It not only improved my confidence but also made the entire writing process feel less overwhelming.” (M2)*

The findings revealed that the use of rubrics in the Essay Writing class could reduce students' anxiety by providing clear expectations and structured guidance. Students reported feeling more organized and confident, as the rubric helped them understand the specific criteria for achieving success.

## **6.2 Implications**

This study provides significant insights into the effectiveness of PGA in enhancing essay writing skills of Thai EFL undergraduate students. The findings underscore the importance of PGA, aligning with and enriching existing theories (Badger & White, 2000; Huang, 2020).

### **6.2.1 Theoretical Implications**

This study offers theoretical contributions. Firstly, the findings that PGA improved participants' overall L2 writing performance, as well as their content, organization, language use, vocabulary, and mechanics, indicate that this instructional method is both applicable and effective in the Thai EFL writing context. Based on existing literature, previous research on PGA instruction has largely focused on improving overall writing scores among English-major students. This study expands the understanding of PGA by providing a practical and effective instructional framework that contributes to the literature on enhancing L2 writing performance across all five writing subcategories for Thai English-major students. In addition, this research

advances theoretical perspectives on how cognitive and affective factors interact in L2 writing pedagogy.

The socio-cognitive approach underscores the interdependence between cognitive processes and social contexts, emphasizing that writing is not merely an individual cognitive activity but also a socially situated practice. This study supports Flower's (1994) socio-cognitive model, affirming that effective writing instruction should integrate self-regulated strategies with collaborative and genre-based pedagogies. Such integration enables learners to navigate the complexities of writing across diverse genres and audiences, moving beyond isolated skill acquisition to a functional understanding of writing as a socially constructed activity.

The study highlights the relevance of Vygotsky's ZPD in fostering cognitive growth through collaborative learning. Collaborative writing tasks, grounded in the principles of scaffolding and guided interaction, are shown to enhance learners' ability to perform beyond their independent capacities. This supports the theoretical premise that learning is inherently social and mediated through dialogue, negotiation, and feedback. By demonstrating how peer interaction in writing reduces anxiety and builds self-efficacy, the research extends the application of sociocultural theory to address affective challenges in L2 writing instruction. The study also positions collaborative writing as a critical pedagogical tool for promoting cognitive and linguistic development. Drawing on Storch (2013) and Vygotsky's principles, it illustrates how languaging through peer interaction facilitates knowledge construction and the internalization of writing skills. This aligns with socio-cognitive theories, suggesting that collaborative writing tasks serve as both a method of scaffolding and a means of fostering deeper cognitive engagement with language.

This study contributes to self-efficacy theory (Bandura, 1997) by examining the impact of PGA on students' writing development and anxiety. The findings suggest that PGA enhances self-efficacy through structured learning, scaffolding, and opportunities for success, boosting students' writing confidence. PGA's staged instruction—developing context, considering genre, joint text construction, and independent writing—allowed students to refine their writing through repeated drafting and revision. Seeing their progress reinforced their sense of accomplishment,

aligning with Bandura's (1997) assertion that mastery experiences are key to building self-efficacy. The experimental group's improved writing proficiency further supports this connection. Social persuasion also played a role, as peer and teacher feedback encouraged students to recognize their strengths and areas for improvement (Pajares, 2003). Peer reviews helped them feel less isolated, while teacher feedback on organization, vocabulary, and grammar provided clear guidance, reinforcing their self-efficacy.

Additionally, PGA significantly reduced writing anxiety, particularly cognitive anxiety, which is closely tied to self-efficacy. As students became more familiar with writing expectations, developed better planning strategies, and received supportive feedback, their anxiety decreased. These findings align with previous research (Martinez, Kock, & Cass, 2011), suggesting that higher self-efficacy lowers writing anxiety, fostering persistence and motivation in writing tasks.

### **6.2.2 Methodological Implications**

This study's use of PGA in an EFL context offered valuable methodological implications. By adopting a mixed methods design with both quantitative and qualitative components, this study provided a comprehensive view of how PGA impacted writing performance and writing anxiety. The findings supported the use of mixed-methods research to address multifaceted questions in EFL writing instruction, as it enabled a deeper understanding of not only the quantitative outcomes (e.g., improvement in specific writing skills) but also the qualitative insights into students' perceptions and experiences. Such a design can guide future researchers interested in capturing both the measurable effects of instructional interventions and the nuanced experiences of learners.

Another methodological implication is the value of combining pre-test, post-test, and interviews to triangulate data and enhance the validity of findings. By incorporating pre-test and post-test, the study objectively measured students' writing development across multiple aspects: content, organization, vocabulary, language use, and mechanics providing clear evidence of PGA's impact. Meanwhile, semi-structured interviews complemented these results by offering qualitative insights into students'

perceptions, helping to validate the quantitative findings by explaining how specific aspects of PGA contributed to improvements. The combination of these methods strengthened the study's conclusions, ensuring that the observed effects were not only statistically significant but also meaningful in the learners' experiences. This triangulated approach serves as a robust methodological model for future research in instructional effectiveness.

### **6.2.3 Pedagogical Implications for L2 Writing**

The findings of this study provide key implications for implementing PGA in EFL writing classrooms. PGA can improve students' writing performance in content, organization, and vocabulary—areas where the experimental group performed significant gains compared to the control group. Thus, it would be beneficial for instructors to follow these steps. First, in terms of context development and genre familiarization, teachers should start by establishing the context of the genre, helping students understand its purpose, audience, and structure. This initial stage is critical, as it allows students to develop awareness of genre expectations, guiding their writing choices. Second, for model analysis and collaborative writing, teachers can enhance learning by providing model texts and guiding students through collaborative text construction. By analyzing and practicing genre-specific language and structure, students will be better prepared for independent writing. Third, it was proved that allowing students to write independently and then engage in peer review sessions were valuable in the study. Peer feedback encourages collaborative learning and provides students with diverse perspectives, helping reduce writing anxiety and improve self-efficacy.

However, the study found no significant improvement in language use and mechanics. This suggests a need for targeted interventions, such as focused grammar and mechanics workshops or individualized feedback sessions. Teachers could introduce additional grammar instruction or peer editing activities to support these areas. In terms of writing anxiety, the study highlighted that PGA was effective in reducing writing anxiety among Thai EFL students. By introducing writing tasks (e.g., context development, model analysis, and joint construction), PGA can help reduce cognitive anxiety. Students feel less overwhelmed when they understand the purpose and

structure of their tasks, allowing them to gradually build confidence in their writing. In addition, the peer review section can help reduce writing anxiety. Teachers should incorporate regular peer feedback sessions, where students can receive constructive comments from their classmates.

### **6.3 Limitations and Recommendations for Future Research**

Although this study provided valuable insights into PGA, it had several limitations. Firstly, this study used sample paper as model texts, which might have caused students to lose interest or become bored. To address this issue, future research should consider integrating technology to create a more dynamic and engaging learning environment. For instance, multimedia resources, interactive platforms, and AI-based tools can provide diverse examples and customizable content that align with students' interests and needs. Additionally, technology can facilitate more interactive activities, such as collaborative writing tasks, virtual peer feedback sessions, or gamified exercises that enhance motivation and active participation.

Secondly, while peer feedback played a critical role in reducing writing anxiety, some students initially felt uncomfortable receiving critiques from their peers, which temporarily heightened their anxiety. Future studies should include measures to encourage students and provide more training on giving and receiving constructive feedback. Such training could involve workshops or classroom activities that allow students to practice offering feedback in a supportive and non-threatening environment. Teachers should also model effective feedback practices, demonstrating how to phrase critiques constructively and focus on specific writing aspects based on rubrics rather than personal opinions. Providing students with structured checklists or rubrics can further ensure that feedback remains focused and objective.

Thirdly, as PGA was unfamiliar to most students, additional time was required at the beginning of the course to help them understand the methodology. This adaptation period slightly delayed their full engagement with the PGA stages, particularly during the initial sessions. Future studies should incorporate an orientation phase to introduce PGA concepts, stages, and expectations before transitioning to full instructional sessions.

Lastly, this study relied on students' retrospective self-reports, which were not supported by direct evidence from their written work. Future research should consider employing the think-aloud protocol to capture students' cognitive processes in real time as they compose texts. This approach would enable researchers to gain deeper insights into how students plan, organize, and revise their writing. By having students verbalize their thoughts during the writing process, researchers can better understand the alignment between students' perceptions and their actual writing outputs. Additionally, combining think-aloud data with written drafts and post-task interviews could provide a more comprehensive understanding of students' writing behaviors and decision-making processes.

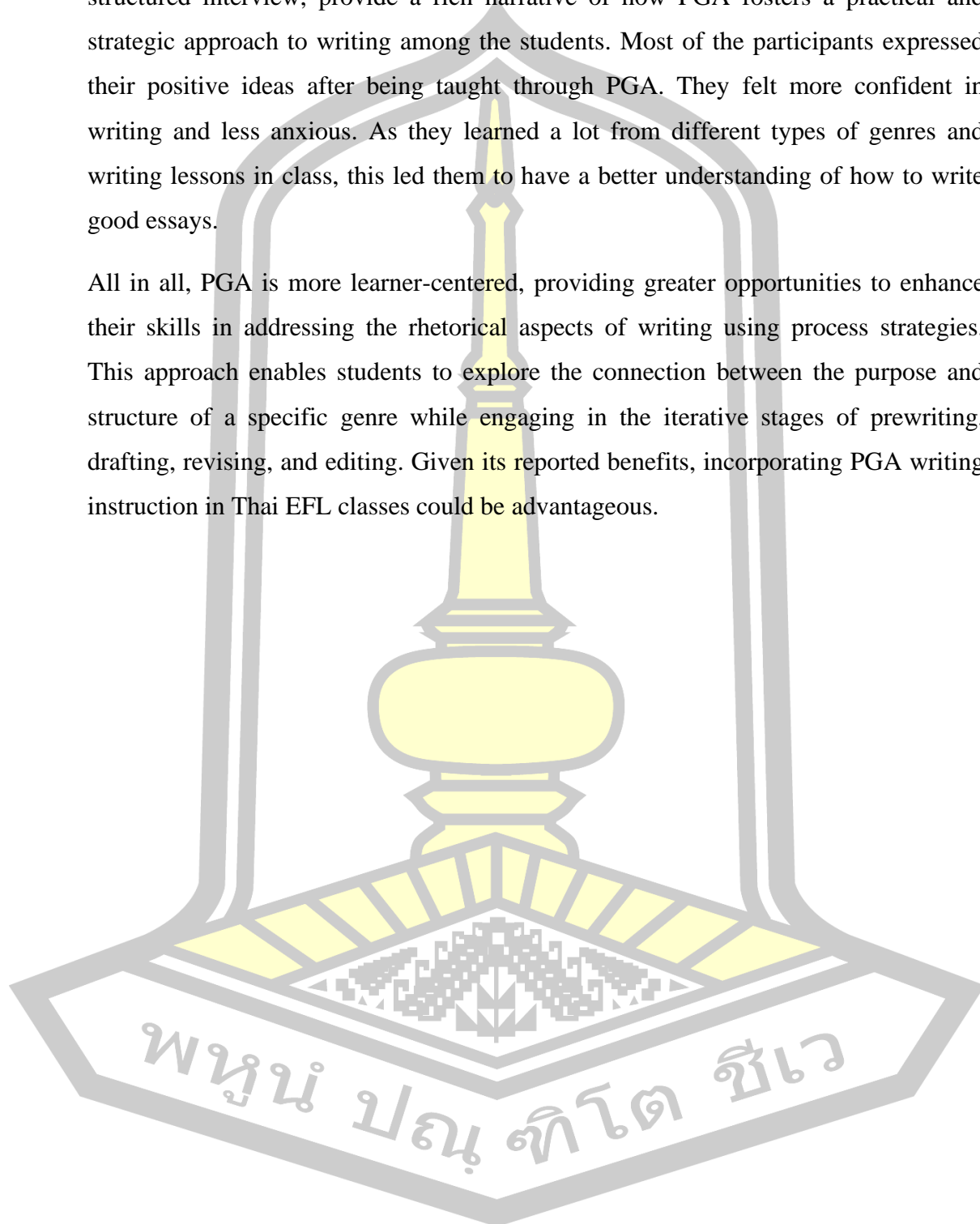
#### **6.4 Conclusion**

This study attempted to highlight the effectiveness of PGA on improving students' essay writing in an EFL context. Through a 15-week instructional period, statistical analysis revealed a significant difference in writing performance between the experimental group, which received PGA instruction, and the control group, which received process approach instruction. The results indicated that by implementing PGA, the experimental group significantly outperformed the control group across multiple writing aspects, including content, organization, and vocabulary. These findings suggest that the structured and collaborative nature of PGA provided students with enhanced support, enabling them to develop more effectively in their essay writing skills compared to the process approach.

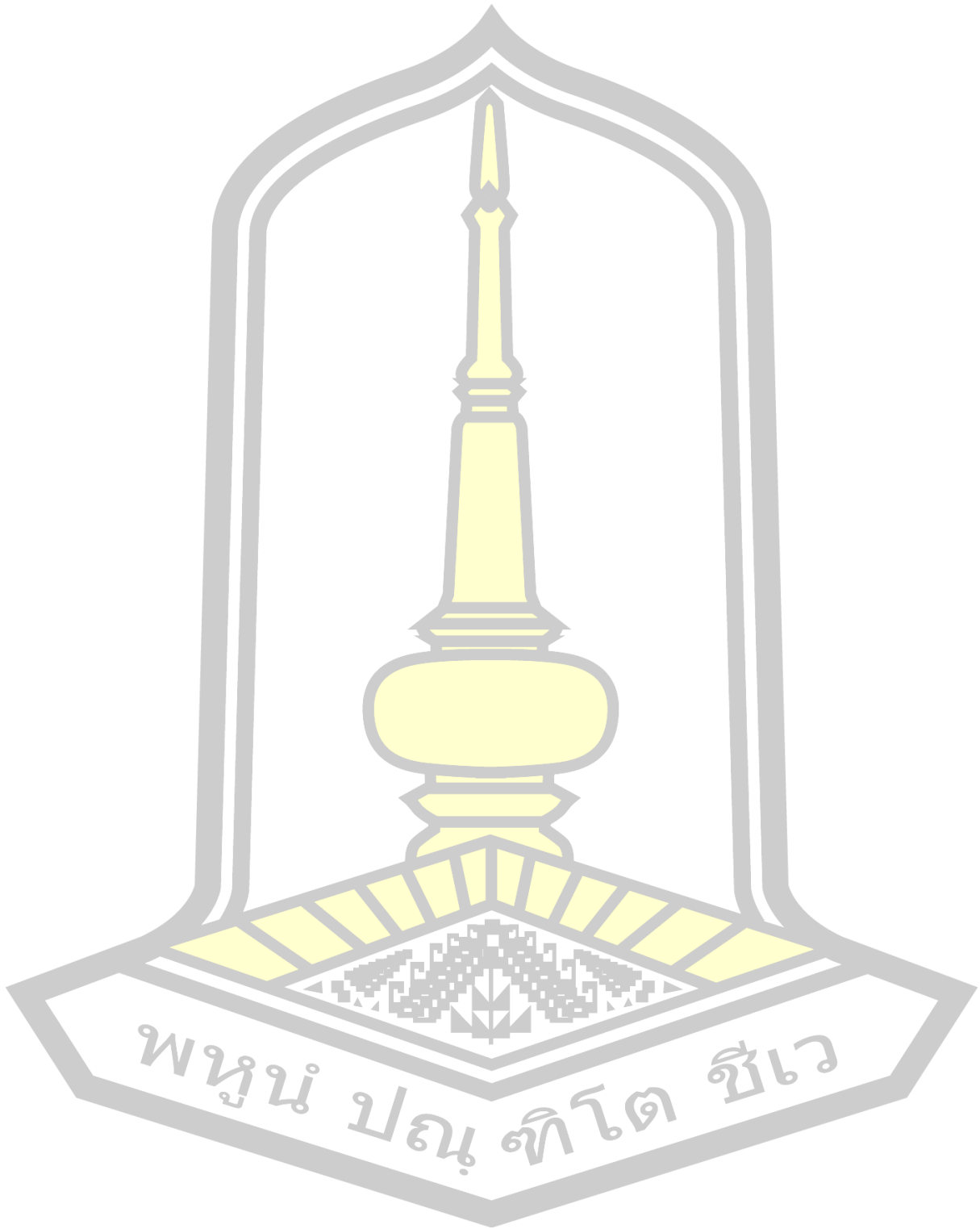
Additionally, PGA was shown to be effective in reducing students' level of writing anxiety, further contributing to a supportive learning environment that facilitated improved writing performance. The anxiety questionnaire findings indicated a significant reduction in writing anxiety among students in the experimental group. Pre-test anxiety levels were generally high, but post-test levels showed a decrease to moderate levels. The paired-samples t-test analysis revealed statistically significant improvements in overall writing anxiety and specific types of anxiety (somatic, cognitive, and avoidance behavior) after implementing PGA.

The quantitative findings, supported by the data sources collected from the semi-structured interview, provide a rich narrative of how PGA fosters a practical and strategic approach to writing among the students. Most of the participants expressed their positive ideas after being taught through PGA. They felt more confident in writing and less anxious. As they learned a lot from different types of genres and writing lessons in class, this led them to have a better understanding of how to write good essays.

All in all, PGA is more learner-centered, providing greater opportunities to enhance their skills in addressing the rhetorical aspects of writing using process strategies. This approach enables students to explore the connection between the purpose and structure of a specific genre while engaging in the iterative stages of prewriting, drafting, revising, and editing. Given its reported benefits, incorporating PGA writing instruction in Thai EFL classes could be advantageous.



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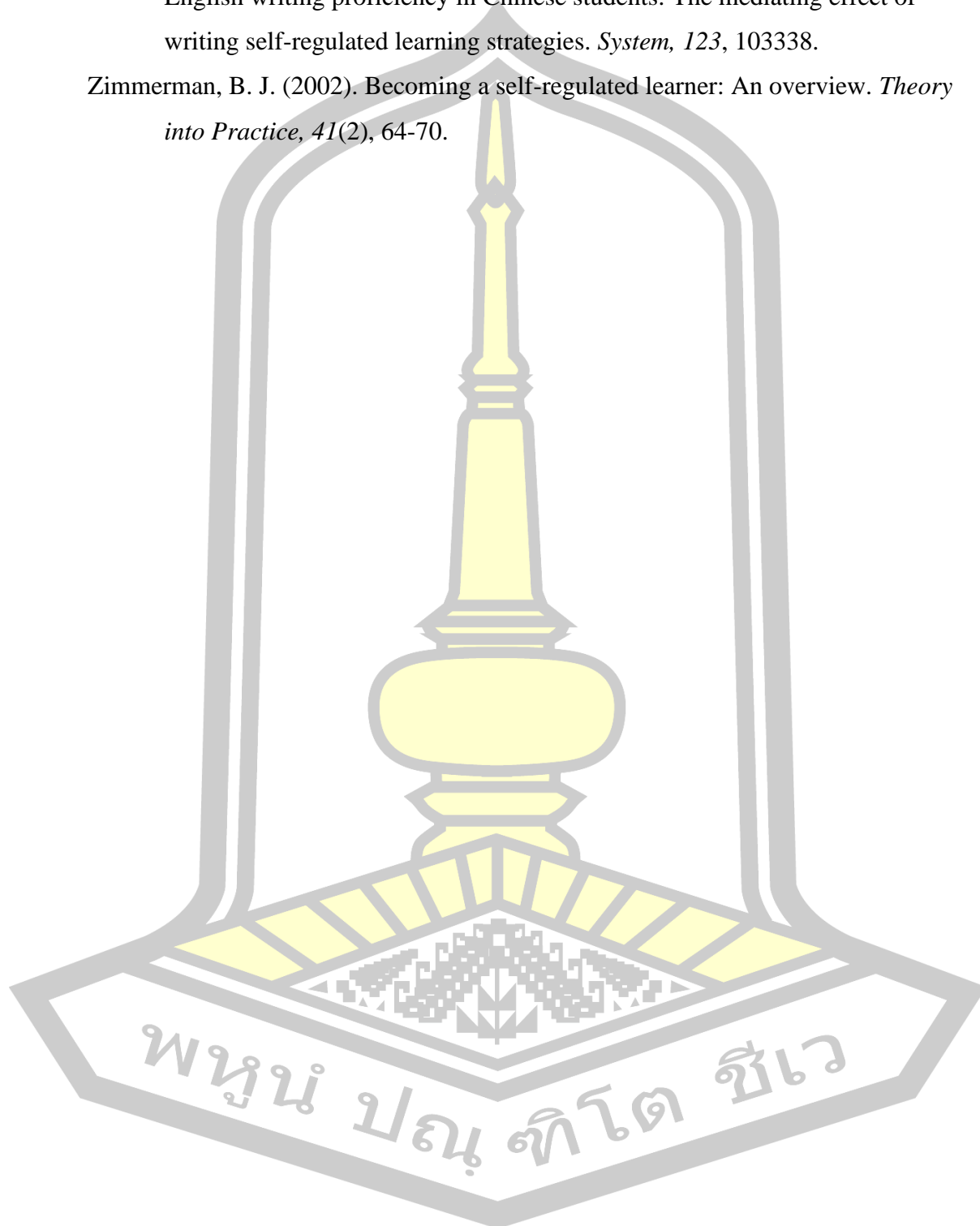
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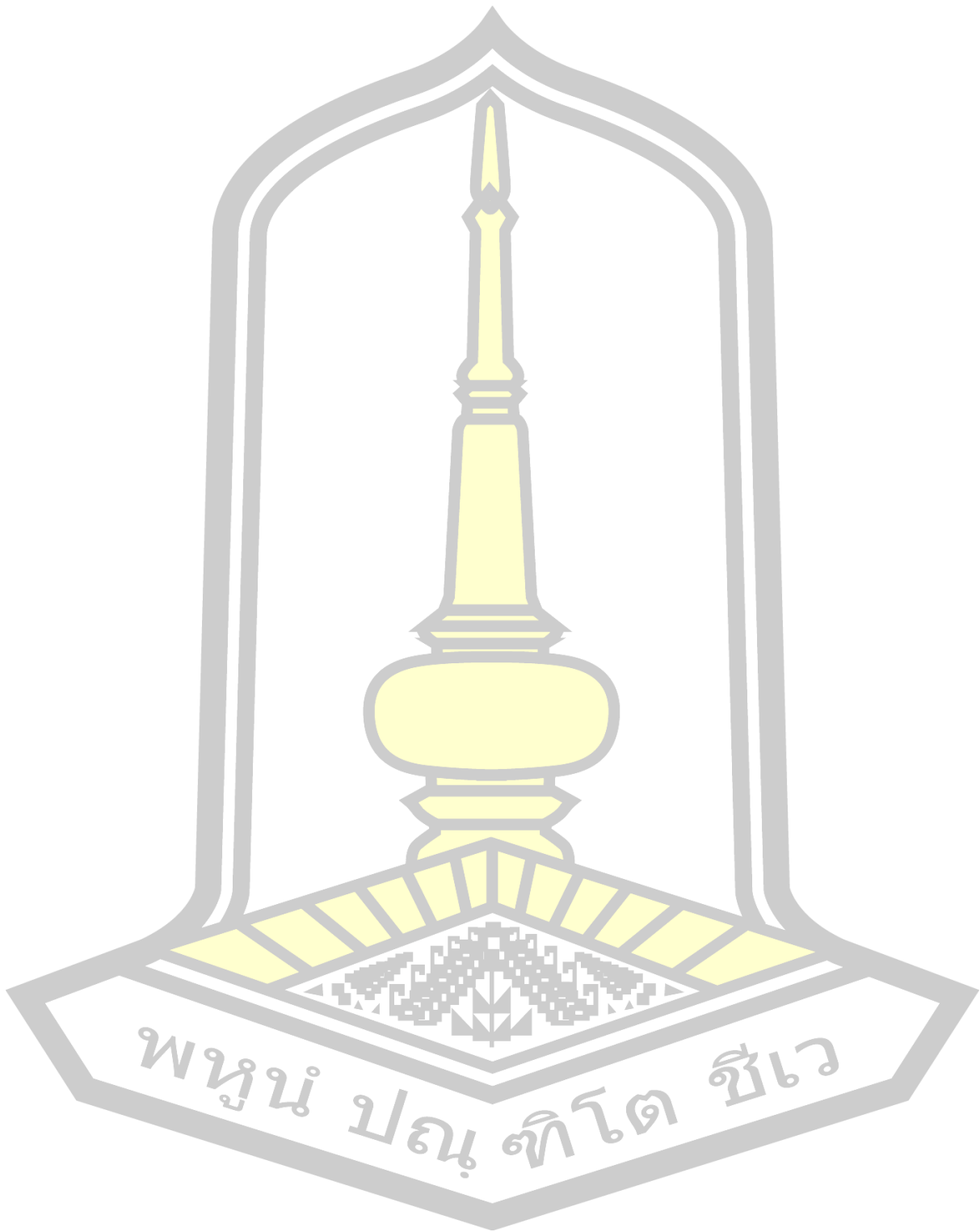
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APPENDICES



## Appendix A: Pre-test and Post-test

### Instructions:

- 1) Write an expository essay of between 250 and 300 words in response to one of the given prompts,
- 2) You have 90 minutes to finish writing the essay and make sure you submit it in time.
- 3) write down your essay on the paper provided separately, corresponding to the selected prompt.
- 4) Please be noted that any dictionaries are not allowed.

### Prompts:

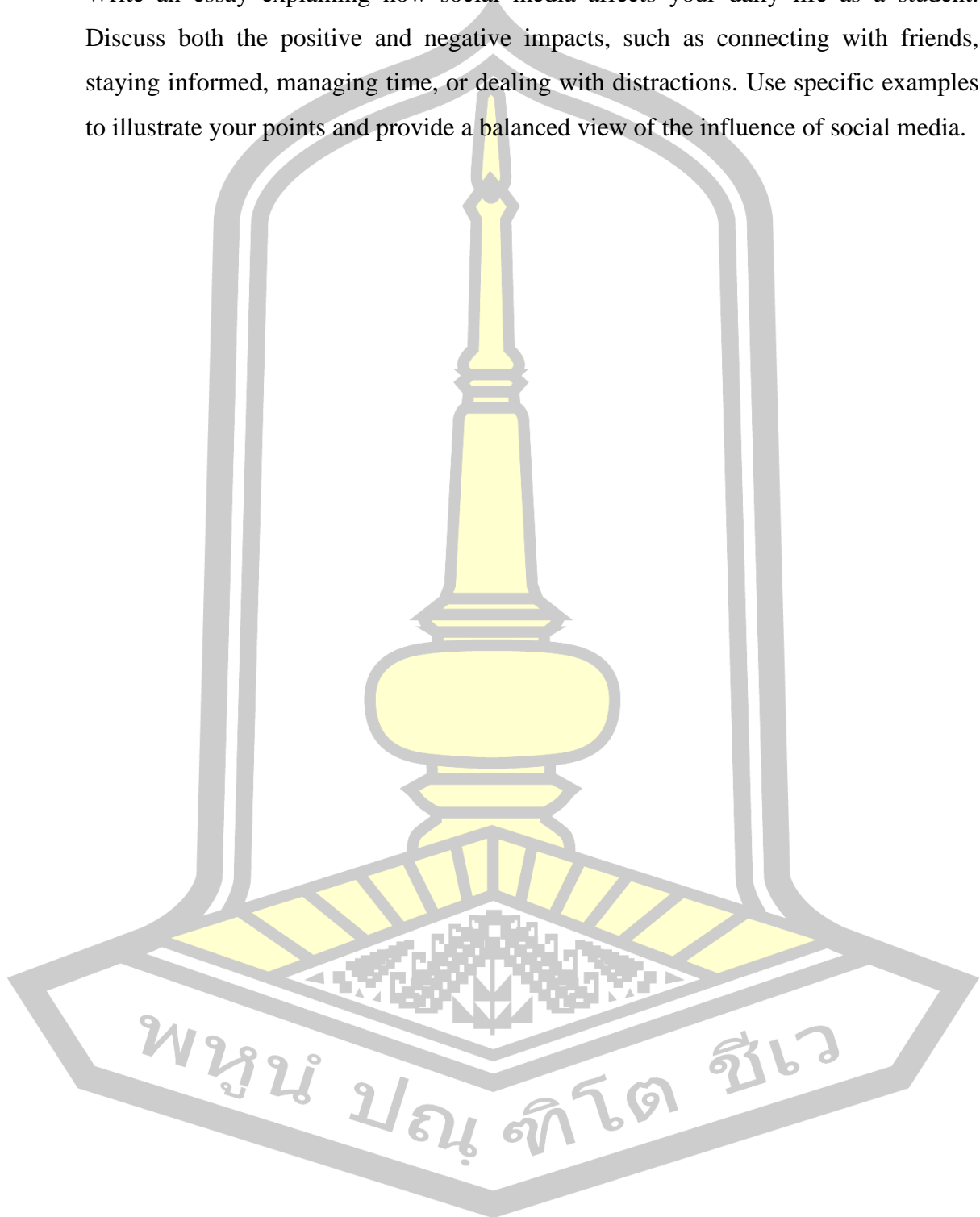
**Prompt 1:** Everyone enjoys time with their family. What is the best day you have ever spent with your family? Think about the best day that you ever spent with your family. Write an essay about the best day you ever spent with your family. Include at least three reasons in your paper that explain what made it the best day. Be sure to use specific details to support each of your reasons. Use vivid verbs and adjectives to make your paper interesting to read.

**Prompt 2:** Mobile phones are both a boon and a bane for high school students. On the one hand, it puts you in touch with the world, on the other, it discourages real face-to-face interaction. Write an essay that explores both the pros and cons of mobile phone usage among teenagers.

**Prompt 3:** Everyone has a favorite color. Think about what yours is and why it is your favorite. Think about things that are your favorite color and how they make you feel. Write a paper explaining several reasons why the color is your favorite! Remember to use specific details to support and explain your reasons. Use interesting adjectives and descriptions to make your paper interesting to read.

**Prompt 4:** Everyone has a favorite type of music. It may be rock, country, rap, classical, or some other kind. Before you begin to write, think about your favorite kind of music and why you like it. Now explain in an essay why this one type of music has become your favorite. Support your music choice with examples and details.

**Prompt 5:** Social media plays a significant role in the lives of many teenagers. Write an essay explaining how social media affects your daily life as a student. Discuss both the positive and negative impacts, such as connecting with friends, staying informed, managing time, or dealing with distractions. Use specific examples to illustrate your points and provide a balanced view of the influence of social media.



### Appendix B: Writing Anxiety Questionnaire

**Directions:** Dear Sir/ Miss, this questionnaire is designed to investigate your degree of writing anxiety. Please tick your choice under the corresponding number,

1 means strongly disagree, 2 means disagree, 3 means neutral,  
4 means agree, 5 means strongly agree.

The questionnaire is just for academic study use, the responses will not affect your scores in the course and all of your responses will be keep in secret, please make the choices according to your real learning situations.

Items	5	4	3	2	1
1. While writing in English, I'm not nervous at all.					
2. I feel my heart pounding when I write English compositions under time constraint.					
3. While writing English compositions, I feel worried and uneasy if I know they will be evaluated.					
4. I often choose to write down my thoughts in English.					
5. I usually do my best to avoid writing English compositions.					
6. My mind often goes blank when I start to work on an English composition.					
7. I don't worry that my English compositions are a lot worse than others'.					
8. I tremble or perspire when I write English compositions under time pressure.					
9. If my English composition is to be evaluated, I would worry about getting a very poor grade.					
10. I do my best to avoid situations in which I have to write in English.					
11. My thoughts become jumbled when I write English compositions under time constraint.					

Items	5	4	3	2	1
12. Unless I have no choice, I would not use English to write composition.					
13. I often feel panic when I write English compositions under time constraint.					
14. I'm afraid that other students would deride my English composition if they read it.					
15. I freeze up when unexpectedly asked to write English compositions.					
16. I would do my best to excuse myself if asked to write English compositions.					
17. I don't worry at all about what other people would think of my English compositions.					
18. I usually seek every possible chance to write English compositions outside of class.					
19. I usually feel my whole body rigid and tense when I write English compositions.					
20. I'm afraid of my English composition being chosen as a sample to be discussed in class.					
21. I'm not afraid at all that my English compositions would be rated as very poor.					
22. Whenever possible, I would use English to write compositions.					

พหุ ประถมศึกษา

## Appendix C: Writing Anxiety Questionnaire (Thai Version)

### แบบวัดความวิตกกังวลในการเขียนภาษาที่สอง

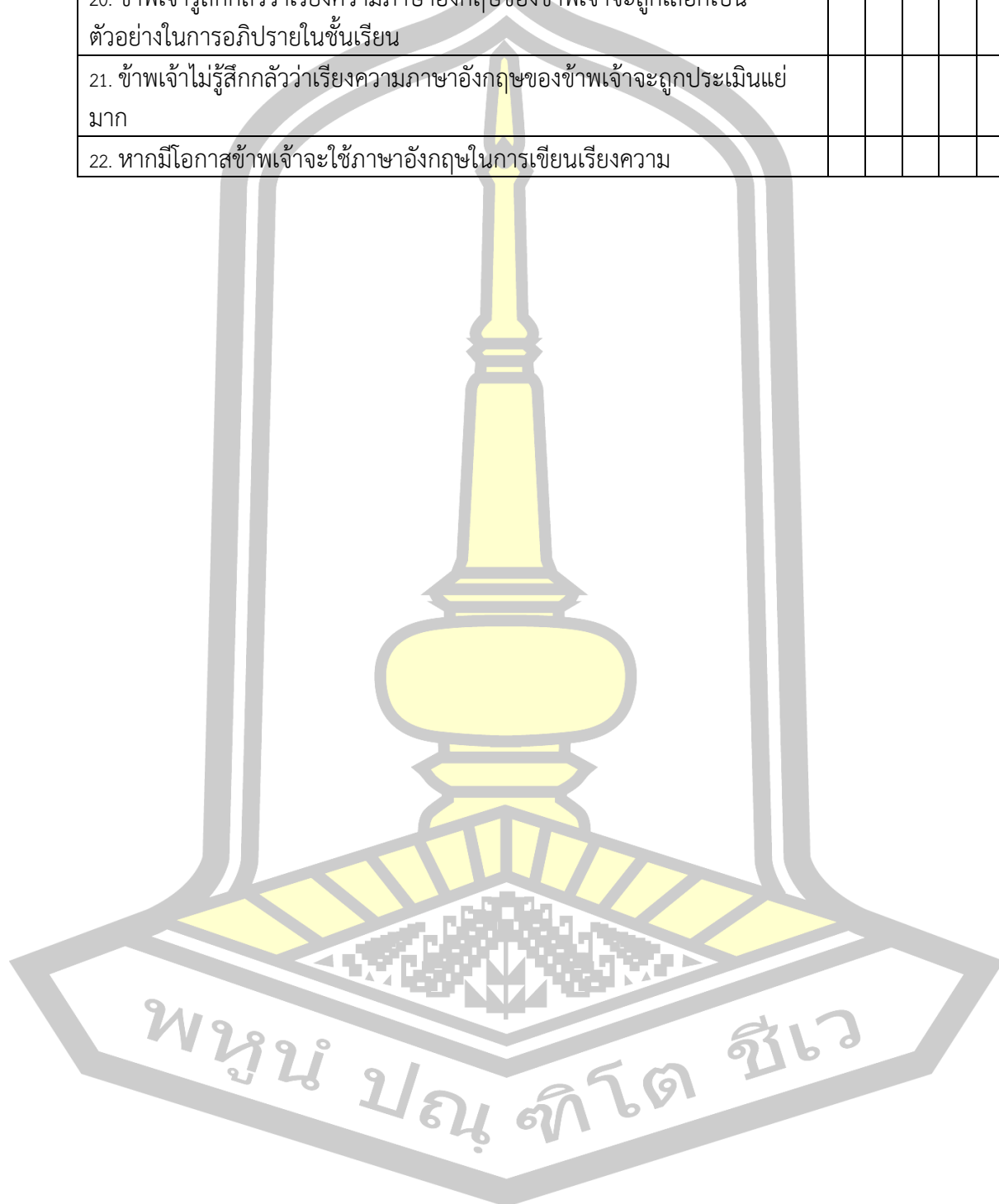
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คำชี้แจง: โปรดทำเครื่องหมาย (v) ในช่องที่ท่านเห็นว่าตรงตามระดับความเห็นด้วยของท่านมากที่สุด โดย

1 = ไม่เห็นด้วยอย่างยิ่ง    2 = ไม่เห็นด้วย    3 = ไม่แน่ใจ    4 = เห็นด้วย    5 = เห็นด้วยอย่างยิ่ง

ประเด็น	ระดับความคิดเห็น				
	5	4	3	2	1
1. ในขณะที่เขียนโดยใช้ภาษาอังกฤษ ข้าพเจ้าไม่รู้สึกกังวลเลย					
2. ข้าพเจ้ารู้สึกว่าหัวใจเต้นแรง เมื่อต้องเขียนเรียงความภาษาอังกฤษในเวลาจำกัด					
3. ขณะที่เขียนเรียงความภาษาอังกฤษ ข้าพเจ้ารู้สึกกังวลและไม่สบายใจหากรู้ว่าจะต้องถูกประเมิน					
4. ข้าพเจ้าเลือกที่จะเขียนความคิดของข้าพเจ้าออกมาเป็นภาษาอังกฤษ					
5. ข้าพเจ้าทำทุกวิถีทางเพื่อหลีกเลี่ยงการเขียนเรียงความภาษาอังกฤษ					
6. ข้าพเจ้ามักคิดอะไรไม่ออกเมื่อเริ่มเขียนเรียงความภาษาอังกฤษ					
7. ข้าพเจ้ากังวลว่าเรียงความภาษาอังกฤษของข้าพเจ้าจะไม่ดีเท่าของคนอื่น					
8. ข้าพเจ้าสั้นหรือมีเหงื่อออกเมื่อต้องเขียนเรียงความภาษาอังกฤษให้ทันเวลาที่จำกัด					
9. เมื่อรู้ว่าเรียงความภาษาอังกฤษของข้าพเจ้าจะถูกประเมิน ข้าพเจ้ากังวลว่าจะได้คะแนนไม่ดี					
10. ข้าพเจ้าจะพยายามหลีกเลี่ยงสถานการณ์ที่จะต้องเขียนเป็นภาษาอังกฤษ					
11. ความคิดของข้าพเจ้าจะยุ่งเหยิง เมื่อต้องเขียนเรียงความภาษาอังกฤษในเวลาจำกัด					
12. ถ้าเลือกได้ ข้าพเจ้าจะไม่ใช้ภาษาอังกฤษในการเขียนเรียงความ					
13. ข้าพเจ้ามักจะรู้สึกวิตกกังวลเมื่อต้องเขียนเรียงความภาษาอังกฤษในเวลาจำกัด					
14. ข้าพเจ้ากลัวว่าคนอื่นๆ จะหัวเราะเยาะเรียงความภาษาอังกฤษของข้าพเจ้าถ้าพวกเขาได้อ่าน					
15. ข้าพเจ้ารู้สึกกลัวจนพูดไม่ออกเมื่อต้องได้เขียนเรียงความภาษาอังกฤษโดยไม่ทันตั้งตัว					
16. ข้าพเจ้ามักจะหาข้ออ้างเมื่อรู้ว่าต้องได้เขียนเรียงความภาษาอังกฤษ					
17. ข้าพเจ้าไม่รู้สึกกังวลเลยว่าผู้อื่นจะคิดอย่างไรกับเรียงความภาษาอังกฤษของข้าพเจ้า					

18. ข้าพเจ้ามักจะหาโอกาสที่จะเขียนเรียงความภาษาอังกฤษนอกห้องเรียน					
19. ข้าพเจ้ารู้สึกตัวแข็งเกร็งและเครียดเมื่อต้องเขียนเรียงความภาษาอังกฤษ					
20. ข้าพเจ้ารู้สึกกลัวว่าเรียงความภาษาอังกฤษของข้าพเจ้าจะถูกเลือกเป็นตัวอย่างในการอภิปรายในชั้นเรียน					
21. ข้าพเจ้าไม่รู้สึกลัวว่าเรียงความภาษาอังกฤษของข้าพเจ้าจะถูกประเมินแย่มาก					
22. หากมีโอกาสข้าพเจ้าจะใช้ภาษาอังกฤษในการเขียนเรียงความ					



## Appendix D: Semi-structured Interview Question Guideline

**Research title:** The Effects of Process-Genre Approach on Improving Writing Performance and Reducing Writing Anxiety of Thai EFL University Students

**Research questions:**

- 1) To what extent does PGA affect students' writing performance in terms of content, organization, vocabulary, language use, and mechanics?
- 2) What are the effects of PGA on students' writing anxiety?
- 3) What aspects of PGA contribute to students' writing performance?
- 4) What aspects of PGA contribute to reducing students' writing anxiety?

**Introductory session**

Thank you very much for meeting me for this interview. You are selected because you have been identified for this interview.

Because your information is important and I want to make sure to capture everything you say, I would like to audio tape our conversation today. I will also be taking written notes during the interview. All of your responses will be confidential and only pseudonym will be used when quoting from the transcripts. And they will be destroyed after they are transcribed.

To meet our human subject's requirement at the university, you must sign this informed consent form. Essentially, this documents states that: (1) all information will be held confidential, (2) our participation is voluntary and you may stop at any time if you feel uncomfortable, (3) we do not intend to inflict any harm.

I have planned this interview to last about 15 minutes. During this, I have several questions to cover. If time begins to run short, it may be necessary to interrupt you in order to push a head and complete this line of questioning. Do you have any questions?

**Interview questions****Grand tour questions:**

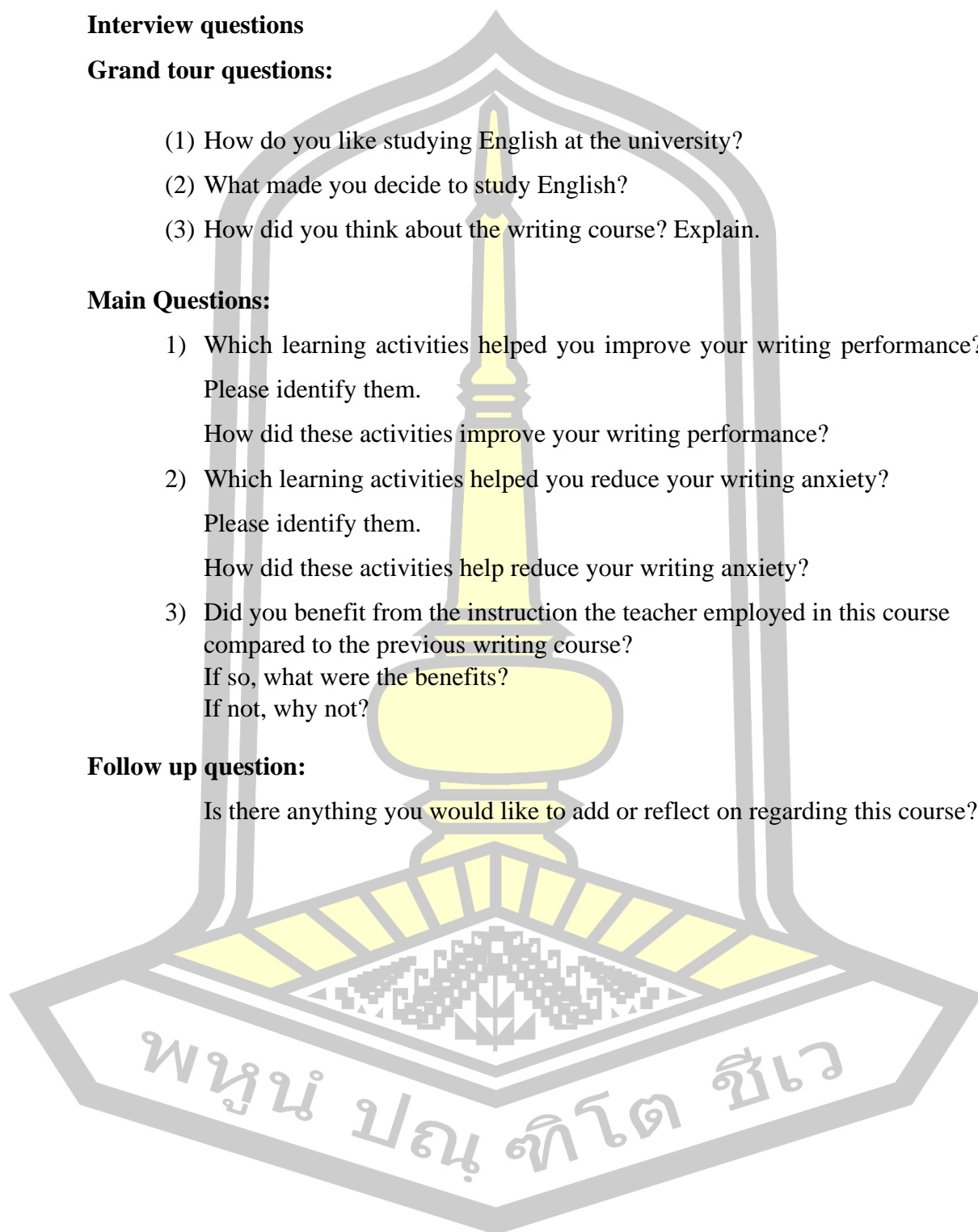
- (1) How do you like studying English at the university?
- (2) What made you decide to study English?
- (3) How did you think about the writing course? Explain.

**Main Questions:**

- 1) Which learning activities helped you improve your writing performance?  
Please identify them.  
How did these activities improve your writing performance?
- 2) Which learning activities helped you reduce your writing anxiety?  
Please identify them.  
How did these activities help reduce your writing anxiety?
- 3) Did you benefit from the instruction the teacher employed in this course compared to the previous writing course?  
If so, what were the benefits?  
If not, why not?

**Follow up question:**

Is there anything you would like to add or reflect on regarding this course?



### Appendix E: Jacobs et al.' s (1981) Scoring Rubric (Thai Version)

#### เกณฑ์การให้คะแนนการเขียนเรียงความแต่ละองค์ประกอบ

เนื้อหา	30 คะแนน
การเรียบเรียงความคิด	20 คะแนน
การใช้คำศัพท์	20 คะแนน
การใช้ภาษา	25 คะแนน
กลไกในการเขียน	5 คะแนน
รวม	100 คะแนน

องค์ประกอบ	คะแนน	ระดับ	คำอธิบายระดับ
เนื้อหา	25-30	ดีมาก-ดีเยี่ยม	แสดงความรู้ความเข้าใจ ได้ประเด็นสำคัญสมบูรณ์และไม่ออกนอกเรื่อง
	19-24	ปานกลาง-ดี	แสดงความรู้พอประมาณ การดำเนินเรื่องถูกจำกัด ประเด็นหลักส่วนใหญ่สมบูรณ์ แต่ยังขาดรายละเอียด
	13-18	อ่อน-พอใช้	แสดงความรู้ที่จำกัด เนื้อหาน้อย การดำเนินเรื่องไม่ดีเพียงพอ
	7-12	อ่อนมาก	ไม่แสดงความรู้เลย เนื้อหาน้อย หรือไม่เพียงพอที่จะประเมิน
การเรียบเรียงความคิด	17-20	ดีมาก-ดีเยี่ยม	แสดงความคิดเห็นอย่างคล่องและชัดเจน มีข้อสนับสนุน ไม่เยิ่นเย้อ การเรียบเรียงดี มีการจัดลำดับเหตุผลและสอดคล้องดี
	13-16	ปานกลาง-ดี	เขียนเรียงความไม่ต่อเนื่อง ประเด็นหลักชัดเจน ข้อมูลมีเหตุมีผล แต่น้อยไป การเรียงลำดับขั้นตอนไม่สมบูรณ์
	9-12	อ่อน-พอใช้	เขียนเรียงความไม่ต่อเนื่อง การดำเนินเรื่องสับสนหรือไม่ต่อเนื่อง ขาดความสมเหตุสมผล
	5-8	อ่อนมาก	ไม่สามารถสื่อสารได้ ไม่มีการเรียบเรียงความคิด หรือไม่เพียงพอที่จะประเมิน
การใช้คำศัพท์	17-20	ดีมาก-ดีเยี่ยม	วงคำศัพท์กว้าง มีความรู้ในการใช้คำศัพท์อย่างมีประสิทธิภาพ มีความสามารถสูงในการใช้รูปแบบภาษาที่เหมาะสม
	13-16	ปานกลาง-ดี	ใช้วงคำศัพท์กว้างพอ มีการใช้คำศัพท์ สำนวน เลือกใช้คำไม่ถูกต้องในบางครั้งแต่ความหมายชัดเจน
	9-12	อ่อน-พอใช้	คำศัพท์มีวงจำกัด ใช้คำศัพท์ สำนวน การเลือกใช้คำไม่ถูกต้องบ่อยครั้ง ความหมายไม่ชัดเจน สับสน
	5-8	อ่อนมาก	ใช้การแปลคำต่อคำ รู้คำศัพท์ สำนวน น้อยมาก หรือไม่เพียงพอที่จะประเมิน
การใช้ภาษา	22-25	ดีมาก-ดีเยี่ยม	ใช้โครงสร้างซับซ้อนอย่างมีประสิทธิภาพ ผิดน้อยมากเรื่องความสอดคล้องของการใช้ประธานและกริยา กาล จำนวน การเรียงคำตามหน้าที่ คำสรรพนาม คำบุพบท และคำนำหน้านาม
	18-21	ปานกลาง-ดี	ใช้โครงสร้างธรรมดาไม่ซับซ้อนแต่มีประสิทธิภาพ มีปัญหาเล็กน้อยใน

องค์ประกอบ	คะแนน	ระดับ	คำอธิบายระดับ
			การใช้โครงสร้างซับซ้อน มีจุดผิดพลาดทางด้านความสอดคล้องของการใช้ประธานและกริยา ตลอดจนการใช้กาล จำนวน การเรียงคำตามหน้าที่ การใช้คำสรรพนาม คำบุพบท คำนำหน้านาม การใช้วลีต่อเนื่อง อนุประโยคและการละคำ แต่ความหมายส่วนใหญ่ชัดเจน
	11-17	อ่อน-พอใช้	มีปัญหามากในการสร้างประโยค ทั้งประโยคธรรมดาและซับซ้อน การใช้ประโยคปฏิเสธ ความสอดคล้องของคำ กาล จำนวนการเรียงคำตามหน้าที่ คำนำหน้านาม คำสรรพนาม คำบุพบท การใช้วลีต่อเนื่อง อนุประโยคและการละคำ ผิดบ่อยครั้ง ตลอดจนความหมายคลุมเครือสับสน
	5-10	อ่อนมาก	แทบจะสามารถสร้างประโยคใดๆ ได้ แต่ไปด้วยจุดผิด สื่อความหมายไม่ได้ หรือไม่เพียงพอที่จะประเมิน
กลไกในการเขียน	5	ดีเยี่ยม-ดีมาก	แสดงความสามารถในการใช้ระเบียบวิธีทางการเขียน ผิดน้อยมากในการสะกดคำ การใช้เครื่องหมายวรรคตอน การใช้ตัวอักษรพิมพ์ใหญ่ และการจัดย่อหน้าความผิดน้อยมาก
	4	ดี- ปานกลาง	ผิดบางครั้งในด้านการสะกด การใช้เครื่องหมายวรรคตอน การใช้ตัวอักษรพิมพ์ใหญ่ การจัดย่อหน้า แต่ความหมายยังชัดเจนดีไม่คลุมเครือ
	3	พอใช้-อ่อน	ผิดบ่อยครั้งในด้านการสะกด การใช้เครื่องหมายวรรคตอน การใช้ตัวอักษรพิมพ์ใหญ่ การจัดย่อหน้า ลายมืออ่านยาก ความหมายคลุมเครือ สับสน
	2	อ่อนมาก	ไม่รู้ระเบียบวิธีทางการเขียน งานเขียนเต็มไปด้วยจุดผิดในด้านการสะกดคำ การใช้เครื่องหมายวรรคตอน การใช้ตัวอักษรพิมพ์ใหญ่ การจัดย่อหน้า ลายมืออ่านไม่ออกหรือไม่เพียงพอที่จะประเมิน



## Appendix F: Sample of PGA Lesson Plan

### PGA Lesson Plan

#### Writing a Cause-and-effect Essay: The Effect of School Bullying

**Lesson Duration:** 3 hours

##### 1. Developing the Context (30 minutes)

**Objective:** Introduce the topic and genre and elicit students' prior knowledge.

**Activities:**

1) Introduction to the topic:

- Brief discussion on bullying: What is it? Types of bullying? (5 minutes)
- Show a short video clip or news article on school bullying. (5 minutes)

2) Eliciting Prior Knowledge:

- Ask students about their experiences or stories they have heard related to school bullying. (5 minutes)
- Discuss the effects of bullying on victims, bullies, and the school environment. (5 minutes)

3) Purpose, Audience, and Context:

- Explain the purpose of a cause-and-effect essay: to analyze the reasons for an event or situation and its impacts. (5 minutes)
- Discuss the potential audience: teachers, parents, policymakers. (5 minutes)
- Context: School magazine, awareness campaigns, educational blogs. (5 minutes)

##### 2. Considering the Genre (45 minutes)

**Objective:** Familiarize students with the structure and features of a cause-and-effect essay.

**Activities:**

1) Model Text Analysis:

- Provide a sample cause-and-effect essay on a different topic. (10 minutes)
- Identify and discuss the structure: introduction, body (causes and effects), conclusion. (10 minutes)

## 2) Language Features and Rhetorical Structures:

- Highlight transition words and phrases used to show cause and effect (e.g., because, as a result, consequently). (10 minutes)
- Discuss the use of specific vocabulary related to bullying and its effects. (10 minutes)

## 3) Deconstructing the Text:

- Break down the sample essay into parts and analyze each section. (5 minutes)

### 3. Jointly Constructing the Text (45 minutes)

**Objective:** Collaborate to create a draft cause-and-effect essay on school bullying.

**Activities:**

#### 1) Brainstorming:

- In groups, brainstorm causes and effects of school bullying. (10 minutes)
- Share ideas and compile a class list of potential causes and effects. (5 minutes)

#### 2) Planning the Essay:

- Create an outline together, deciding on the main points for each paragraph.

(10 minutes)

#### 3) Drafting:

- Begin drafting the introduction and the first body paragraph together. (10 minutes)
- Encourage students to suggest sentences and ideas. (5 minutes)
- Continue drafting the remaining body paragraphs and conclusion with teacher guidance. (5 minutes)

#### 4) Revising and Editing:

- Revise the draft as a class, focusing on clarity, coherence, and language use.

(5 minutes)

### 4. Independently Constructing the Text (60 minutes)

**Objective:** Students write their own cause-and-effect essays.

**Activities:**

#### 1) Introduction of Scoring Rubric:

- Present and explain the scoring rubric. (10 minutes)
- Discuss how it will be used for assessment and self-evaluation. (5 minutes)

## 2) Independent Writing:

- Students write their own cause-and-effect essays on the effects of school bullying.

(20 minutes)

- Encourage the use of the rubric for self-checking during the writing process.

(5 minutes)

## 3) Paired Peer Review:

- Students exchange essays with a partner and provide feedback using the rubric.

(10 minutes)

- Discuss feedback with partners and make revisions. (10 minutes)

## 4) Final Revision and Submission:

- Students revise their essays based on peer feedback and submit them to the teacher. (5 minutes)

## 5. Feedback and Future Writing (30 minutes)

**Objective:** Provide feedback and guidance for improvement.

### Activities:

#### 1) Teacher Feedback:

- Review submitted essays and provide detailed feedback, highlighting strengths and areas for improvement. (15 minutes)

#### 2) Class Discussion:

- Discuss common issues and exemplary parts of some essays (anonymously, if preferred). (10 minutes)

#### 3) Future Writing Guidance:

- Provide tips and strategies for future cause-and-effect essays. (5 minutes)

### Materials Needed:

- Short video clip or news article on school bullying.
- Sample cause-and-effect essay.
- Whiteboard/Smartboard for brainstorming and planning.
- Copies of the scoring rubric.

### Assessment:

- Use the scoring rubric to assess students' essays.

### Follow-Up:

- Encourage students to reflect on the feedback and revise their essays.

## Appendix G: Sample of Process Approach Lesson Plan

### Process Approach Lesson Plan

#### Writing a Cause-and-Effect Essay: The Effect of School Bullying

Lesson Duration: 3 hours

#### 1. Pre-Writing (45 minutes)

**Objective:** Generate ideas and organize thoughts for writing.

**Activities:**

1. Introduction to the Topic:

- Brief discussion on bullying: What is it? Types of bullying? (5 minutes)
- Show a short video clip or news article on school bullying. (5 minutes)

2. Brainstorming:

- In pairs, students brainstorm causes and effects of school bullying. (10 minutes)
- Share ideas with the class and compile a list on the board. (10 minutes)

3. Mind Mapping:

- Create a mind map of the causes and effects of school bullying. (10 minutes)
- Encourage students to add details and examples to their mind maps. (5 minutes)

4. Planning:

- Introduce the structure of a cause-and-effect essay: introduction, body (causes and effects), conclusion. (5 minutes)

#### 2. Drafting (45 minutes)

**Objective:** Write the first draft of the essay.

**Activities:**

1. Writing the Introduction:

- Discuss the components of a strong introduction: hook, background information, and thesis statement. (10 minutes)
- Model writing an introduction on the board. (5 minutes)
- Students write their introductions. (5 minutes)

2. Writing the Body Paragraphs:

- Explain how to organize body paragraphs: one paragraph for causes, one or two for effects. (5 minutes)

- Discuss transition words and phrases for showing cause and effect (e.g., because, as a result, consequently). (5 minutes)

- Students write their body paragraphs. (15 minutes)

### 3. Writing the Conclusion:

- Discuss how to write a strong conclusion: restate the thesis, summarize main points, and provide a final thought or call to action. (5 minutes)

- Students write their conclusions. (5 minutes)

### 3. Revising (30 minutes)

**Objective:** Improve the content and organization of the essay.

**Activities:**

#### 1. Peer Review:

- Students exchange essays with a partner and provide feedback on content and organization. (10 minutes)

- Use a peer review checklist to guide feedback. (5 minutes)

#### 2. Revising:

- Students revise their essays based on peer feedback, focusing on clarity, coherence, and logical flow. (10 minutes)

- Teacher circulates and provides additional guidance as needed. (5 minutes)

### 4. Editing (30 minutes)

**Objective:** Correct grammatical, punctuation, and spelling errors.

**Activities:**

#### 1. Self-Editing:

- Introduce a self-editing checklist. (5 minutes)

- Students edit their essays for grammar, punctuation, and spelling errors. (10 minutes)

#### 2. Peer Editing:

- Students exchange essays with a new partner and provide feedback on language use and mechanics. (10 minutes)

- Use a peer editing checklist to guide feedback. (5 minutes)

### 5. Publishing (30 minutes)

**Objective:** Finalize and share the essays.

**Activities:**

## 1. Final Draft:

- Students write or type their final drafts, incorporating all revisions and edits. (15 minutes)
- Teacher provides individual assistance as needed. (5 minutes)

## 2. Sharing:

- Students share their essays in small groups or with the whole class. (10 minutes)
- Encourage positive feedback and discussion on the content. (5 minutes)

**6. Reflection and Feedback (30 minutes)**

**Objective:** Reflect on the writing process and receive feedback.

**Activities:**

## 1. Reflective Discussion:

- Discuss what students learned about writing cause-and-effect essays and the effects of school bullying. (10 minutes)
- Encourage students to share challenges and strategies that helped them during the writing process. (5 minutes)

## 2. Teacher Feedback:

- Teacher provides general feedback on common strengths and areas for improvement observed in the essays. (10 minutes)
- Individual feedback is given to students either orally or in writing. (5 minutes)

**Materials Needed:**

- Short video clip or news article on school bullying.
- Whiteboard/Smartboard for brainstorming and planning.
- Copies of peer review and editing checklists.
- Computers or writing materials for drafting and finalizing essays.

**Assessment:**

- Use a rubric to assess students' essays based on content, organization, language use, and mechanics.

**Follow-Up:**

- Encourage students to reflect on the feedback and revise their essays.

## Appendix H: Ethical Approval



### MAHASARAKHAM UNIVERSITY ETHICS COMMITTEE FOR RESEARCH INVOLVING HUMAN SUBJECTS

#### Certificate of Approval

Approval number: 288-296/2023

**Title :** The Effects of Process-Genre Approach on Writing Performance and Writing Anxiety of Thai EFL University Students.

**Principal Investigator :** Miss. Massaya Rachawong

**Responsible Department :** Faculty of Humanities and Social sciences

**Research site :** The government university located in the Northeastern part of Thailand

**Review Method :** Expedited Review

**Date of Manufacture :** 27 July 2023

**expire :** 26 July 2024

This research application has been reviewed and approved by the Ethics Committee for Research Involving Human Subjects, Mahasarakham University, Thailand. Approval is dependent on local ethical approval having been received. Any subsequent changes to the consent form must be re-submitted to the Committee.

*Ratree S.*

(Asst. Prof. Ratree Sawangjit)

Chairman

Approval is granted subject to the following conditions: (see back of this Certificate)

## Appendix I: Ethical Approval (Thai Version)



คณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม

เอกสารรับรองโครงการวิจัย

เลขที่การรับรอง : 288-296/2566

ชื่อโครงการวิจัย (ภาษาไทย) ผลของการสอนเขียนแบบบรรณฐานกระบวนการที่มีต่อประสิทธิภาพของการเขียนและความวิตกกังวลในการเขียนของนักศึกษาไทยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ  
ชื่อโครงการวิจัย (ภาษาอังกฤษ) The Effects of Process-Genre Approach on Writing Performance and Writing Anxiety of Thai EFL University Students.

ผู้วิจัย : นางสาวมัทยา ราชวงษ์

หน่วยงานที่รับผิดชอบ : คณะมนุษยศาสตร์และสังคมศาสตร์

สถานที่ทำการวิจัย : มหาวิทยาลัยรัฐบาลที่ตั้งอยู่ในภาคอีสานของประเทศไทย

ประเภทการพิจารณาแบบ : แบบเร่งรัด

วันที่รับรอง : 27 กรกฎาคม 2566

วันหมดอายุ : 26 กรกฎาคม 2567

ข้อเสนอการวิจัยนี้ ได้รับการพิจารณาและให้ความเห็นชอบจากคณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคามแล้ว และอนุมัติในด้านจริยธรรมให้ดำเนินการศึกษาวิจัยเรื่องข้างต้นได้ บนพื้นฐานของโครงร่างงานวิจัยที่คณะกรรมการฯ ได้รับและพิจารณา เมื่อเสร็จสิ้นโครงการแล้วให้ผู้วิจัยส่งแบบฟอร์มการปิดโครงการและรายงานผลการดำเนินงานมายังคณะกรรมการจริยธรรมการวิจัยในคน มหาวิทยาลัยมหาสารคาม หรือหากมีการเปลี่ยนแปลงใดๆ ในโครงการวิจัย ผู้วิจัยจักต้องยื่นขอรับการพิจารณาใหม่

ภรณ์ สว่างจิตจร

(ผู้ช่วยศาสตราจารย์ เกษียรหญิงราตรี สว่างจิตจร)  
ประธานคณะกรรมการจริยธรรมการวิจัยในคน  
มหาวิทยาลัยมหาสารคาม

ทั้งนี้ การรับรองนี้มีเงื่อนไขดังที่ระบุไว้ด้านหลังทุกข้อ (ดูด้านหลังของเอกสารรับรองโครงการวิจัย)

## Appendix J: Informed Consent (Thai Version)

แบบแสดงความยินยอมให้ทำการวิจัยจากอาสาสมัคร  
(สำหรับอาสาสมัครอายุ 18 ปีขึ้นไป)

ข้าพเจ้า (นาง/นางสาว/นาย) ..... นามสกุล ..... อายุ ..... ปี  
บ้านเลขที่ ..... หมู่ที่ ..... ตำบล ..... อำเภอ ..... จังหวัด .....

ได้อ่านคำชี้แจง/ รับฟังคำอธิบายจาก นางสาวมัทยา ราชวงษ์ เกี่ยวกับการเป็นอาสาสมัครในโครงการวิจัย เรื่อง “ผลของการสอนเขียนแบบวรรณกรรมกระบวนการที่มีต่อประสิทธิภาพของการเขียนและความวิตกกังวลในการเขียนของนักศึกษาไทยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ” โดยข้อความที่อธิบายประกอบด้วย รายละเอียดทั้งหมดเกี่ยวกับที่มาและจุดมุ่งหมายในการทำวิจัย, รายละเอียดของขั้นตอนต่าง ๆ ที่ข้าพเจ้าต้องปฏิบัติและได้รับการปฏิบัติ, ประโยชน์ที่ข้าพเจ้าจะได้รับจากการวิจัย และความเสี่ยงที่อาจเกิดขึ้นจากการเข้าร่วมการวิจัย รวมทั้งแนวทางป้องกันและแก้ไขหากเกิดอันตราย โดยได้อ่าน/ รับฟังคำอธิบายข้อความในเอกสารชี้แจงสำหรับอาสาสมัครที่ให้สัมภาษณ์โดยตลอด อีกทั้งยังได้รับคำอธิบายและการตอบข้อสงสัยจากหัวหน้าโครงการวิจัยเป็นที่เรียบร้อยแล้ว

ตลอดจนการรับรองจากผู้วิจัยที่จะเก็บรักษาข้อมูลของข้าพเจ้าไว้เป็นความลับ และไม่ระบุชื่อหรือข้อมูลส่วนตัวเป็นรายบุคคลต่อสาธารณชน โดยผลการวิจัยจะนำเสนอในลักษณะภาพรวมที่เป็นการสรุปผลการวิจัยเพื่อประโยชน์ทางวิชาการเท่านั้น

“ในการเข้าร่วมเป็นอาสาสมัครของโครงการวิจัยครั้งนี้ ข้าพเจ้าเข้าร่วมด้วยความสมัครใจ” และข้าพเจ้าสามารถถอนตัวจากการศึกษานี้เมื่อใดก็ได้ ถ้าข้าพเจ้าปรารถนา โดยจะไม่มีผลกระทบและไม่เสียสิทธิ์ใด ๆ ที่ข้าพเจ้าจะได้รับต่อไปในอนาคต

ข้าพเจ้าเข้าใจข้อความในเอกสารชี้แจงอาสาสมัคร และแบบแสดงความยินยอมนี้โดยตลอดแล้ว  
จึงลงลายมือชื่อไว้ ณ ที่นี้

ลงชื่อ.....อาสาสมัคร

(.....)

วันที่.....

ลงชื่อ.....พยาน (กรณีที่อ่านคำชี้แจงในอาสาสมัครฟัง)

(.....)

วันที่.....

ลงชื่อ.....ผู้ขอความยินยอม

(นางสาวมัทยา ราชวงษ์)

วันที่.....



**Appendix K: The Internal Consistency Reliabilities of  
the Writing Anxiety Questionnaire**

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.857	.854	22

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
W1	64.7353	134.322	-.217	.823	.869
w2	63.9706	117.908	.539	.705	.847
w3	64.2353	113.579	.775	.928	.839
w4	64.4412	123.587	.344	.837	.854
w5	65.2647	118.079	.499	.837	.849
w6	64.3235	119.195	.520	.771	.848
w7	64.2059	125.987	.156	.823	.861
w8	64.5882	120.189	.441	.753	.851
w9	64.2059	116.108	.671	.811	.843
w10	65.2941	123.002	.345	.885	.854
w11	64.2941	114.214	.639	.821	.843
w12	65.1765	118.938	.409	.833	.852
w13	63.9412	114.360	.652	.857	.842
w14	65.0000	113.879	.629	.862	.843
w15	64.5882	120.128	.366	.678	.854
w16	65.3235	123.983	.273	.884	.857
w17	64.3529	127.993	.075	.636	.864
w18	64.9118	122.386	.467	.794	.851
w19	64.8824	112.349	.663	.869	.841
w20	64.7941	117.684	.499	.746	.849
w21	64.6765	124.407	.192	.540	.861
w22	64.6176	120.365	.474	.793	.850

**Appendix L: Scores of Content Validity on the IOC form of  
the Writing Anxiety Questionnaire**

No of Items	Scores rated by five experts					Content Validity Score
	1	2	3	4	5	
1	1	1	1	1	1	1
2	1	1	1	1	1	1
3	1	1	1	1	1	1
4	1	1	1	0	0	0.6
5	1	1	1	1	1	1
6	1	1	0	1	1	0.8
7	1	1	1	1	1	1
8	1	1	1	1	1	1
9	1	1	1	1	1	1
10	1	1	1	1	1	1
11	1	1	0	1	1	0.8
12	1	1	1	1	1	1
13	1	1	0	1	0	0.6
14	1	1	1	1	1	1
15	1	1	1	1	1	1
16	1	1	1	1	1	1
17	1	1	1	1	1	1
18	1	1	1	0	0	0.6
19	1	1	1	1	1	1
20	1	1	1	1	1	1
21	1	1	1	1	1	1
22	1	1	1	0	0	0.6

### Appendix M: Final Scores from Raters

Ss	Content			Organization			Vocabulary			Language Use			Mechanics		
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
1	27	26	26	18	18	18	15	15	15	21	20	21	4	4	4
2	16	16	16	13	12	13	14	14	14	11	12	11	3	3	3
3	24	24	24	13	13	13	14	14	14	17	16	17	3	3	3
4	17	17	17	13	13	13	12	12	12	17	18	17	3	3	3
5	18	18	18	14	15	14	13	13	13	16	15	16	3	3	3
6	19	19	19	16	15	16	15	15	15	18	17	18	3	3	3
7	15	15	15	14	14	14	11	11	11	16	16	16	3	3	3
8	28	28	27	20	19	20	19	19	19	23	22	23	4	4	4
9	14	14	14	13	14	13	13	13	13	12	12	12	2	2	2
10	13	13	13	12	11	12	15	15	15	14	13	14	3	2	3
11	16	16	16	12	12	12	15	15	15	13	13	13	2	2	2
12	15	15	15	12	12	12	13	13	13	17	17	17	3	3	3
13	27	27	26	20	20	20	16	16	16	21	21	21	4	4	4
14	23	23	23	16	16	16	15	15	15	21	21	21	3	3	3
15	18	18	18	15	15	15	16	16	16	17	17	17	3	3	3
16	18	18	18	13	13	13	12	12	12	17	17	17	3	3	3
17	22	22	22	17	17	17	13	13	13	18	18	18	3	3	3
18	19	19	19	13	13	13	16	16	16	16	16	16	3	3	3
19	27	27	27	16	16	16	17	17	17	24	24	24	5	4	5
20	22	22	22	15	15	15	17	17	17	21	21	21	3	3	3
21	22	22	22	13	13	13	14	14	14	18	18	18	3	3	3
22	20	20	20	13	13	13	15	15	15	17	17	17	3	3	3
23	17	17	17	10	10	10	12	12	12	12	12	12	2	2	2
24	20	20	20	13	13	13	10	10	10	11	11	11	3	3	3
25	29	28	27	20	20	20	19	19	19	22	22	22	5	4	5
26	23	23	23	15	15	15	13	13	13	17	17	17	3	3	3
27	17	17	17	15	15	15	14	14	14	17	17	17	2	2	2
28	22	22	22	16	16	16	15	15	15	18	18	18	3	3	3
29	20	20	20	14	14	14	13	13	13	18	18	18	3	3	3
30	19	19	19	14	14	14	15	15	15	17	17	17	3	3	3
31	18	18	18	13	13	13	15	15	15	17	17	17	3	3	3
32	24	24	24	16	16	16	17	17	17	18	18	18	3	3	3
33	28	28	28	18	18	18	18	18	18	21	21	21	4	4	4
34	29	29	29	20	20	20	19	19	19	21	21	21	5	4	5
35	20	20	20	15	15	15	15	15	15	17	17	17	3	3	3
36	27	27	27	17	17	17	16	16	16	18	18	18	4	3	4
37	22	22	22	16	16	16	15	15	15	17	17	17	3	3	3
38	19	19	19	12	12	12	13	13	13	11	11	11	2	2	2
39	28	28	28	20	20	20	16	16	16	21	21	21	4	4	4
40	13	13	13	12	12	12	11	11	11	15	15	15	2	2	2
41	24	24	24	15	12	12	17	16	16	20	20	20	4	4	4
42	28	28	28	12	12	12	17	16	16	22	22	22	5	4	5
43	24	24	24	16	20	20	14	14	14	17	17	17	3	3	3
44	18	18	18	13	16	16	9	10	10	12	12	12	3	3	3
45	24	24	24	16	15	15	17	17	17	18	18	18	4	3	4
46	26	26	26	19	18	18	16	16	16	21	21	21	4	4	4
47	25	25	25	17	17	17	18	17	17	22	22	22	4	4	4
48	28	29	29	18	17	17	17	16	16	21	21	21	4	4	4
49	17	16	16	15	16	16	12	11	11	15	15	15	2	2	2
50	25	26	26	16	15	15	16	15	15	18	18	18	3	3	3

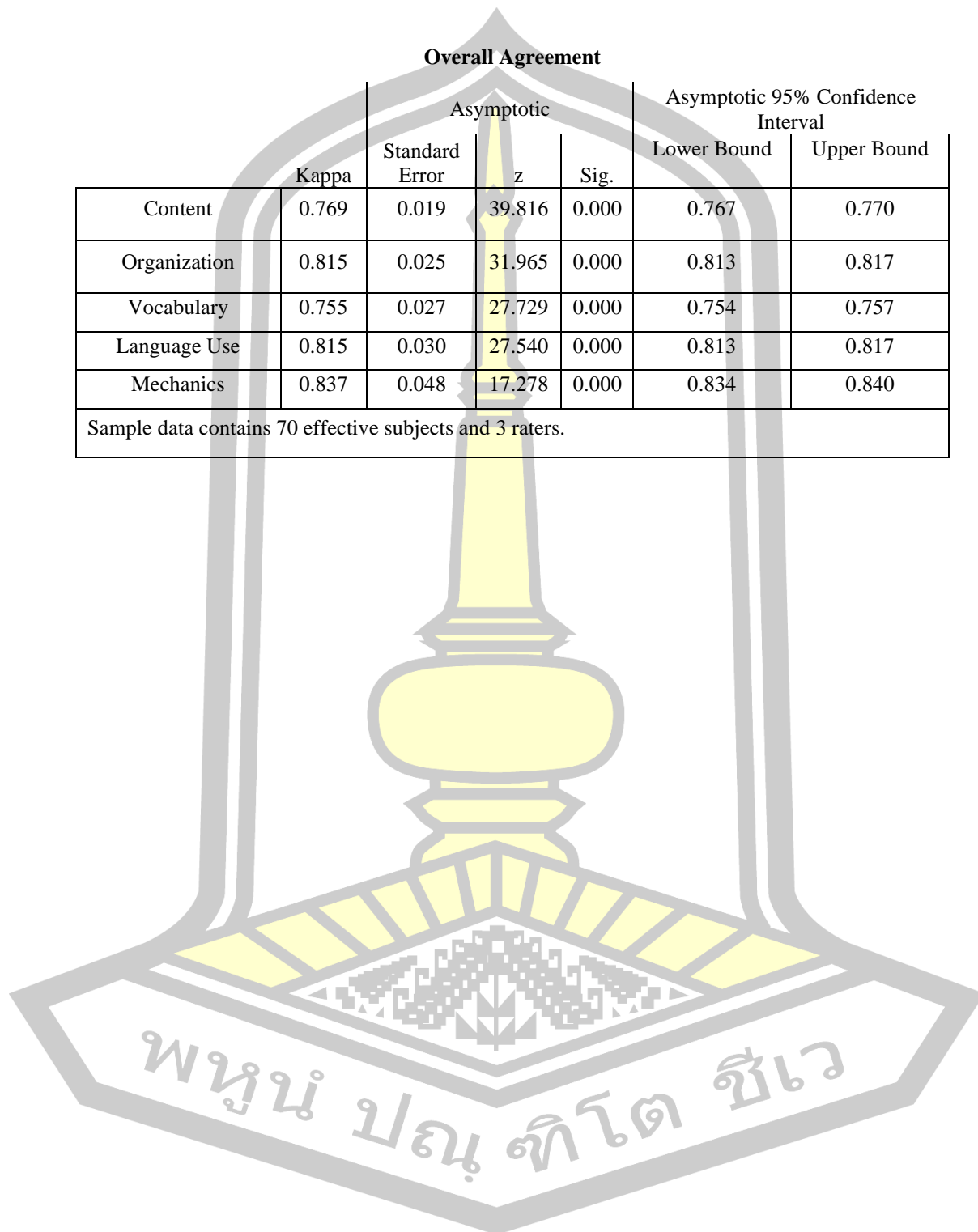
Ss	Content			Organization			Vocabulary			Language Use			Mechanics		
	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3	R1	R2	R3
51	18	18	18	16	16	15	15	16	16	17	17	17	3	3	3
52	25	23	23	17	17	16	17	16	16	17	17	17	3	3	3
53	29	29	29	20	20	20	18	18	18	19	19	19	5	5	5
54	26	25	25	19	19	19	17	17	17	18	18	18	4	4	4
55	24	23	23	13	13	13	15	16	16	18	18	18	3	3	3
56	27	27	27	16	16	16	17	16	16	18	18	18	4	3	4
57	20	21	21	15	15	15	17	16	16	18	18	18	3	3	3
58	28	27	27	18	18	18	17	18	18	21	21	21	4	4	4
59	28	27	27	18	18	18	16	15	15	18	18	18	4	4	4
60	19	18	18	16	16	16	14	14	14	17	17	17	3	3	3
61	19	19	19	16	16	16	16	15	15	19	18	19	4	3	4
62	24	23	23	16	16	16	16	17	17	18	17	18	3	3	3
63	28	27	27	18	18	18	17	16	16	18	19	18	4	4	4
64	23	24	24	18	18	18	17	17	17	18	18	18	3	3	3
65	22	21	21	19	19	19	16	15	15	18	17	18	3	3	3
66	19	17	17	17	17	17	15	15	15	18	17	18	3	3	3
67	25	24	24	20	20	20	18	17	17	18	17	18	4	4	4
68	29	28	28	19	19	19	19	18	18	21	22	21	4	4	4
69	28	27	27	18	18	18	17	17	17	21	21	21	4	3	4
70	28	28	28	16	16	16	16	15	15	17	18	17	3	3	3

Notes. Ss: Students, R1: Rater 1, R2: Rater 2, R3: Rater 3



### Appendix N: The Inter-rater Reliabilities of the Post-test Scores

	Kappa	Overall Agreement			Asymptotic 95% Confidence Interval	
		Standard Error	z	Sig.	Lower Bound	Upper Bound
Content	0.769	0.019	39.816	0.000	0.767	0.770
Organization	0.815	0.025	31.965	0.000	0.813	0.817
Vocabulary	0.755	0.027	27.729	0.000	0.754	0.757
Language Use	0.815	0.030	27.540	0.000	0.813	0.817
Mechanics	0.837	0.048	17.278	0.000	0.834	0.840
Sample data contains 70 effective subjects and 3 raters.						



**Appendix O: Samples of Pre-test and Post-test  
from the Experimental Group Student (M1)**

Topic: My Favorite Type of music

My favorite song is Tree mandaw group. Tree mandaw  
 song is a rainy rainy stly music sad and fell. I  
 listen a sad and down feeling bad in time.

Tree mandaw consists of Kit, Guy, kong we are  
 a bid, song a most atabline music is a rainy Last  
 years dream girlfriend. ruh-on more sentences are needed

I would like to invite every one to  
 listen to this group songs a lot and to  
 make a happy and funny. I hope you like tree man  
 daw group.

Cap:

- Introduction: no hook / no general information
- Each paragraph needs more sentences,  
Too short!

Handwritten annotations include: "song ≠ group", "ns!", "wrong pronoun (They)", "wrong V form", "wrong word form", and "start a new sentence here".



Post-test

Topic: My Favorite color: Blue

Intro = ✓

Feel + adj. delete "s" No subject, "I" go

Every one has a favorite color, and mine is blue. Like blue for many reasons. This essay will explain why blue is my favorite color and how it makes me feel. I will also talk about some things that are blue and why they are special to me.

Body = ✓

One reason I like blue is because it is a calm color. When I see blue I feel relax and peaceful. For example, the sky is blue on a sunny day, and it makes me feel happy. The ocean is also blue and it reminds me of vacations and fun time at the beach.

There are many blue things that I like. My favorite shirt is blue and I feel good when I wear it. It makes me feel confident and ready for anything. I also like blue flowers, like forget-me-nots. They are small and pretty, and they remind me of spring. Another blue thing I like is the color of my bedroom walls. It helps me sleep well at night because it is a soothing color.

Blue makes me feel different emotion. Sometimes, it makes me feel calm and peaceful, like when I look at the sky or the ocean. Other times, it makes me feel strong and confident, like when I wear my favorite blue shirt. Blue is also a color that makes me feel creative. When I see blue I think of painting or drawing.

Conclusion = ✓

In conclusion blue is my favorite color for many reasons. It makes me feel calm, confident, and creative. I like many blue things, like the sky, the ocean, and my favorite shirt. Blue is a special color to me, and it always makes me feel good.

- Be aware of subject-verb agreement and spelling



## BIOGRAPHY

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