

## *Using Genre-Based Approach for Developing Faculty of Education English Majors' Expository Writing and Environmental Awareness*

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### **Abstract**

**T**his study aimed at using the genre-based approach to develop Faculty of Education English majors' expository writing and environmental awareness. The study was conducted in the second term of the academic year 2023-2024 during the "writing1" course. The study adopted the pre-experimental design. 120 students enrolled in the 1st year basic Education (English majors) program at Minia Faculty of Education participated in the study and acted as two study groups, a control group taught by the regular method, and an experimental group taught by a genre-based approach. The instruments of the study included a test in expository writing and an environmental awareness scale. The genre-based approach consisted of ten sessions in expository writing, two hours a week through face-to-face meetings. Results showed statistical improvement in the post-measurement of expository writing and the environmental awareness of the experimental group. Recommendations and suggestions for further research are presented.

**Keywords:** *Genre Based Approach, Expository Writing, Environmental Awareness*

### **Introduction**

Among the four language skills, (listening, speaking, reading, and writing), writing seems to be the most difficult skill for English as a Foreign Language (EFL) learners because it requires mastering specific vocabulary knowledge, grammar, and schematic structures. Writing is not only a tool for communication but also serves as a means of learning, thinking, and organizing knowledge or

ideas. It is an activity to express ideas or feelings in written form by selecting appropriate words to make the message clear. Having good ability in writing is needed in the current modern communication or high-technology era.

Accordingly, EFL students are not usually motivated in the writing classrooms (Ho et al., 2020). Hence, it is tough for writing teachers to teach writing skills to students with different proficiency levels. Some researchers (Pham & Nguyen, 2020; Pham, Huyen & Nguyen, 2020; Pham, 2021) use peer feedback activities in the writing classrooms to help improve students' writing outcomes.

Academic writing has played a vital role at all educational levels. Academic texts are trustworthy sources for students to gain content knowledge. At the same time, students have typically measured their disciplinary knowledge via their writing abilities. Therefore, undergraduate students must have a solid academic foundation to advance their discipline knowledge in the future. Unfortunately, many students find writing challenging to deal with due to several factors such as insufficient vocabulary, and grammar, lack of reviewing and editing skills and writing styles, lack of motivation, confidence, and negative attitudes toward English learning (Nguyen & Suwannabubpha, 2021; Khamkhong, 2017).

In most classes, writing is usually a solitary task, often given as homework, and therefore is unsupported. Students face many challenges when trying to produce correct and appropriate written texts. Writing instruction has been neglected in different educational contexts and the Egyptian university context is no exception (Seiffedin and El-Sakka, 2017).

For EFL students, academic writing can be assumed to be challenging where English is taught in formal classroom

settings. To become proficient in academic writing, students need to master genre knowledge and develop an understanding of genre variations. Thaksanan & Chaturongakul (2023) attempted to figure out how genre-based instruction affected the academic writing performance of EFL students. The main research questions are to what extent students can improve their writing performance and their awareness of genre after studying academic writing through genre-based instruction. This study provides a guideline for teachers and practitioners to incorporate genre-based instruction into teaching writing to improve students' writing proficiency.

Expository writing is a type of academic writing that exposes facts. In other words, it is the kind of writing that explains and educates its readers, rather than entertaining or attempting to persuade them. It is a type of write-up that is used to explain, describe, and give information about the topic. The writer has to assume that the reader does not have any knowledge about the topic. The most important thing is to use very simple words and their meaning should be clear. EFL students should have the ability to use expository writing in their EFL writing classes as they can express environmental and social issues.

Expository essays take the following forms (but are not limited to): definition, process, cause and effect, or pros-and-cons (opposing sides). Successful and effective expository essays should provide necessary context and background information, present a main idea, and provide examples to elaborate on the subject at hand.

Yaffe (2024) stated that expository writing is a style of composition that exposes or explains a topic using facts. It often includes a thesis statement, supportive information, explanatory paragraphs, and a conclusion that summarizes

the information. With this, expository writing primarily focuses on presenting factual information that's free of any biases or opinions. Instead, these documents discuss proven details about a topic, allowing the reader to make informed conclusions on their own. When writing in an expository style, it's often important to assume the reader has minimal or no knowledge of the topic. It's the writer's responsibility and goal to include as much unbiased information about the topic as possible without encouraging the reader to feel a certain way or choosing a specific stance on the topic.

Environmental awareness is one of the basic goals of university instruction. It is a process of redirecting and linking various branches of knowledge with educational experiences in a way that facilitates an integrated understanding of problems and allows for rational actions to participate in the responsibility of avoiding environmental problems and improving environmental quality. EFL students, like other students, must have the ability to write expository essays that clearly express environmental problems and issues. It has become undeniable that language learners should be aware of global problems and their solutions. To be able to take part in this solution process, English language learners should especially have critical thinking skills.

Environmental education is a developing field of study. Having critical thinking skills is an essential part of environmental education because if people do not criticize their thoughts and practices towards nature, they cannot be aware of their mistakes and take the necessary precautions to protect them. The significance of the environment on humans and nonhumans has been the interest of many disciplines. Altındaş (2017: 15), for example, noted that environmental literature “*has the potential to tell us stories*

*in and about nature woven with individual threads that create a multivocal presence consisting of human/nonhuman relations.”* This creates an excellent space for language teaching. It is an unquestionable fact that English language teaching practices should contribute to the promotion of peace and global awareness.

As Kumar (2015: p704) mentioned ‘*Humans should take responsibility for the deteriorating environmental crisis nowadays. As the news of a natural disaster, droughts, forest fires, floods, and landslides occur almost every day in mass media, humans tend to blame nature and excuse themselves for being innocent. In other words, when a natural disaster makes people suffer, people would say that nature is evil*’ Nature can renew itself through disaster, and there is a great probability that many of the disasters are caused by human misconduct of nature by overexploiting its resources. Thus, it becomes crucial to make the future generation have a caring attitude to nature and preserve what remains of it.

Implementations of environmental education have been investigated in different disciplines, though, studies on how it can be incorporated into English language teaching are still limited. Gürsoy & Sağlam (2011) have found that prospective English language teachers are willing to integrate environmental education into their classes. Arıkan (2009) recommended contextualizing English grammar by using environmental peace education activities to increase learners’ global awareness. Setyowati and Widiati (2014) suggested a genre-based approach for integrating environmental education in writing classes for English language learners.

Some studies have shown three approaches to teaching writing skills: process approach, product approach, and genre-based approach. Remarkably, the genre-based

approach has been implemented in teaching writing nationwide and worldwide. This approach requires writing teachers to be aware of learners' needs and the aims of a writing course. It means that the teachers can enhance the students' communicative proficiency through writing pieces of paper. (Pham & Bui, 2021, p.95)

### **Genre Based Approach (GBA)**

Genre theory is derived from the Systemic Functional Linguistics (SFL) theory. SFL was developed by Halliday (1994) and his followers in Australia. Eggins (1994) proposes that SFL indicates how people use language to perform social purposes. It means that this theory helps explain how people use language to get something done purposely in certain contexts. This SFL framework is called functional because it can explain how language is employed (Halliday, 1994), and SFL regards language as a meaning-making resource (Halliday and Martin, 1993). Hyland (2007) maintains that the genre-based approach to writing in EFL emphasizes communicative methods, which is different from process pedagogies. So, the genre-based approach emphasizes the communicative function of writing papers.

From the communicative perspective, the genre-based approach is very beneficial in the classroom since this approach helps teachers and students work with the whole text and understand how language is used for a real purpose. The genre-based approach to writing highlights the rapport between language and its context, i.e., language employed to get something done in a particular context. The application of the genre-based approach to writing is to see if the language is used in a meaningful way. The genre approach to writing emphasizes the development of writing proficiency by teaching language qualities and acceptable rhetorical patterns recognized in the target society. This approach is particularly relevant in teaching

writing that emphasizes communicative purpose. Students can communicate their ideas more clearly in linguistic aspects. By exploring the social and cultural context of different writing styles, the genre-based approach can assist students in understanding how to write effectively for different situations.

However, there have been some major complications with this kind of genre-based approach application in teaching and learning EFL writing skills context. Writing teachers often do not pay much attention to contexts and communicative purposes in the writing teaching process. The contexts and communicative purposes of texts influence the choice of language used to serve communicative functions. The writing teachers do not realize the relationship between texts and their contexts of use. The teachers do not point out how language is used in authentic contexts in different fields.

Moreover, Deveci (2018) said that writing instruction at college should be tailored toward students' current and future needs. Many writing teachers are not profoundly aware of notions of genre and its application to teaching writing. EFL students are also not trained to write written texts according to a genre-based approach. Therefore, writing teachers have not provided students with sufficient knowledge of genre-based approaches to writing such as social function, generic structure /move-step structure, and linguistic features.

From the problems mentioned above, this paper, therefore, aimed to review the literature related to the genre-based approach to develop Faculty of Education English majors' expository writing skills and environmental awareness and future research. In other words, writing classes in universities nowadays are still

predominantly language-based writing classes that focus on sentence writing for exam orientation rather than on writing-based classes that focus on creating compositions to serve the purposes of the plurality of real readers outside the classroom context.

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

Expository writing is a compositional style that EFL learners may use when writing essays, but this form of writing also can have uses in business settings. The primary goal of expository writing is to inform or educate the reader with facts, statistical data, and information, which means it can be beneficial when writing reports on professional topics. Learning more about this style of writing can help produce documents that explain important technical information in ways people can easily comprehend and remember.

Expository writing is a style of composition that exposes or explains a topic using facts. Expository writing often includes a thesis statement, supportive information, explanatory paragraphs, and a conclusion that summarizes the information. With this, expository writing primarily focuses on presenting factual information that's free of any biases or opinions. Instead, these documents discuss proven details about a topic, allowing the reader to make informed conclusions on their own.

An expository essay comprises three parts: an introductory paragraph, a body paragraph, and a concluding paragraph. The following table shows a representative organization pattern for a five-paragraph expository essay. The purpose of the expository essay is to explain the writer's position on the essay topic clearly. The following figure represents the structure needed to sequence expository writing essays.



The move-step structure of an expository essay	
Moves	Steps
• Introduction	<ul style="list-style-type: none"> <li>• Hook</li> <li>• Building sentences</li> <li>• Thesis statement (writer's position)</li> </ul>
• Body	<ul style="list-style-type: none"> <li>• Body paragraph 1 (Argument 1)</li> <li>• Topic sentence</li> <li>• Supporting sentences (Using facts, anecdotes, statistics, and expert opinions)</li> <li>• Concluding sentence</li> </ul>
	<ul style="list-style-type: none"> <li>• Body paragraph 2 (Argument 2)</li> <li>• Topic sentence</li> <li>• Supporting sentences (Using facts, anecdotes, statistics, and experts' opinions)</li> <li>• Concluding sentence</li> </ul>
	<ul style="list-style-type: none"> <li>• Body paragraph 3 (Argument 3)</li> <li>• Topic sentence</li> <li>• Supporting sentences (Using facts, anecdotes, statistics, and experts' opinions)</li> <li>• Concluding sentence</li> </ul>
• Conclusion	<ul style="list-style-type: none"> <li>• Restatement of thesis</li> <li>• Summary of body paragraphs</li> <li>• Final thought</li> </ul>

**Figure (1) The structure of an expository essay (adapted from Chin et al. in 2012)**

Most paragraphs in an essay have a three-part structure—introduction, body, and conclusion. This can be seen in the structure of paragraphs whether they are narrating, describing, comparing, contrasting, or analyzing information. Each part of the paragraph plays an important role in communicating meaning to the reader. According to Chin et al. (2012), in the introductory paragraph, the building sentences introduce the topic and give the background information, and the thesis statements present the essay topic, the writer's position, and the main ideas supporting the position. Second, each body paragraph uses one of the main ideas from the thesis statement to argue

which helps the writer's position. Each body paragraph comprises the topic sentence, which introduces the first main idea; supporting sentences that present supporting points and provide details by using facts, anecdotes, statistics, and experts' opinions; and the concluding sentence restates the main idea and summarizes the supporting points. The body paragraph follows the introduction; and discusses the controlling idea, using facts, arguments, analysis, examples, and other information. Lastly, In the concluding paragraph, a restatement of the thesis states the writer's position again using different words; the summary of the body paragraphs summarizes the main ideas of each paragraph, and the final thought presents the writer's feelings or prediction about the essay topic.

Chin et al. (2012) suggest that the students should follow the following five steps to outline a five-paragraph expository essay.

- Step 1: Researching the topic.
- Step 2: Deciding your position on the topic and choose supporting arguments.
- **Step 3: Writing a thesis statement.**
- Step 4: Writing a topic sentence for each body paragraph.
- Step 5: Writing the supporting points for each body paragraph.

The following are some tips when writing expository essays:

- **Being clear and concise.** Because expository writing often relies on the assumption the readers aren't familiar with the topic. it's important to write in clear language and avoid any jargon.
- **Verifying the provided information.** When performing research on a topic, it's important to check

all the facts that are planned to use to ensure they are accurate.

- **Considering voice and tone.** Before writing, the writer tries to think about his audience and topic to help him determine an appropriate tone for his article.
- **Writing out of order.**

There is an urgent need for EFL seniors who are considered prospective teachers to raise their sustainability awareness by reshaping and re-constructing their lives as well as their identity to support sustainability for the future (Atmaca, Kiray & Pehlivan, 2019). Therefore, sustainability awareness has gained great importance in educational settings, especially university settings (El Sakka, 2019). Sustainability education implies a transformation in educational thinking and practices through transformative learning that is holistic, systemic, and participative.

According to NourEl Deen and Mohamed (2022), environmental awareness represents three basic dimensions: environmental knowledge, environmental attitudes, and environmental behavior. Environmental awareness is formed when these three elements combine.

### **Environmental knowledge:**

The availability of knowledge means the existence of a system of ideas that includes information, concepts, issues, and logically consistent assumptions. This knowledge represents variations in the pattern and directions of action. Because humans are constantly dealing with and interacting with their environment, it is required to get to know them, their systems, and their resources. Thus, humans can adapt to their environments, exploit them, protect them, protect themselves from their dangers, and participate in their various activities.

**Environmental attitudes:**

It is “a state of readiness”. Mental and nervous systems are organized by personal experience and serve to direct a response. It also means responding positively or negatively toward people, things, topics, situations, or symbols in the environment that elicit this response. Attitudes express the sensory and emotional aspects of an individual. It is a mental readiness. Psychologically, it is socially acquired, embodying the emotional dimension of our behaviors and our attitudes toward different life topics.

**Environmental behavior:**

Behavior is the activity that emerges from an organism as a result of its relationship to environmental conditions represented by its repeated attempts to amend and change in these circumstances, to be compatible with the requirements of his life. Environmental behavior is the result of the previous two dimensions, knowledge, and attitude, and it is even emergent from his conscious knowledge and deep sense of environmental issues and problems, and his responsibility towards its treatment. As a final result, the equation of its variables, knowledge, attitude, and behavior, constitute environmental awareness, which has become of great importance in the literature on environmental protection and preservation.

Kumar (2015) states that increasing young people's environmental awareness is important to take benefit in the future for knowledge and welfare for life. Setyowati (2014) mentioned that raising the students' environmental awareness and cultivating environmental values is critical. Schools can also allow teachers to include environmental education through learning resources. Concerning the teaching of English as a second (ESL) and as a foreign language (EFL), the inclusion of environmental education is highly possible because environmental issues are both

content-based and theme-based. Within the scope of socially responsible teaching, language teachers also share the responsibility to take part in making the world a better place while at the same time helping the learners achieve their best in language proficiency.

With participation as a goal, teachers can focus instruction on information and activities that protect the environment. Activities might be directly related to school life, such as adopting a zero-waste classroom policy, growing gardens on the school grounds, or bringing nature to the classroom (which can be as simple as having students bring in plants and take responsibility for caring for them). With the increasing number of challenges facing our planet, it is critical to raise students' environmental awareness and teach them environmental values. For language teachers, trends toward socially responsible education motivate them "to use global issues as a context to develop language and social skills" (Gürsoy and Sağlam 2011, 47). The educational benefits are pointed out by Hauschild, Poltavtchenko, and Stoller (2012), who showed that connecting environmental concerns with language instruction (1) increases students' interest in important current issues, (2) teaches them how to make the planet healthier, and (3) offers real contexts for language learning and authentic interaction.

Because environmental awareness has augmented all over the world, there is a wider availability of appropriate materials, and environmentally-themed topics are found in numerous textbooks (Hauschild, Poltavtchenko, and Stoller 2012). In addition, "teachers can use the Internet, where available, to find environment-related resources that can be adapted to meet their students' content- and language-learning needs" (Hauschild, Poltavtchenko, and Stoller 2012, 4). It is becoming common for language instructors

to integrate environmental issues into their materials, techniques, media, classroom activities, and syllabus design. Teachers can also find lists of “green” resources—including environmental curricula, lesson plans, pictures, flashcards, poems, songs, videos, graded readers, and art projects—on websites provided by environmentalists, teaching experts, teachers’ associations, government institutions, and others.

In the university setting, many educational programs, promote unsustainable practices and do not motivate students to become interested in environmental sustainability. Furthermore, students sometimes are not independent, and other times are unhelpful to themselves, society, and the whole environment. Therefore, there is a need for reorienting university education to include sustainable practices. In the present study, students are tackling authentic, real-world, universal environmental challenges, relevant to their society. afterward, the purpose of their writing becomes obvious, and their sustainable development awareness is raised.

A genre-based approach emphasizes the rapport between text genres and their contexts. The genre-based writing approach helps students communicate effectively in academic and professional environments (Luu, 2011; Hammond & Derewianka, 2001). There are seven characteristics of the genre-based approach to writing synthesized by Luu (2011,123-124) as follows:

1. The importance of exploring the social and cultural context of language use is emphasized. The context influences the purpose, generic structure, and linguistic conventions of the text.
2. The genre-based approach emphasizes the importance of the readers and the linguistic norms that a text needs to follow to be successfully accepted by its audience. EFL

writers should produce texts that fulfill the discourse community's expectations in terms of generic structure and lexicon-grammatical conventions.

3. This approach underlies writing as a social activity, which means the writer interacts with the person who reads socially.
4. This approach enables students to arrange language patterns to make a text coherent and purposeful. Therefore, learners have to pay attention to social purposes when they compose their pieces of writing.
5. This approach stresses the importance of writer and reader communication in a text. Both the writer and reader should ask some questions such as intended readers, writing a text, writer's viewpoint, good writing, language features, generic organization, proficiency levels, and cultural backgrounds.
6. The teacher's role is considered authentic and not controlling. The teacher guides and gives students academic support during various activities, which helps the students finally control writing genres.

Similarly, Hyland (2007) suggested the five stages of a genre approach to writing: setting the context, modeling, joint construction, independent construction, and comparing. In other words, the context stage setting aims to find out the communicative purpose of a particular genre. At the modeling stage, teachers can guide learners to recognize the language features of a sample text and the writer's intentions. Third, the purpose of the joint construction stage is to emphasize textual characteristics that learners analyzed in the previous step. Learners write their essays with the help of teachers at the fourth stage; finally, at the comparing stage, the communicative purpose and language characteristics of the genre they have learned can be compared with other kinds of writing genres to find similarities and differences.

Suksawas (2018) reported that English for Specific Purposes (ESP), Systemic Functional Linguistics (SFL), and English for Academic Purposes (EAP) are taught and learned from a genre-based approach. Some studies have shown that teaching EFL writing has been impacted by Halliday's genre theory (1985, 1994). This genre-based approach highlights formal teaching and language functions. In other words, EFL learners who would like to interact successfully by using pragmatic knowledge should combine linguistic competence and communicative competence in their writing papers (Yasuda, 2011; Taguchi, 2012 cited in Melissourgou & Frantzi, 2017).

The genre-based approach to teaching writing thus equips students with explicit knowledge of how genres of texts are organized and why they are created that way (Hyland 2007). Students learn that genres have special communicative functions and that the subject matter and writing style, as well as the introduction, body, and conclusion of a text, are guided by a particular genre. In our context, genres are taught in a four-stage procedure with different learning objectives and activities for each stage. This allows students to gradually achieve independent control of a particular text type. The step-by-step procedural activities of teaching writing using the GBA are described in detail below.

### **Stage 1: Building knowledge**

The purpose of this stage is to activate students' schema, or background knowledge, which is indispensable for them to understand the topic. Teachers encourage idea sharing about the topic to reinforce schema activation so that students will later be ready to write about it. Teachers ask leading questions or provide students with information by using aids such as pictures, movie excerpts, slides, or web pages. To orient students to general text features, vocabulary, and social and situational contexts, some



vocabulary related to the topic is also introduced and discussed in this stage.

### **Stage 2: Modeling of the text**

In this stage, students explore a genre through the giving of a model text, which can be created or found in various places, such as brochures, fliers, newspapers, magazines, and webpages. Teachers help students investigate the text type and its features, covering the social function, the generic structure, and linguistic features.

Awareness of the text style and format during the modeling stage provides students with input about the organization of the type of text that they are going to write—and what to expect when they see other examples of the same text type later on. Student–student, and teacher–student conferences can be conducted to identify the generic and grammatical structure found in the text. Understanding the overall structure of the text goes a long way toward helping students construct their texts later on.

### **Stage 3: Joint construction of the text**

This stage involves students constructing an example of the genre in pairs or small groups. The philosophy behind this pedagogical activity is based on Vygotsky’s (1978) concept of the zone of proximal development, which is the stage of learning where students can acquire new knowledge only with assistance and social interaction with the teacher. Therefore, teachers scaffold or provide help for students, particularly at the beginning phase of learning a genre where teachers need to intervene to help students map out the model texts (Hyland 2003). When students begin to contribute to the construction of the text more independently, the teachers gradually reduce the help they offer. Hyland (2003) suggests that this support should be strategically reduced as students make gains; when they have gained confidence in their knowledge and skills, they can jointly construct a text with peer assistance in pairs or groups.

**Stage 4: Independent construction of a text**

In this stage, students draft and present an entire text. Working independently on the construction of a text explicitly encourages creative exploitation of the genre and its possibilities. Hermansson et al. (2019) examined the impacts of joint construction, which was one stage in the genre pedagogical model of the Sydney School. At the stage of joint construction, teachers and students cooperate to co-organize texts. Ninety primary students were instructed by six teachers based on the genre-based approach, namely joint construction, which was believed as the most compelling part of the Teaching and Learning Cycle by these researchers. The study deployed a pretest-posttest control group design or quasi-experimental intervention to investigate the impacts of genre-based instructions to serve the educational part of the Swedish national curriculum. The findings revealed that the researchers challenged the argument, and their findings were not similar to the belief. Their study indicated that the Joint Construction stage did not significantly impact the students’ narrative writing quality or enhance the length of their writing.

The following figure presents GBA cycle:

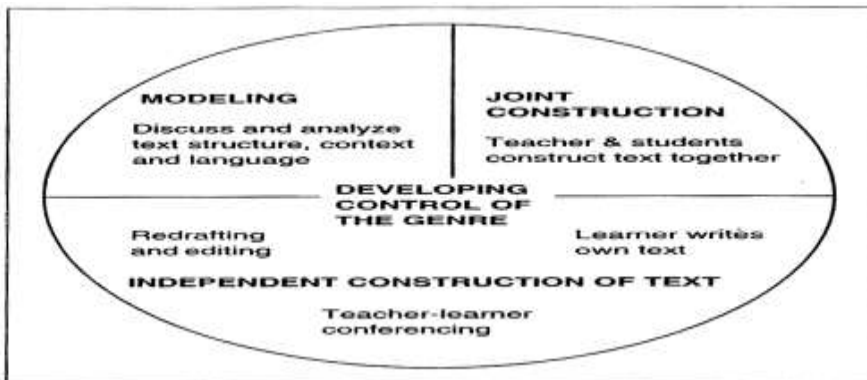


Figure (2) GBA learning Cycle in Hyland, 2007  
<https://doi.org/10.1016/j.jslw.2007.07.005>

Harpiansi (2023) found results in increasing EFL Indonesian college students' abilities to write coherent essays by applying GBA in teaching. The student's writing posttest average score (70.7) was greater than the pretest average (55.67). The study also referred to the gains students achieved from being engaged in GBA basic phases. In a study conducted by Saksono (2022), genre-based approach was found to be effective in improving student' ability to identify characteristics and differences between several types of recount text; assisting them to pay more attention to the text's structural elements and language style in the process of reading and writing and find essential information in the text according to the elements of the genre and it also increased their self-confidence in writing.

Abdel-Wahab (2020) investigated the effect of the process genre approach on EFL sophomore students' reflective writing skills and genre awareness at the Faculty of Specific Education, Zagazig University. Using a reflective writing skills test and genre awareness scale to collect data, results indicated that experimental group students scored significantly higher than those in the control group on both tests. Incorporating the GBA into teaching of EFL writing skills was highly recommended in the study. Hassan (2020) as well utilized GBA with 50 EFL third year students enrolled at the English section at Faculty of Education, Benha University aiming to enhance their writing skills. An EFL writing skills test and an analytic rubric were administered to achieve the purpose of the study. Results revealed that students' writing skills were significantly after the treatment developed due to the implementation of GBA.

Haerazi, Irawan, Suadiyatno, and Hidayatullah's study (2020) was to develop pre-service teachers' EFL writing

skills and creativity through the genre-based instructional model. This study used a quasi-experimental research design. The samples consisted of two classes in which one class was subjected to the process-based instruction (PBI) model and the second class was treated by using the genre-based instructional (GBI) model. The instruments of the study were a creativity test and a writing test. The results revealed that the GBI model was more effective than the PBI model. Therefore, the GBI helped the students have better writing achievement and have high creativity.

Tanaporn and Supong (2019) aimed to investigate the influences of a genre-based approach to training Thai engineers on how to write technically. The research used the lesson plan examined by three professionals for the suitability of technical writing instructions. The 10 Thai participants took the pre-and post-tests with the same discipline and different levels of proficiency. The research findings revealed a difference in scores between pre-test and post-test and a significant disparity at  $p$ -value  $< 0.05$  ( $p.002$ ), which was shown from their paired  $t$ -test analysis. The findings also represented four interviewed participants' positive attitudes toward how technical writing was taught. As cited in Sukawas (2018), a significant number of FL researchers pay much attention to improving learners' writing skills in different text types; for example, descriptive essays, argumentative essays, and research articles (Correa & Echeverri, 2016); writing English for Specific Purposes (Correa & Echeverri, 2016); and writing for Standardized tests (Kakali, 2015).

According to Ahmad's study (2018) GBA provided significant results indicating its practicality to improve Senior High School students' descriptive writing ability. It is deemed to have a successful target for increasing students' writing ability supporting them to be more confident and enthusiastic in writing practice.

Truong (2017) used the genre-based approach in teaching letters to English majors first-year students at a university in Vietnam. Her study aimed to collect data from questionnaires and test results. The results indicated that low-level learners had problems with idea organization and contextual and paralinguistic factors. She suggested that lexicon-grammatical features remained problematic, and needed a long-term focused genre-based approach. She also highlighted the significance of L1 background knowledge that facilitates the learners' writing in EFL.

A majority of the studies have investigated the effectiveness of the genre-based approach in teaching essays in EFL classrooms and supplied proof of learners' improvement in terms of organization, argumentation, thesis construction, and language (Amogne, 2013; Luu, 2011; Trinh & Nguyen, 2014 cited in Truong (2017)). In addition, previous studies have proved the positive effects of genre-based writing instruction (Myskow & Gordon, 2010; Yasuda, 2011 cited in Bae (2012)).

Luu (2011) examined the effects of the genre-based approach on students' writing performance and their attitudes. There were 45 freshmen at Ho Chi Minh City University of Finance –Marketing. They were involved in an experimental genre-based writing class. The findings indicated that most of the students used the main features of the required recount genre related to social purposes, linguistic features, and schematic structure. Findings revealed that the three phases of the teaching-learning cycle greatly impacted the participants. The participants mastered the main characteristics of the particular genre and simultaneously showed their positive feelings for the genre-based writing approach. He suggested that applying the genre-based approach in training and learning writing skills is necessary and useful.

Chen and Su (2011) investigated the teaching efficacy of a genre-based approach to train students how to summarize. Forty-one EFL university students in Taiwan had to summarize *The Adventures of Tom Sawyer* in a maximum of 500 words. The study deployed a pre-test/post-test assessment, and all of the students' summaries from the pre-and post-tests were marked according to ideas, structure, and lexico-grammatical features. The research results indicated that the genre-based approach impacted the students' ability to summarize a narrative source text. Furthermore, the students got more.

### **Commentary**

Reviewing the above literature made it clear that few studies were conducted to investigate the effect of using the genre-based approach for developing students' expository writing skills and environmental awareness. Therefore, the present study attempted to measure the effect of using the genre-based approach program for developing Faculty of Education prospective teachers' expository writing skills and environmental awareness. Besides, reviewing the literature on genre-based approach, and environmental awareness gave the researcher enough ideas to state the hypotheses of the study. It also revealed the importance of using the genre-based approach, expository writing skills, and environmental awareness in designing tests.

### **Context of the Problem**

Based on reviewing the literature and the personal experience and observations as a faculty member who teaches the Writing course and as a regular examiner of students' writing levels, the researcher could verify the current study problem. Students enrolled in the 1st year basic Education (English majors) program at Minia Faculty of Education had low levels of expository writing ability and environmental awareness.

During teaching the writing (1) course at Minia Faculty of Education, and after reviewing some of students' written assignments, the researcher noticed their poor writing performance. The researcher observed first year basic Education English majors (apart from the sample of the study) to find out what problems they were facing in expository writing skills and their lack of environmental awareness. The researcher also conducted a performance test on expository writing skills. Students' scores were unsatisfactory. One reason for such poor writing performance may be related to the strategies used in teaching writing. For example, in most writing classes, teachers just teach vocabulary and grammar separately and do not guide students to write. They only give topics without helping their students develop ideas. Moreover, the review of literature assured the importance of using a genre-based approach as an independent variable because it offered benefits such as developing writing skills by focusing on the linguistic, cognitive, and sociocultural aspects of writing. All such reasons confirmed the problem and highlighted the need for moving towards the use of a genre-based approach as a solution to overcome the students' problems in expository writing skills and in environmental awareness.

To sum up, these problems can be reduced via a friendly atmosphere in the EFL classroom using different effective strategies. students should be given the opportunities to write without fears and express their ideas in front of their peers. Therefore, the researcher suggested using the genre-based approach for developing their EFL expositor writing skills and their environmental.

### **Statement of the problem**

Based on the results of the pilot study, and the literature review that revealed a shortage of studies investigating the

effect of using genre genre-based approach for developing faculty of Education English majors' expository writing skills and their environmental awareness, the researcher could verify the study problem. The statement of the present study problem could be summarized in the low level of first-year English majors' expository writing skills and environmental awareness. Consequently, the present study tried to investigate the effect of using genre genre-based approach for developing faculty of Education prospective teachers' (first year English majors) expository writing and environmental awareness.

### **Aims**

1. using the genre-based approach for developing faculty of education prospective teachers' expository writing.
2. using the genre-based approach for developing faculty of education prospective teachers' environmental awareness.

### **Hypotheses of the study**

The following hypotheses were tested

1. There would be a statistically significant difference between the mean scores obtained by the subjects of the experimental and the control groups in the post-performance on the expository writing test (favoring the experimental group).
2. There would be a statistically significant difference between values obtained by subjects of the experimental and the control groups in the post-performance on the environmental awareness scale (favoring the experimental group).

### **Significance of the study**

The significance of the present study emerged from the following:

1. It tried to fill in the gap in the review of literature about studies dealing with genre-based approach to



develop Faculty of Education first year English majors' expository writing skills and their environmental awareness.

2. It introduced a genre-based approach to meet the new educational system in Egypt and to find solutions to some of the problems related to expository writing.
3. It helped the study group to practice using the genre-based approach for the sake of saving time and effort, and for accurate marking.
4. It offered a test in expository writing skills.
5. It offered an environmental awareness scale.

### **Delimitations**

This study was delimited to:

1. Only the following expository writing skills were included in the program:
  - Writing an effective topic sentence/ thesis statement.
  - Developing adequate support for a topic sentence.
  - Exhibiting unity in writing
  - Using the basic paragraph/essay format
  - Writing strong lead introductions, well-developed body, effective conclusions with unity.
  - Using the mechanics of writing.
2. Only 120 English Majors enrolled in 1st year (basic Education) at Minia Faculty of Education participated in the program of the study. This year, the students were supposed to be trained in writing good paragraphs and essays.
3. The study was conducted during the second semester of the academic year 2023-2024 and lasted for ten weeks (two hours a week) with face-to-face meetings during the Writing (1) Course.
4. Ten sessions in expository writing were prepared by the researcher.

## **Definitions of terms**

### **Genre-based approach**

Harpiansi (2023) defined a genre-based approach as “a balanced approach in learning writing that involves students' language knowledge and linguistic skills”.

Saksono (2022) defined the genre-based approach as “the approach that supports students in writing focusing on vocabulary and grammar appropriate to a particular genre and familiarizes students with schematic structures”.

The researcher operationally defined genre-based approach as the approach that helps English majors in expository writing that involves students' language knowledge and linguistic skills.

### **Expository writing**

indeed, editorial team (2022) defined it as a useful style when presenting research or data to help inform readers about a topic. When writing in this format, it's important to rely on facts from reliable sources instead of opinions or conjecture.

The researcher operationally defined expository writing as a genre of writing that describes, explains, or investigates an idea, reason, or steps to inform or brighten a particular subject for the reader.

### **Environmental awareness**

Ham et al. (2016) defined environmental awareness as “the attitude regarding environmental consequences of human behavior”

Al-Taher (2013) defined environmental awareness as a “predisposition to react to environmental issues in a certain manner”

The researcher operationally defined environmental awareness as students' knowledge, attitudes, skills, and evaluative ability. It is the awareness of the complexity of

environmental problems that requires critical thinking and problem-solving skills to solve them.

## **Method**

### **Research design**

A quasi-experimental pretest-posttest control group design was employed. The genre-based approach, for developing expository writing skills and environmental awareness was used with the experimental group, whereas, the regular method of teaching writing was used with the control group. Two intact groups consisting of sixty EFL students each enrolled in the 1st year (basic Education) in the 2023-2024 academic year formed the experimental group and the control group. The material was derived from the topics of the writing (1) course that was being taught during this semester. Participants were examined on how to write expository essays and fill in an environmental awareness scale (see Appendix 2 and Appendix 3)

### **Participants**

This study was conducted during the second term of the 2023/2024 academic year at Faculty of Education, El-Minia University. The sample comprised of 120 English Majors enrolled in first year basic Education who were assigned randomly into an experiment group (n=60) and a control group (n=60). They were almost of the same level.

### **Duration**

The training began in the second week of February 2024 and ended in the third week of May of the same term (the academic year 2023-2024). The total sessions of the program were ten, two hours a week with face-to-face meetings.

### **Role of the Instructor**

Regarding genre-based writing classes, the instructor's role is crucial for effective learning. The instructor could:

- provide students with the necessary support (scaffold) to help them succeed directly or indirectly.

- give students direct instruction or point out errors in their writing.
- consider offering students the opportunity to delve into a specific text, allowing them to gain a deeper understanding of the material they need to learn.
- provide varying levels of intervention in students' writing process depending on their individual needs.
- give systemic assistance, commonly called scaffolding or explicit support, to aid student learning.

The instructor's role was to acquaint students with what they were going to learn before starting the sessions to give them a sufficient idea about the material. The instructor asked stimulating questions to provoke students' thinking and learning. Class activities included a number of well-planned activities such as, brainstorming and group discussion. The researcher had to review students' writing assignments and gave them suitable feedback.

### **Role of the Students**

The students' roles included: engaging with learning goals, providing feedback to peers, and receiving feedback from the instructor and peers. Their participation included asking and answering in-class questions. Students were introduced to the content and the activities. They gave their reflections on the genre-based approach program.

### **Activities**

In-class activities included brainstorming topics, group work discussions, writing first drafts, peer revisions, and reflections

### **Variables of the study**

#### **Independent variable**

A training material based on GBA.

#### **Dependent variables**

5. Developing students' expository writing skills

6. Developing students' environmental awareness.

### **Instruments**

The researcher prepared three main instruments:

7. A diagnostic test in expository writing. (Appendix 1)

8. A test in expository writing skills. (Appendix 2)

9. An environmental awareness scale. (Appendix 3)

### **Diagnostic Test**

This test aimed at assessing students' writing skills to be sure that they actually need the training to avoid problems in expository writing. Appendix (1)

#### **The expository writing test**

##### **Objective:**

The objective of this test was to assess the participants' level of expository writing skills before and after implementing the genre-based approach. The test was used as a pre/post-test. As a pretest, it was used to determine the study participants' level in some EFL expository writing skills before the treatment. As a post-test, it was used to investigate the effectiveness of the genre-based approach in developing EFL writing skills for 1st year Faculty of Education basic Education students.

##### **Construction:**

This test consisted of two productive items that were given 20 points each using a writing rubric (20 marks each). The third item was given 10 points so the total score was 50 points. Appendix (2)

##### **Scoring:**

Two raters of nearly the same qualifications participated in scoring the paragraphs according to a writing rubric. The criteria of the rubric included: writing authenticity, content accordance with the title, text harmony, vocabulary selection, grammar option, and vocabulary choice. The rating scale ranged from 5 (very

original) to 1 (Not original). (see Appendix 4). The total score of this test is (50). The correlation between the two raters is high (0.72). See Table (1).

**Table (1)**  
**Correlation coefficient of the scores of the two raters in the expository writing test**

First Rater		Second Rater		r- value	P Value
Mean	SD	Mean	SD		
4.78	0.77	4.96	0.71	0.72	0.000

\*\*Correlation is significant at 0.01 level

### **Duration**

The time taken by each student finishing the test was recorded and divided by the total number of students. Answering the test items lasted 90 minutes.

### **Validity:**

To validate the EFL expository writing test, it was submitted to a panel of EFL jury members (n= 5) specialized in curricula and methods of teaching English to identify face validity. They were asked to check the test items and validate them in terms of the suitability for the students 'level and the clarity of test guidelines and instructions. They were also requested to judge whether the test items measure the EFL expository writing skills needed by the targeted participants. The jury members indicated the suitability of the test to its main objectives and the consistency of questions to the test's objectives. Jury members' recommendations were taken into consideration.

### **The Reliability of the test: The researcher used Alpha Cronbach formula.**

The reliability coefficient was (0.88). It can be concluded that the test has an acceptable reliability level. The reliability coefficient of this test is considered within the acceptable range. This showed that the expository

writing skills test is reliable for the purpose it was intended to measure.

### **Inter-rater reliability**

It refers to the degree to which two or more raters/observers give consistent grades of the same test after two weeks. Its goal is to achieve objectivity factors in scoring. Accordingly, the test was checked by two raters. The first rater was the present study researcher. The second one was another researcher with the same qualifications at Minia Faculty of Education. The correlation coefficient between the estimation of the two raters was (962\*\*) which is significant at the (0.01) level of significance according to Pearson correlation coefficient. This proved a high positive correlation between them.

**Item Analysis** Responses to individual items were analyzed to determine the item difficulty index which ranged from 0.49 to 0.75. Hence, the difficulty index of the items is acceptable. Item discrimination ranged between 0.40 and 0.71

Piloting the test twenty-two students from first year basic Education (English majors) were randomly selected. Piloting helped to correct unclear and ambiguous items. It helped also to determine whether the items were functioning for use in the main study or not. Content validity was determined by consulting (5) EFL staff members.

**3. Environmental awareness Scale** (Developed by the researcher)

**a. Objective:** An environmental awareness scale was developed by the researcher to measure the study group's level of environmental awareness before and after administering the genre-based approach program.

**b. Construction:** The scale consisted of thirty statements divided into three dimensions environmental knowledge, environmental attitudes, and environmental behavior with ten statements each. (See Appendix 3)

**c. Duration:** Thirty minutes were devoted to responding to the scale.

**d. Content Validity:**

Five TEFL staff members approved the content validity of the scale and its suitability for the study group. They also approved the dimensions and confirmed the suitability of the scale to assess students' environmental awareness. They stated that the items were inclusive, easy to respond to, varied, and focused. Their suggestions were taken into consideration. The total score on the scale is 150. The rating scale ranged from 5 to 1, respectively from (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree).

**The internal consistency:**

The correlation between the score of each item and the total score of the scale ranged from (0.66) to (0.81). This indicates that the scale has a high degree of validity. See table (2).

**Table (2)**

**Internal consistency of the Environmental Awareness Scale  
Correlation Between each Domain and the Total Score (Validity)**

	<b>Dimension</b>	<b>Correlation</b>	<b>No. of items</b>
1.	Environmental knowledge	0.70*	10
2.	Environmental attitudes	0.64*	10
3.	Environmental behavior	0.56*	10

\* Significant at 0.05 total score = 150

The reliability coefficients of the scale are (0.70, 0.64 and 0.56) for (environmental knowledge, environmental attitudes, and environmental behavior) successively. This shows that the environmental awareness scale has a high degree of reliability.



## **Piloting the scale**

A pilot study was conducted to estimate the validity and the reliability of the environmental awareness scale. A group of twenty two first year basic Education (English majors) were randomly selected. Piloting helped to correct unclear and ambiguous items. It helped to determine if the items in the scale were suitable for use. Content Validity was determined by consulting (5) TEFL staff members.

## **Timing**

Timing the scale was computed by counting the time taken by each student finishing the scale divided by the whole number of the students to take the average.

## **Experimental Procedures**

### **Pre-Testing**

Students were pre-tested to measure their performance on the expository writing test and the environmental awareness scale before conducting the genre-based approach program and to identify the degree of improvement in both instruments. The researcher explained the purposes of the program and students were enrolled in face-to-face meetings.

### **The Experimentation**

The study groups were exposed to ten sessions on expository writing skills two hours a week with genre-based approach. They were divided into groups. They were given homework assignments to be ready for classroom activities and discussions. During training, the study group students were involved in several in-class activities.

### **Steps in constructing the training material based on GBA.**

1. Reviewing the literature related to expository writing and environmental awareness.
2. Preparing a list of expository writing skills.

3. Evaluating the list by a panel of (5) TEFL experts.
4. Stating the main objectives of using the genre-based approach and having them evaluated.
5. Evaluating the whole program by the same panel to judge the stating of the items, verification of the content, and whether the activities were appropriate to the group of study.

### **Material**

The genre-based approach aimed at achieving the objectives of the study. It consists of ten sessions each having a number of behavioral objectives, and different activities, and ends with evaluation questions to assess the students' performance in expository writing skills.

### **Content of the sessions**

**The training material based on GBA consists of the following sessions:**

- **Session (1)** Pollution
- **Session (2)** Pollution prevention
- **Session (3)** Global warming
- **Session (4)** Deforestation
- **Session (5)** Climate change
- **Session (6)** Energy conservation
- **Session (7)** Water conservation
- **Session (8)** Recycling
- **Session (9)** Renewable energy
- **Session (10)** Green buildings

### **Treatment Procedures**

#### **Pre assessment**

Before starting the treatment, the EFL writing skills test and the environmental awareness scale were administered to both groups (experimental and control) to ensure

equivalence (homogeneity) in the overall EFL expository writing skills. Pre-testing aimed at measuring participants' entry level before the real intervention.

### **Implementation of the genre-based approach**

- The experimental group was taught through the “Writing (1) course” in the light of the GBA instructional manual developed by the researcher.
- It was conducted during the second semester of the academic year 2023-2024 and lasted for ten weeks from the second week of February till the end of April (one session a week) with face-to-face meetings. Each session dealt with specific skills.
- The treatment started with an orientation session aiming to set instructions and organize work among participants. A presentation on GBA stages and expository writing structure and language features was given to students.
- Teaching expository writing was organized according to the adopted GBA instructional model encompassing four stages (*Building knowledge; Modelling; Joint Construction of Text and Independent Construction of Text*).
- ***In ‘Building knowledge’ stage***, students were prepared to get into the topic by introducing a kind of expository text; exploring their background knowledge about the text; discussing the social and cultural context with them, and sharing a list of vocabulary relevant to the text. Sentence grammar and structure related to the text are discussed. Some language features of writing expository text were discussed; namely, using first and third person, using proper nouns to refer to specific people, places, times and events; using both active and passive voice, and using conjunctions.
- ***In the ‘Modeling of the text’ stage***, students explore a genre through the giving of a model text, which can be

created or found in various places, such as brochures, fliers, newspapers, magazines, and webpages. Students were offered help to investigate the text type and its features, covering the social function, the generic structure, and linguistic features. Awareness of the text style and format during the modeling stage provides students with input about the organization of the type of text that they are going to write—and what to expect when they see other examples of the same text type later on. Student–student, and teacher-student conferences can be conducted to identify the generic and grammatical structure found in the text. Understanding the overall structure of the text goes a long way toward helping students construct their texts later on.

- ***‘Joint construction’ of the text*** involves students constructing an example of the genre in pairs or small groups. In this stage of learning, students can acquire new knowledge only with assistance and social interaction with the instructor. Therefore, the researcher scaffolds or provides help for students, particularly at the beginning phase of learning a genre where the researcher needs to intervene to help students map out the model texts. When students begin to contribute to the construction of the text more independently, the researcher gradually reduces the help they offer. This support should be strategically reduced as students make gains; when they have gained confidence in their knowledge and skills, they can jointly construct a text with peer assistance in pairs or groups.
- ***In the ‘Independent construction of a text’*** students draft and present an entire text. Working independently on the construction of a text explicitly encourages creative exploitation of the genre and its possibilities. Students then applied revising and editing on their texts before presenting them in front of the whole class.

Feedback was given immediately after they finished the training.

- Students were asked to write their reflections about the training and submit them after finishing the intervention.

### **Post Testing**

At the end of the experiment, both groups were post-tested in expository writing and on an environmental awareness scale. Data were treated statistically and the findings are described below.

### **Assessment techniques**

The assessment used in this current study included both formative and summative assessments.

#### **Formative Assessment:**

This was used for assessing the participants' progress in expository writing skills and for providing essential and immediate positive feedback.

#### **Summative Assessment:**

This was conducted at the end of the experiment through the application of the expository writing test to measure the achievement of the intended topics, on environmental issues.

### **Results**

This study explored the effect of using genre-based approach for developing faculty of Education English majors' expository writing and environmental awareness. The two groups were pre-tested on their expository writing skills and environmental awareness. Then, they were post-tested using the expository writing skills test and the environmental awareness scale to find whether there was a significant difference between the two groups. The "t-test" was utilized for the analysis of data. Scores on the pre-post performances were analyzed and compared.

### Hypothesis One

Hypothesis one predicted that there would be a statistically significant difference between the study groups' mean scores of the pre-post expository writing skills test (favoring the post-testing). Analysis of data using t-test showed that students post-testing was better as t-value (61.18) is significant at 0.01 and beyond. (See table 3)

**Table (3)**  
**Results of the t-test between the mean scores obtained by the experimental and the control Groups' Post Expository Writing Test**

Test	No.	Mean	SD	t- value	DF	$\eta^2$	Sig.
Expository writing	Control	60	15.12	1.04	61.18**	118	0.74**
	Experimental	60	28.19	1.98			

\*\*Significant at (0.001) level

Maximum score =50

This improvement in the experimental group students' level on overall expository writing skills test may be due to the genre-based approach. Therefore, this hypothesis was accepted.

### Hypothesis Two

Hypothesis two predicted that there would be a statistically significant difference between the study groups' mean values of the pre-post administrations of the environmental awareness scale (favoring the post-administration). Statistical analysis in table (4) shows that this hypothesis was accepted, as the t-value (57.19) is significant at 0.01 level and beyond.

**Table (4)**  
**Results of the t-test between the mean values obtained by the Study Groups' Post Environmental Awareness Scale**

Test	No.	Mean	SD	t- value	DF	$\eta^2$	Sig.
Environmental Awareness	Control	60	23.14	0.97	57.19**	118	0.66**
	Experimental	60	26.18	1.03			

\*\* Significant at 0.01 level

Maximum score =200

This improvement in the experimental group students' level on the overall environmental awareness scale may be due to the genre-based approach in which the participants of the current study were trained. Therefore, this hypothesis was accepted

### **Discussion**

The present study was conducted to investigate the effect of using genre-based approach for developing first year faculty of education English majors' expository writing and environmental awareness.

Based on the above-mentioned results, it can be verified that genre-based approach had positively contributed to improving students' ability to write expository texts. There were obvious developments in expository writing skills among students. These improvements in the level of the experimental group students' performance were attributed to the effectiveness of the genre-based approach which consisted of several activities and techniques, such as brainstorming, discussion, self-assessment checklist, peer revisions, group and pair work activities. These activities helped the participants write their expository essays depending on real texts written by natives and also enabled them to engage in a non-threatening environment. At the beginning of training, the researcher made clear the objectives of the genre-based approach and the expository writing skills. Students were instructed on how to engage in discussions and make reflections on classroom activities. The high gains obtained by the participants on post-measures could be attributed to the use of the genre-based approach in writing their expository texts.

The material learned could arouse the students' interest and achieve a high degree of student engagement during

the in-class activities. Being closely related to the objectives of the genre-based approach and being well planned, the activities played an important role in improving students' performance. Furthermore, the expository writing activities were interesting and suitable for both the student's level and the time allocated for each session. The activities also ranged from simple to more challenging ones to give the students the chance to experience success. Besides, these activities motivated the students to think freely, express their feelings and thoughts, and overcome the fears that hinder them from writing freely. Accordingly, the activities related to formative assessment helped them significantly in revising and correcting their errors. In this sense, their errors also decreased because of the continuous feedback.

The genre-based model raised students' awareness of basic writing skills such as vocabulary choice, grammar usage, and identifying the social and cultural contexts of a text, which are crucial and useful for the participants to master when writing. Students' linguistic competencies were built by applying GBA in teaching expository writing as they were given opportunities to explore and discuss ideas and meanings. Due to the GBA features in each stage, it was thought effective in raising the writing skills level of the participants. The effectiveness of the genre-based approach in teaching essays supplied proof of learners' improvement in terms of organization, argumentation, thesis construction, and language. Students have better writing achievement and have high creativity. These results are consistent with results obtained from similar studies of (Haerazi, Irawan, Suadiyatno, and Hidayatullah's study 2020)

The researcher monitored, facilitated, and introduced the chances for students to apply writing tasks in different



contexts and assessed the work developed in each group or individual during the implementation stage to improve their expository writing skills and increase their environmental awareness. The active role of the students is quite relevant since they were interested in and encouraged to participate actively in all sessions. Therefore, GBA became a very valuable resource to foster students' confidence in themselves and it became helpful for college English students. This is in line with the results of (Abdel-Wahab, 2020, Saksono 2022, & Harpiansi 2023)

The systematic explanation employed in teaching expository texts through genre-based approach helped students to gain enough background knowledge on how text is structured. For example, in the 'Building knowledge of field' stage, discussing the given text to check students' previous knowledge was a primary goal. Through the repeated discussion and emphasis of language features of given expository texts, students got more control over writing and eliminated committing grammatical mistakes. This helped students acquire a list of vocabulary and expressions on each presented text to be used when starting to write their own texts. In the 'Modeling' stage, students' understanding of expository texts structure was strengthened and reinforced through the presented models. Students' writing skills were enriched as: organizing and developing ideas and events in chronological order, using appropriate action verbs, proper use of voice, tense, conjunctions, pronouns and transition words.

The 'Joint Construction of text' stage was the very powerful and advantageous in the expository writing process. During this stage, students became more active and more involved in creating well-organized paragraphs on certain topics. Students managed to generate and share ideas with peers, build on previous knowledge and

experiences and discuss how to start their writing to construct better expository texts. Doing peer correction and receiving peer feedback assisted students to have a noticeable vision of what to do next and augmented their mastery of writing aspects and language structures; namely, spelling, mechanics and grammar which simplified their writing. In this stage of learning, students acquired new knowledge only with assistance and social interaction with the instructor. Therefore, the researcher scaffolded and provided help for students, particularly at the beginning phase of learning a genre where the researcher needed to intervene to help students map out the model texts. When students began to contribute to the construction of the text more independently, the researcher gradually reduced the support.; when students gained confidence in their knowledge and skills, they could jointly construct a text with peer assistance in pairs or groups.

In the ‘Independent Construction of Text’ stage, students gained more confidence and independence to construct their own texts. Students drafted and presented an entire text. Working independently on the construction of a text explicitly encouraged creative manipulation of the genre and its potentials. Students then applied revising and editing on their texts before presenting them in front of the whole class. Feedback was given immediately after they finished the training.

The relatedness between the stages of GBA and expository writing generic structure contributed to the success and efficacy of the model in improving students’ abilities to accomplish writing tasks. During the procedures of teaching both genre-based approach and expository writing, students were provided with systematic and regular guidance and careful support through various activities so that they ultimately gained the control of

writing performance. This is in line with the results of (Harpiansi, 2023 & Ahmed, 2018).

According to the results of this study, it is remarkable that students' post-performance of the environmental awareness scale showed a noticeable improvement due to the implementation of GBA model. Analysis of data revealed that the experimental group students' environmental awareness improved compared to the control group. These results indicated the effectiveness of using GBA in the present study. It is thought that this significant difference created by the model in terms of environmental awareness aroused from a well-organized, implicit instruction and effective use of GBA training. The systematic cycle and framework provided to students in the application of GBA stages enabled them to gain confidence and independence which assisted them to get rid of fear, panic when starting writing. Acquiring a lot vocabulary and expressions related to the environmental topics and practicing different grammatical patterns throughout all GBA stages also made students feel comfortable to do any writing tasks freely. Accordingly, the GBA model proved to be effective in improving students' responsibility for learning, increasing their ability to learn freely which leads to increasing their environmental awareness level. This result goes in accordance with the findings of (Gürsoy & Sağlam, 2011, Arıkan, 2009, Setyowati and Widiati, 2014)

Students' reflections supported the above results as presented in the following:

### **Students' Reflections**

Students were asked to give their reflections on the whole experiment.

The following are examples of these reflections:

- *"This course made me learn how to write expository essays".*

- *"This course is so beneficial because we learned the elements of expository writing".*
- *"The instructor was really helpful and active".*
- *"The activities helped me to practice expository writing".*

### **Conclusion**

Due to the stimulating and challenging feature of the writing skill among the majority of university students, practice writing different text genres is recommended to develop students' knowledge of writing scopes. Giving a meaningful and a non-threatening environment proved to have a significant role on enhancing students' performance and independent learning. By putting the results of the current study, it can be recognized that the implemented GBA model succeeded in providing such a motivating environment for the participants.

The present study added to previous research by providing a more insight on genre-based approach to develop students' expository writing skills and their environmental awareness since the majority of previous studies had offered contradictory findings. Furthermore, the study moved beyond existing research by complementing assessment results with the views of students in evaluating the impact of genre-based approach on their performance. In addition, the study presented a research model that explained how to use genre-based approach for developing faculty of Education English Majors' expository writing and environmental awareness.

To sum up, the genre-based approach guided the students to proceed from the guided steps to independent steps. It also helped the students to learn in a self-directed learning way. Moreover, the genre-based approach is suitable not only for academic setting but also professional setting. In this sense, the genre-based approach will be one

of the newest, practical, and effective one to teaching and learning writing.

### **Implications**

The significant gains obtained by the participants of the experimental group on post-testing could be attributed to the use of the genre-based approach program which is mainly based on the idea of developing expository writing skills and students' environmental awareness.

Some factors may have helped to enhance the positive effect of the program on developing students' expository writing skills and environmental awareness such as the in-class activities, the discussions between groups, the material presented in an organized way, and the interest and enjoyment of students.

### **Challenges**

The researcher encountered some challenges throughout the implementation of

the genre-based approach program. These include:

1. Students have difficulty planning, composing, revising and evaluating their writings.
2. They are unable to produce coherent and well-organized writing texts without errors. This may be due to the emphasis on teaching writing based upon the formal aspects of the written texts with ignoring the functional aspects.
3. Students' difficulty in generating and organizing ideas using appropriate choice of vocabulary.
4. Some of them were unable to attend the class.

**To overcome such challenges, the researcher did the following:**

1. Explaining the importance of the genre-based approach, and the necessity of using it.
2. Providing support when needed.

3. A lot of practice in different situations is given.
4. Engaging students in various authentic contexts to improve their writing skills.
5. Conducting Face-to-face discussions to give the students a good chance to get the information they need before they start.

### **Recommendations**

In the light of the results obtained in the present study, a number of recommendations could be drawn:

1. EFL students should be given training on writing different genres.
2. TEFL staff members should think of different instructional activities for teaching writing.
3. Paying more attention to the methods and techniques that encourage the engagement of the students in the learning process.
4. The genre-based approach is recommended to be used in courses other than those used in the present study.
5. EFL teacher preparation program designers are recommended to encourage the use of genre-based approach.
6. Environmental awareness is a prerequisite to succeed in all fields.

### **Suggestions for Further Research**

1. Investigating the effect of the genre-based approach model on developing oral and written skills.
2. Investigating students' and instructors' attitudes toward genre-based approach.
3. The effectiveness of the genre-based approach in developing students' attitudes towards EFL creative writing skills.
4. The effect of genre-based approach on developing EFL critical writing skills.

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