

Genre-Based Writing for English Language and Literature Students: Interpersonal Relationship, Attitudes, Motivation and Achievement

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Recommended citation: Almacioğlu, G. & Okan, Z. (2019). Genre-Based writing for english language and literature students: interpersonal relationship, attitudes, motivation and achievement. *Turkish Online Journal of English Language Teaching (TOJELT)*. 4(2), 80-99.

Received:

10 Nov. 2018

Accepted:

24 Mar. 2019

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Abstract: Critical awareness of writing practices, suitable discipline-specific texts for students and how writers organize texts can generally be considered crucial in developing appropriate course design and content, and meeting the anticipated goal and purpose in a writing course with ESL students. This study has aimed to design an alternative and effective way of teaching writing to English Language and Literature students within the genre-based pedagogy considering their academic needs. Moreover, by applying a genre-based writing syllabus for literature students, the researchers aim to focus on the effects of this approach on students' interpersonal relationship with the teacher, their attitudes and motivation towards writing, and achievement in academic writing. The present study is designed as a case study and both qualitative and quantitative approaches to data collection and analysis have been adopted.

Keywords: Genre-based academic writing, teacher- student relationship, motivation, attitudes, and achievement.

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Introduction

Among the four language skills, writing is perhaps one of the most difficult and important one for students with non-native English background. Traditional methods have usually been preferred in the teaching of writing skill for years. As a result, although students have been working on how to develop their writing skills, they turn out to be poor writers. The problem for students who are supposed to deal with academic writing has been even more complicated. The shortcomings of writing instruction at university level has negatively affected students' ability to use the English language, express their thoughts, feelings in English and their attitudes, motivation and achievement in general. This problem has led to a change in the way of teaching writing differently at university level. Instead of teacher-directed, product oriented practice a more process oriented writing instruction has come to be preferred and implemented by the teachers. This finding has also given rise to a direction towards a genre-based approach to writing instruction. The analysis of discipline-specific texts and learning to write about these texts is very important for students to take a critical perspective into writing process and activities when they are able to understand and control disciplinary discourses (Wingate, 2012).

The argument to be dealt with in this research is the examination of the effects of genre-based academic writing instruction on students' interpersonal relationship with the teacher, their attitudes and motivation towards writing and their achievement in academic writing. With this aim, genre-based writing instruction was started to be implemented by one of the researchers at the beginning of the first semester and both the qualitative and quantitative data for the present study was obtained from several sources (qualitative: (1) classroom observation and teacher's journal, (2) students' written texts (Portfolios), (3) students' diaries, and (4) interviews; quantitative: (1) College and University Classroom Environment Inventory (CUCEI), (2) The Questionnaire on Teacher Interaction (QTI), (3) Students' Motivation towards Writing: The Academic Writing Motivation Questionnaire (AWMQ), and (4) Students' Attitudes towards Writing: University of Florida Writing Centre: Writing Attitude Questionnaire).

CUCEI

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The CUCEI instrument was developed in 1987 by Fraser, Treagust, Williamson & Tobin under four criteria: consistency with secondary school instruments, coverage of Moos' (1974) general categories (Relationship Dimension, Personal Development Dimension, System Maintenance and System Change Dimension), salience to higher education teachers and students, and economy (Fraser, Treagust, Williamson & Tobin, 1987). The statistical results indicated that the scales were measuring distinct but somewhat overlapping aspects of classroom environment. The CUCEI instrument comprises seven scales *Personalization*, *Involvement*, *Student Cohesiveness*, *Satisfaction*, *Task Orientation*, *Innovation* and *Individualization* with each scale containing seven questions (Table 1). A four-point scale with the alternatives, *Strongly Agree*, *Agree*, *Disagree* and *Strongly Disagree* is used for the responses. Items designated (+) are scored 4, 3, 2 and 1 respectively, for the responses Strongly Agree, Agree, Disagree and Strongly Disagree. Items designated (-) are scored in the reverse manner.

Table 1 clarifies the meaning of each CUCEI scale by providing its classification according to Moos' scheme (1974), a scale description and a sample item.

Table 1. Descriptive Information for each Scale in CUCEI (Fraser, Treagust & Dennis, 1986)

Scale name	Moos category	Scale description	Sample item
Personalisation	R (+)	Emphasis on opportunities for individual students to interact with the instructor and on concern for students' personal welfare	The instructor goes out of his/her way to help students
Involvement	R	Extent to which students participate actively and attentively in class discussions and activities	The instructor dominates class discussions (-)
Student	R	Extent to which students know,	Students in this class get

Cohesiveness		help and are friendly towards each other	to know each other well (+)
Satisfaction	R	Extent of enjoyment of classes	Classes are boring (-)
Task	P	Extent to which class activities	Students know exactly what
Orientation		are clear and well organised	has to be done in our class (+)
Innovation	S	Extent to which the instructor plans new, unusual class activities, teaching techniques and assignments	New and different ways of teaching are seldom used in this class (-)
Individualisation	S	Extent to which students are allowed to make decisions and are treated differentially according to ability, interest or rate of working	Students are allowed to choose activities and how they will work (+)

R: Relationship Dimension, P: Personal Development Dimension, S: System Maintenance and System Change Dimension.

QTI

The QTI was developed in the Netherlands and based on thought that individuals (e.g., teachers and students) mutually influence each other (Brekelmans, Holvast & Van Tartwijk, 1992; Brekelmans, Wubbels & Creton, 1990; Fisher, Rickards & Fraser, 1996; Wubbels 1993; Wubbels, Brekelmans & Hooyamayers, 1991, Wubbels, Creton & Hooyamayers, 1985; 1992). The QTI measures the perceptions of teachers and students of teacher-students relationship according to a two-dimensional model first described by Leary. In addition to these two dimensions – Control and Affiliation – the instrument assesses the following eight teacher behaviour types based on dimensional ratings: *Leadership*, *Helping/Friendly*, *Understanding*, *Student Responsibility/*

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Freedom, Uncertain, Dissatisfied, Admonishing and Strict. The QTI items are divided into eight scales that correspond to the eight behaviour types (Wubbels et al., 1985; 2006).

The original instrument contained 77 items and is not particularly economical to use. Consequently, there have been a number of studies in which the instrument was shortened and modified slightly for particular educational situations (see, e.g., Kremer-Hayon & Wubbels, 1992; Levy, Wubbels & Brekelmans, 1992). A shorter 48-question version of the QTI instrument was recently developed for the Australian science education scene (Fisher, Rickards & Fraser, 1996), and this is the version used in the present study. The short form of the QTI contains eight scales with four items per scale (Figure 1).

Responses are indicated on a five-point scale where ‘0’ represents lack of agreement with the proposition, and ‘4’ represents agreement: the higher the score, the more prominent the behaviour. Each sector describes different behaviour aspects appropriate to a Proximity dimension: co-operation (C), opposition (O), dominance (D), and submission (S) (Fisher, Rickards & Fraser, 1996; Wubbels, Brekelmans & Hooymayers, 1991; Wubbels, 1993).

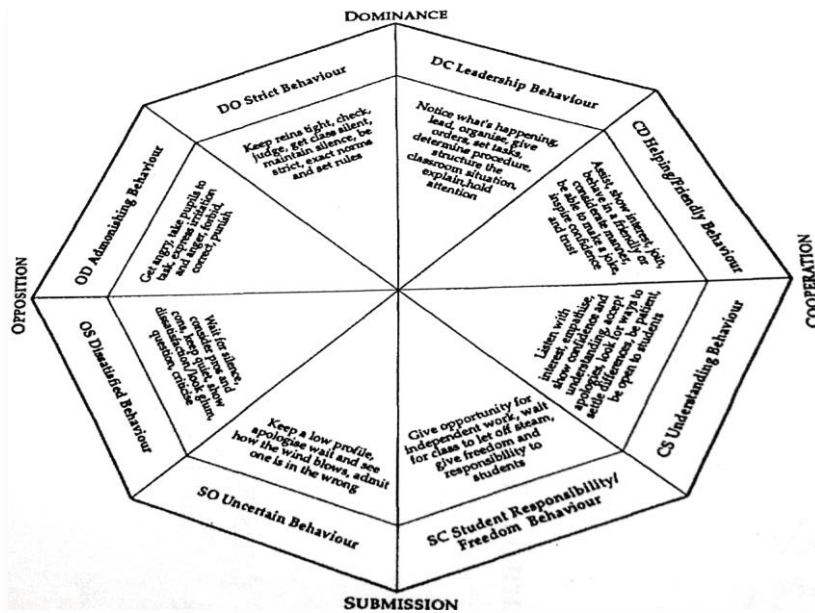


Figure 1. The model for interpersonal teacher behaviour (MITB)

Source: Wubbels & Brekelmans, 2005, p. 9

Table 2. Description of the Scales and a Sample Item for Each Scale of the QTI

Scale Name	Description of scale (The extent to which the teacher ...)	Sample Item
Leadership	... leads, organises, gives orders, determines procedure and structures the classroom situation.	This teacher talks enthusiastically about his/her subject.
Helping/Friendly	... shows interest, behaves in a friendly or considerate manner and inspires confidence and trust.	This teacher helps us with our work.
Understanding	... listens with interest, empathises, shows confidence and is open with students.	This teacher trusts and understanding us.
Student Responsibility/ Freedom	... gives opportunity for independent work, gives freedom and responsibility to students.	We can decide some things in this teacher's class.
Uncertain	... behaves in an uncertain manner and keeps a low profile.	This teacher seems uncertain.
Dissatisfied	... expresses dissatisfaction, looks unhappy, criticises and waits for silence.	This teacher thinks that we cheat.
Admonishing	... gets angry, expresses irritation and anger, forbids and punishes.	This teacher gets angry unexpectedly.
Strict	... checks, maintains silence and strictly enforces the rules.	This teacher is strict.

Source: Coll, Taylor & Fisher, 2010, p. 170

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Payne (2012) developed a questionnaire with the goal of assessing undergraduate students' motivation to write in writing-intensive classes in order to reach the aimed-point in the writing process as a whole. AWMQ was developed by Payne (2012) and it was based on some aspects of motivation which are writing apprehension, intrinsic and extrinsic goals (goal orientation), perceived value of writing, and self-efficacy for self-regulation (Pajares & Johnson, 1996; Pajares & Valiente, 1997; Zimmerman & Bandura, 1994). In Payne's study (2012), it is stated that the instrument "was also influenced by existing instruments designed to assess aspects of writing motivation, such as the writing apprehension questionnaire developed by Daly and Miller (1975).

AWMQ, in its final form, is a 37-item, Likert-type questionnaire. For each item, there is a statement that prompts participants to indicate their level of agreement. The response scale ranged from zero to four, and values for the scale are as follows: 0 = Strongly Disagree; 1 = Disagree; 2 = Uncertain; 3 = Agree; 4 = Strongly Agree.

Students' Attitudes towards Writing: University of Florida Writing Centre: Writing Attitude Questionnaire

The Writing Center at the University of Florida conducted a study to explore whether developmental students' attitudes toward writing is related to their actual writing performance. Wolcott & Buhr (1987) administrated a writing attitude questionnaire to developmental writing students to conduct an exploration of what influence attitude might have on writing. The questionnaire consists of three broad categories. These categories address students' apprehension about writing, their perceptions of its usefulness, and their understanding of the writing process as it has applied to their own practices (Wolcott & Buhr, 1987).

The apprehension subset of the questionnaire (items 8, 11, 12, 15, 19, 20, and 24) is very similar to the Daly & Miller's instrument (1975) and it explores students' reactions toward completing writing assignments, having their work read by peers, and being graded by a teacher. Unlike the Daly & Miller's instrument (1975), this questionnaire includes "several items that required students to evaluate the importance of writing both in their previous school experiences and in their anticipated majors and careers" (Wolcott & Buhr, 1987). It is estimated, in the study, that these items (numbers 1, 2, 3, 4, 5, 6, 7, 9, 10, 13, 14, 16, 17, and 18) resemble those found in the "Writing Attitude Scale" by Reigstaad & McAndrew (1984) and they explore the students'

perceptions of the usefulness of writing. Other items (numbers 21, 22, 23, 24, 25, 26, 27, 28, 29, and 30) assess students' understanding and use of prewriting and revising techniques.

“University of Florida Writing Centre: Writing Attitude Questionnaire” is a 30-item, Likert-type questionnaire. For each item, there is a statement that prompts participants to indicate their level of agreement with the statement. There is a response scale for each item that participants use to indicate their level of agreement with each statement. The response scale ranged from one to four, and values for the scale are as follows: 1 = Strongly Disagree; 2 = Disagree; 3 = Uncertain; 4 = Agree; 5 = Strongly Agree.

Methodology

By applying a genre-based writing syllabus for literature students, the researchers of this study aim to focus on the effects of this approach on students' interpersonal relationship with the teacher, their attitudes and motivation towards writing and achievement in academic writing. In the light of these points the following questions were formulated to guide the study.

1. How do genre-based academic writing instruction affect English Language and Literature students'
 - 1.1. interpersonal relationship with the teacher,
 - 1.2. attitudes and motivation towards writing,
 - 1.3. achievement in academic writing?

Research Design

The present study was designed as a case study because it sought to find out the developmental path the participants followed while they were taught writing with a genre-based approach. In the present study, mixed methods of data collection and analysis were adopted. By using multiple data collection tools, the researchers were better able to gather and analyse considerably more and different kinds of data than they would be able to use just one approach.

Participants

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The target population of the study was the first year English Language and Literature undergraduate students from a state university in Turkey. They took part in the writing class taught by one of the researchers. After their consent was affirmed, they were instructed through genre-based writing pedagogy and its teaching-learning cycle. The total number of the students in the department was around 300 students and 110 of them were the first year students who were the target population of this study (for the first semester, 115 students registered but 104 of them attended; for the second semester, 108 students registered but 93 of them attended).

Writing was one of the compulsory courses in the first year and all of the students were supposed to take the course because it was aimed that students could reach the adequate level in reading and writing English texts with this course. Participants were used to genre-based writing instruction from their prep-class; however, that course covered a general syllabus prepared for the students of all departments in the university. Thus, our design is not totally new for them but it is new in content and its objectives. The reasons for the choice of this group of participants were

(1) the convenience sampling method was used and students took part in the writing class taught by one of the researchers;

(2) that instructor was giving the course, and experiencing the insufficient parts of the course during the years. The need of accommodating genre-based writing instruction with a more specific content for students who were studying English Language and Literature urged the researchers to conduct the present study.

Instruments

The present study is based on several sources of data coming from both the teacher herself and the students so that a deeper understanding of the process of genre-based writing instruction can be reached. The following tools are used for collecting data in this study: Classroom observation and teacher's journal, students' written texts (portfolios), students' diaries, interview with the students, questionnaires, and students' writing exam scores.

Context

ELL 103 and ELL 104 Writing courses were conceived as intensive courses taught over a period of two semesters, with the total of three contact hours in a week (in total, 14 weeks for each semester). The course included both conceptual and strategic content. Students learned about

notions such as genre, register, discourse, audience and purpose as well as reading and writing strategies.

The main aims of the course were to expose participants to reading based writing and to analyse the differences in the rhetorical organisation and style in these texts in light of the ESP genre approach (Swales, 1990). There was deliberately no specific textbook for the course; two packs of selected materials (sample and literary texts for genres and related activities) were prepared by the researchers with other colleagues, who work in the same department. Students were supposed to read and study these materials to familiarise themselves with the main concepts of genre analysis and with professional academic prose within the literary context.

Data Collection and Analysis

Data collected for this research were in both qualitative and quantitative nature. The triangulation method was used to obtain data from different perspectives. For instance, the student interviews and questionnaires provided details related to the students' opinions about the genre-based approach and its effects on their interaction with the teacher, their attitudes, motivation and achievement. The data related to the classroom environment were obtained from the researcher's journal, students' diaries, and College and University Classroom Environment Inventory (CUCED). The students' written texts (portfolios) were collected with the aim of tracing the students' development of their writing. The written texts were analysed in two phases: after the first and the second teaching cycles of using the genre-based approach.

At the beginning of the first term, the first data came from two questionnaires (University of Florida Writing Centre: Writing Attitude Questionnaire and AWMQ). The aim of giving these questionnaires at the beginning was to have some general information about the students' attitudes and motivation towards writing. After the collection of the questionnaires, genre-based writing instruction was implemented by one of the researchers and students kept portfolios including six topics (genres) for the first semester and eight topics (genres) for the second semester. Portfolios contained students' first drafts, annotations on their first drafts and their second drafts in order. Students got consistent feedback for their writings in the first semester; however, in the second semester, they worked more independently and received mostly dialogic input from tutors and in

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group-discussions. Researchers and another instructor from the department graded the students' essays by using "ESL Composition Profile" (Muşlu, 2007, p. 129) composed of eight categories. Portfolios were evaluated for both their achievement and progress in their own writings and they helped researchers to see how they deployed moves and steps in their writing.

Furthermore, 14 voluntary students also wrote diaries throughout the composition of each essay with the guidance of the week prompts for the first and the second terms and about their writing experiences and their opinions about the course and the teacher. Five of the 14 participants in the diary group were interviewed once at the end of each semester. Five students were randomly chosen to illustrate the findings since this approach allowed a deeper understanding of the complexity of the case and ensured validity of interpretation (Creswell, 2007). The interviews were conducted in both Turkish and English to allow the students to express themselves more clearly and freely. The main purpose of the interviews was to learn the perceptions of the students about writing in general, the course content, the teacher, the classroom environment and the relationship with the other students and the teacher. The interviews were tape-recorded with the permission of the interviewees. Then, they were transcribed and translated into English when it was necessary. At the same time, the researcher herself kept a journal including her observation and impressions about students' reactions towards the course, writing practices and the teacher. Relevant comments under these themes were kept in a journal after each class.

Two examinations, in the middle and at the end of the term, were given and all of the students' exam scores in academic writing were obtained for the first semester. The exam results cover the midterms, portfolios and finals. Collection of portfolios and diaries, interview with the students, and evaluation of the teacher's journal were finalized at the end of the first semester. In addition to these data collection tools, distribution and collection of four questionnaires were completed. Questionnaires were given to the whole class. The Questionnaire on Teacher Interaction and College and University Classroom Environment Inventory were applied twice (one at the end of the first semester and one at the end of the second semester). Academic Writing Motivation Questionnaire (AWMQ) and University of Florida Writing Centre: Writing Attitude Questionnaire, on the other hand, were used three times (once in the beginning of the first semester, once at the end of the first semester and once at the end of the second semester). The reason for the repeated

use of questionnaires is to see if there is any change (positive or negative) in these domains in time. The same procedures were also followed in the second semester.

In the analysis of the data obtained from four questionnaires, SPSS 15 was used. Students' interaction with the teacher, their attitudes towards writing and their academic writing motivations were analysed using means and percentages. The qualitative data gotten from students' diaries, interviews and the teacher's journal were evaluated by the researchers considering their relation with the anticipated findings of the present study.

Findings

Students' Interpersonal Relationship with the Teacher

In this section, the findings related to the students' interpersonal relationship with the teacher are to be presented under two titles: CUCEI and QTI

CUCEI

Table 3 below displays the percentages and means of each scale of the CUCEI and the findings show that in this study, the personalization, involvement, satisfaction, task orientation, innovation and individualization scales have a value of more than 50% in a positive manner except student cohesiveness. In addition, most of these six scales have a tendency of rising in the second term. The reason why the student cohesiveness scale has lower percentages might be the crowded nature of the classroom. Fraser & Treagust (1986) stated that the CUCEI was designed specifically for small classes, which can be seminars or tutorials. Whereas, in our study, the number of students who are taught in the writing class is 104 in the first term and 93 in the second term. Despite these numbers, the CUCEI instrument was applied to this research group in order to show and prove that the number of students in the classroom plays an important role in the teaching of writing, in fact, in every field of language teaching. While the other six scales produced higher and satisfactory statistical results about the classroom environment, the student cohesiveness scale did not.

Table 3. Percentages and Means of each Scale of the CUCEI in 1st and 2nd terms

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Scale	Strongly Disagree (%)		Disagree (%)		S. Disagree + Disagree (%)		Agree (%)		Strongly Agree (%)		Agree + Strongly Agree (%)		Mean	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
	Personalization	5,1	6,6	17,9	15,6	23	22,2	49	46,3	27,9	33,5	76,9	76,8	2,99
Involvement	9,8	10	36,5	31,7	46,3	41,7	45,8	43,3	7,9	14,9	53,7	58,2	2,51	2,63
Student Cohesiveness	26,7	18,4	47,5	43,3	74,2	61,7	21,7	29,5	3,8	8,7	25,5	38,2	2,04	2,28
Satisfaction	15,8	11,9	32,8	27,8	48,6	39,7	41,6	41,4	9,8	18,9	51,4	60,3	2,45	2,67
Task Orientation	9,2	8,6	29,9	29,5	39,1	38,1	46,7	43,5	14,3	18,4	61	61,9	2,66	2,71
Innovation	6,8	10,3	39	38,4	45,8	48,7	43,9	38,7	10,2	12,5	54,1	51,2	2,57	2,53
Individualization	4,7	4,8	27,7	30,2	32,4	35	57,6	48,9	10	16,2	67,6	65,1	2,72	2,76

The students have also frequently complained about the number of the students in the classroom in their diaries and during the interviews as a negative part of the classroom environment. The following two are examples of this dissatisfaction:

Excerpt 1: “I didn’t see anything negative except from the crowd during the semester” and the other student stated that

Excerpt 2: “The course was much better for me today because it was not that much crowded.”

Figure 2 and Figure 3 below show the general distribution of each scale in the CUCEI instrument as a factor affecting the classroom environment during two semesters. The statistical results were given in the form of percentages to see the differences between the terms clearly.

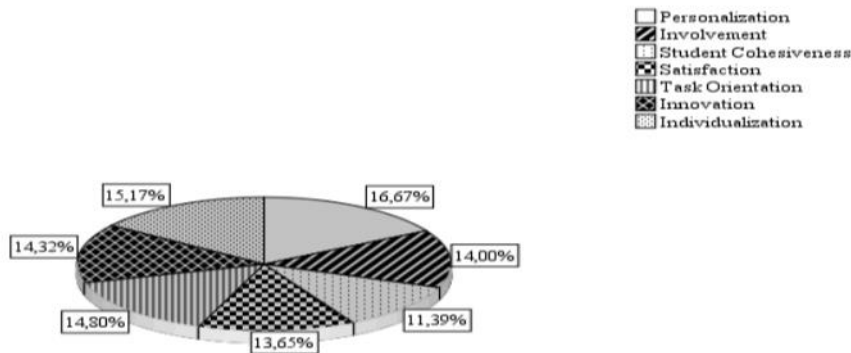


Figure 2. Percentages of each scale in the first term (CUCEI)

Figure 2 shows the sequence of the scales according to percentages in the first term as follows:

1. Personalization (16,67%)
2. Individualization (15,17%)
3. Task Orientation (14,80%)
4. Innovation (14,32%)
5. Involvement (14%)
6. Satisfaction (13,65%)
7. Student Cohesiveness (11,39%)

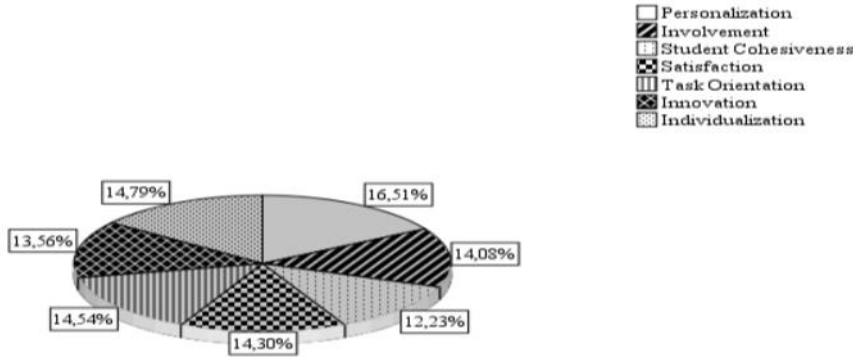


Figure 3. Percentages of each scale in the second term (CUCED)

When Figure 3 is analysed, the sequence of the scales in the second term is

1. Personalization (16,51%)
2. Individualization (14,79%)
3. Task Orientation (14,54%)
4. Satisfaction (14,30%)
5. Involvement (14,08%)
6. Innovation (13,56%)
7. Student Cohesiveness (12,23%)

Results show that the sequences of scales are similar in both terms except for the innovation and satisfaction scales. The satisfaction scale has a higher percentage in the second term. In addition, an increase in the involvement and student cohesiveness scales in the second semester is observed. On the other hand, personalization, individualization and task orientation scales show little decrease in percentages; however, these changes do not create a significant difference in their sequence.

QTI

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The percentages and means of each scale of the questionnaire are presented in Table 4 below. Most of the students seem to agree on the leadership (80,8% - 90,4%), helping/ friendly (74,7% - 85,3%), understanding (82,8% - 91,2%) and student responsibility/ freedom (42,4% - 51,9%) scales of the questionnaire related to the teacher interaction. In addition, all of these four scales have a tendency of rising in the second term. Considering uncertain, dissatisfied, admonishing and strict scales of the questionnaire, these scales have low percentages, as is preferred. It seems that students perceive more dominance than submissiveness and more cooperation than opposition in their writing class.

Table 4. Percentages and Means of each Scale of the QTI in 1st and 2nd terms

Scale	Never (%)		Rarely (%)		Never + Rarely (%)		Sometimes (%)		Usually (%)		Always (%)		Usually + Always (%)		Mean	
	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
DC Leadership	2,8	0,2	5,8	0,7	8,6	0,9	10,6	8,7	31,6	38,7	49,2	51,7	80,8	90,4	3,18	3,40
CD Helping/ Friendly	3	1,1	5,3	3,1	8,3	4,2	16,9	10,4	27,5	28,1	47,2	57,2	74,7	85,3	3,10	3,37
CS Understanding	2,5	0,7	4	1,9	6,5	2,6	10,6	6,3	23,5	29,3	59,3	61,9	82,8	91,2	3,33	3,49
SC Student Responsibility / Freedom	21,7	11,3	11,9	10,2	33,6	21,5	24	26,7	18,7	22,8	23,7	29,1	42,4	51,9	2,10	2,48
SO Uncertain	46,7	35,4	20,7	20,7	67,4	56,1	14,4	22,2	12,9	13,7	5,3	8	18,2	21,7	1,09	1,38
OS Dissatisfied	46,5	41,5	25	25	71,5	66,5	16,2	18,9	8,6	10,4	3,8	4,3	12,4	14,7	0,98	1,10
OD Admonishing	51,3	47,4	17,2	18,9	68,5	66,3	16,2	15,2	9,6	12,8	5,8	5,7	15,4	18,5	1,01	1,16
DO Strict	28	23,7	17,9	17	45,9	40,7	21,5	27,4	19,9	20,2	12,6	11,7	32,5	31,9	1,71	1,79

Figure 4 and Figure 5 below show the general distribution of each scale in the QTI as a sector defining teacher - student interpersonal relationships (teacher interaction) during two semesters. The statistical results were given in the form of percentages to see the differences between the academic terms clearly.

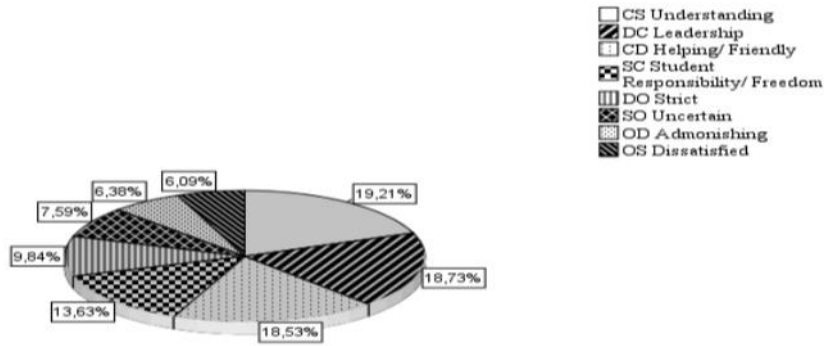


Figure 4. Percentages of each scale in the first term (QTI)

Figure 4 above shows the sequence of the scales according to percentages in the first term as follows:

- | | |
|----------------------------------|--|
| 1. CS Understanding (19,21%) | 2. DC Leadership (18,73%) |
| 3. CD Helping/ Friendly (18,53%) | 4. SC Student Responsibility/ Freedom (13,63%) |
| 5. DO Strict (9,84%) | 6. SO Uncertain (7,59%) |
| 7. OD Admonishing (6,38%) | 8. OS Dissatisfied (6,09%) |

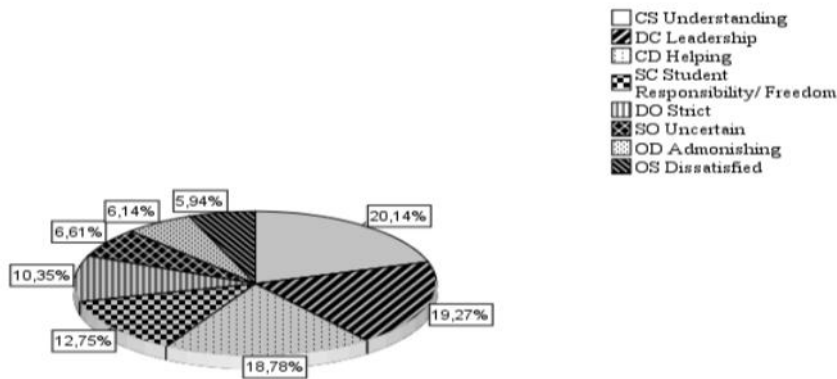


Figure 5. Percentages of each scale in the second term (QTI)

When Figure 5 is analysed, the sequence of the scales in the second term is

- | | |
|----------------------------------|--|
| 1. CS Understanding (20,14%) | 2. DC Leadership (19,27%) |
| 3. CD Helping/ Friendly (18,78%) | 4. SC Student Responsibility/ Freedom (12,75%) |
| 5. DO Strict (10,35%) | 6. SO Uncertain (6,61%) |

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7. OD Admonishing (6,14%)

8. OS Dissatisfied (5,94%)

Results show that the sequences of scales are almost the same in both terms. The first three scales, which form the predominant characteristics of student-teacher interpersonal relationship in the classroom, are understanding, leadership and helping/ friendly scales. The percentages related to these scales are more positive in the second term than the first. Another scale which shows an increase in percentage is strict scale (9,84% - 10,35%). However, we see descendent values in scales such as student responsibility/ freedom (13,63% - 12,75%), uncertain (7,59% - 6,61%), admonishing (6,38%- 6,14%) and dissatisfied (6,09% - 5,94%). When the relationship between these scales is considered, it is obvious that students have started to see the teacher as stricter in the second semester and they feel less free but, at the same time, the feelings of uncertainty, admonishing behaviour and dissatisfaction of the teacher seem to have waned. We believe that cultural differences can affect the students' (and teachers') perceptions of the interpersonal relationship. In Western cultures, a strict teacher can be seen as an obstacle for the student independence, freedom and responsibility. The teacher can be regarded as unhappy, angry or irritating which are covered by the dissatisfied, uncertain and admonishing scales of the questionnaire. Turkish students, however, with the effect of their culture, can perceive this characteristic (being strict) in a positive manner. Students can conceive that a teacher with this kind of an attitude is much successful in controlling herself, the subject matter and other students in the classroom. In fact, in their diaries, students mentioned the teacher's personality (being strict) and its positive effects on different concerns as follows:

Excerpt 3: "The teacher looks serious, but at appropriate time, she makes jokes."

Excerpt 4: "The teacher is really friendly. I thought that she was not very loquacious person when I first saw her but then I learnt that she was very loquacious. I love the way she follows. She has self-confidence. I think now if I will ever be like her. I hope I will!"

The teacher's being authoritative in the classroom was perceived positively by the students in controlling the classroom instead of perceiving this behaviour negatively as indicated in the following two statements:

Excerpt 5: "The classroom is generally silent; it is not because of the fear but because of respect and the willingness to listen to the course. The relationship between the teacher and students is good. The teacher is very effective in controlling the classroom."

Excerpt 6: "The teacher has the authority in the classroom but it is not a kind of fear. Other students also have the same opinion."

The teacher’s personality as a model and the course content were also regarded as facilitators of a positive relation in the classroom which is expressed by students as follows:

Excerpt 7: “The teacher is ready all the time. All of our courses are good but the writing course is full of information. The course content is very interesting for me. Both the teacher’s personality and the course content are good.” and

Excerpt 8: “We are more motivated for the course because I think that the teacher is working hard and I say I have to study, too” and “... I don’t hesitate about sharing my ideas, opinions or feelings with the teacher.”

In the questionnaire, the model for interpersonal relationship, presented by the questionnaire, includes two dimensions: a proximity dimension (Cooperation, C - Opposition, O) and an influence dimension (Dominance, D - Submission, S). In addition, each of the eight sectors has its own two-sides: Leadership (DC), Helpful/ Friendly (CD), Understanding (CS), Student Freedom (SC), Uncertain (SO), Dissatisfied (OS), Admonishing (OD) and Strict (DO) behaviours. For example, DC indicates behaviours that are characterised by high dominance and some cooperation, while CD represents behaviours with high cooperation and a fair degree of dominance. According to these definitions, if the statistical results are conducted in another way, it can be also revealed that behaviours characterised by cooperation (from proximity dimension) and dominance (from influence dimension) are two overwhelming segments of the behaviours which are the first three (leadership (DC), helpful/ friendly (CD) and understanding (CS)) in the sequencing of the eight scales.

Students’ Motivation towards Writing: The Academic Writing Motivation Questionnaire (AWMQ)

The following table, Table 5, displays the means and standard deviations of each item of the AWMQ.

Table 5. Means and Standard Deviations of each Item of the AWMQ

Item	1st		2nd		3rd		Total Mean
	M	SD	M	SD	M	SD	
1. I enjoy writing.	2,63	0,88	2,81	0,99	2,74	1	2,72
2. I like to write down my thoughts.	2,92	0,83	3,01	0,81	3,04	0,77	2,99

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3. I use correct grammar in my writing.	2,65	0,68	2,56	0,75	2,73	0,85	2,64
4. I complete a writing assignment even when it is difficult.	2,51	0,89	2,55	0,93	2,67	1,01	2,57
5. Being a good writer will help me do well academically.	3,43	0,79	3,38	0,82	3,22	0,93	3,34
6. I write as well as other students.	2,70	0,73	2,71	0,97	2,85	0,93	2,75
7. I write more than the minimum on writing assignments.	2,32	1,03	2,45	0,98	2,66	1,11	2,47
8. I put a lot of effort into my writing.	3,07	0,81	2,96	0,80	2,97	0,88	3
9. I like to participate in written online discussions.	2,16	1,02	2,33	1,08	2,21	1,10	2,23
10. I like to get feedback from an instructor on my writing.	3,08	0,86	2,86	0,94	2,74	1,03	2,89
11. I am able to clearly express my ideas in writing.	2,64	0,85	2,73	0,90	2,96	0,81	2,77
12. I easily focus on what I am writing.	2,60	0,83	2,61	1,03	2,67	1,10	2,62
13. I like my writing to be graded.	2,89	0,90	2,80	1,01	2,74	1,12	2,81
14. I am more likely to succeed if I can write well.	3,25	0,77	3,09	0,87	3,13	0,93	3,15
15. It is easy for me to write good essays.	2,08	0,90	2,58	0,95	2,64	1,05	2,43
16. I enjoy creative writing assignments.	2,54	0,95	2,68	1,04	2,71	1,01	2,64

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17. I like classes that require a lot of writing.	2,17	0,89	2,48	1,04	2,50	1,11	2,38
18. I plan how I am going to write something before I write it.	3,25	0,75	2,96	0,88	2,92	1,08	3,04
19. Becoming a better writer is important to me.	3,33	0,74	2,98	0,93	3,14	0,90	3,15
20. Being a better writer will help me in my career.	3,53	0,65	3,16	0,90	3,32	0,80	3,33
21. It is important to me that I make an A on a writing assignment.	3,49	0,70	3,16	0,86	3,14	0,86	3,26
22. I enjoy writing assignments that challenge me.	2,46	0,92	2,72	1,05	2,67	0,99	2,61
23. I revise my writing before submitting an assignment.	2,80	0,79	2,77	0,78	2,74	1,01	2,77
24. Punctuation is easy for me.	2,46	0,99	2,51	1,05	2,74	0,95	2,57
25. I enjoy writing literary analysis papers.	2,01	0,91	2,21	1,13	2,32	1,09	2,18
26. I like to write even if my writing will not be graded.	2,32	0,94	2,36	1,08	2,33	1,16	2,33
27. I like others to read what I have written.	2,47	1,09	2,26	1,29	2,35	1,25	2,36
28. I enjoy writing research papers.	2,33	0,95	2,44	1,09	2,13	1,31	2,30

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29. I would like to have more opportunities to write in classes.	2,65	0,91	2,36	1,07	2,41	1,11	2,47
30. Being a good writer is important in getting a good job.	3,29	0,86	2,91	1,02	3,11	1,02	3,10
31. I practice writing in order to improve my skills.	2,81	1,06	2,93	0,89	2,93	0,92	2,89
32. I want the highest grade in the class on a writing assignment.	3,18	0,84	2,83	1,10	2,92	1,14	2,97
33. I would rather write an essay than answer multiple-choice questions.	1,88	1,11	2,38	1,19	2,36	1,13	2,20
34. I want others to recognize me as a good writer.	2,69	0,96	2,77	1,06	2,86	1,08	2,77
35. Spelling is easy for me.	2,68	0,82	2,76	0,90	2,57	1,07	2,67
36. Choosing the right word is easy for me.	2,44	0,85	2,54	0,84	2,67	0,89	2,55
37. I am motivated to write in my classes.	2,33	0,94	2,44	1,02	2,43	1,19	2,40
Mean	2,70		2,70		2,73		2,71
Maximum	3,53		3,38		3,32		3,34
Minimum	1,88		2,21		2,13		2,18

The means and standard deviations of each item are displayed in Table 5 above. The mean score for the means and standard deviations of each item are displayed in Table 5 above. The mean score for all participants on the response scale of 0 to 4 ranged from 2,18 to 3,34. The mean score on the questionnaire was 2,71 (0 to 4 scale). This was (.71) higher than the mid-point of the response scale “2” that represented “sometimes motivated to write.” This indicated that, overall,

the students who participated in this study were motivated to write. There was no item out of 37 on the questionnaire on which the participants' mean scores were lower than 2.

Of the three items, which have low mean scores ($M= 2,18$), one was “25. I enjoy writing literary analysis papers”. It was not surprising that the participants reported low motivation to engage in writing literary analysis papers because it was their first year in the literature department and writing literary analysis papers is not a very easy endeavour for beginners. However, an increase can be observed when the three mean scores of the item are analysed ($M1= 2,01$; $M2= 2,21$; $M3= 2,32$). This lowest mean score can be even interpreted positively because both it is higher than 2 (0 to 4) and there is an increase in its mean scores during the academic year.

The next item which has a low mean score ($M= 2,20$) was “33. I would rather write an essay than answer multiple-choice questions”. This finding is not surprising at all because, in Turkey, high school students are subjected to multiple-choice university examination. Not only during their high school years, but at all levels of education they need to be prepared for centrally organized and administered multiple choice exams. Despite that we still see an increase from the first mean score 1.88 to 2.36 at the end of the semester ($M1= 1,88$; $M2= 2,38$; $M3= 2,36$).

Another item on which students scored particularly low ($M= 2,23$) was “9. I like to participate in written online discussions”. This finding is not in parallel with several studies (e.g. De Bernardi & Antolini, 2007) showing that students enjoy using computer and the Internet to complete their writing assignments. Our findings suggest that most of the students do not prefer online or Internet-based learning or writing. Students seem to like the idea since their attitudes are very positive at the beginning. However, the implementation and sustainability of it end up with disappointment. For example, in previous years, a blog where students share their writings and get feedback from the teacher was put into practice for the writing course. For a few weeks, they kept following the blog and shared their writings, but then, the number of students attending the activity decreased day by day. Hidi, Ainley, Berndorff, & Favero (2007) suggested that students' interest in learning and writing online may have to do with the novelty of the medium and that interest is not necessarily maintained over time. Moreover, the high number of students in the classroom

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might also play a very important role. Yet, the increase in the mean scores during both semesters can be evaluated as a fulfilling outcome (M1= 2,16; M2= 2,33; M3= 2,21).

The item on which students scored the highest (M= 3,34) was “5. Being a good writer will help me do well academically”. The other two items on which students scored similarly are “20. Being a better writer will help me in my career.” (M= 3,33) and “21. It is important to me that I make an A on a writing assignment” (M= 3,26). These responses imply that most of the students are aware of the importance of writing for their academic success and career in the field of English Language and Literature.

Table 6 below reflects the students’ motivation scores according to the questionnaire findings.

Table 6. Students’ Motivation Scores

	1st	2nd	3rd
Mean	100,20 / 148	100,22 / 148	101,40 / 148
Maximum	128 / 148	148 / 148	148 / 148
Minimum	53 / 0	46 / 0	47 / 0

The possible score range on the questionnaire for each participant is 0 to 148. The questionnaire was applied three times (at the very beginning of the 1st term; at the end of the 1st term; and at the end of the 2nd term) in this study in order to see and follow the motivation levels of the students who were taught in a genre-based writing instruction environment during the whole academic year. When the actual total scores of participants are considered, Table 5 displays that they ranged from 47 to 148 ($M = 101,40$).

Students’ Attitudes towards Writing: University of Florida Writing Centre: Writing Attitude Questionnaire

The overall attitudes of the students who have participated in the present study toward writing is classified as "high," "medium," or "low" depending on the evaluations in Wolcott and Buhr’s study (1987). The scores in terms of the three subsets of process, usefulness, and apprehension were also analysed. In this study, “University of Florida Writing Centre: Writing

Attitude Questionnaire” has been used as an instrument which helps to measure the students’ overall attitudes toward writing and it is aimed to see its possible relations with students’ motivation, teacher interaction, classroom environment and success.

Table 7. Means and Standard Deviations of each Item of University of Florida Writing Centre: Writing Attitude Questionnaire

Item	1st		2nd		3rd		Total Mean
	M	SD	M	SD	M	SD	
1. In the past, writing has not been a necessary skill for me to know.	2,73	1,21	2,90	1,23	3,26	1,13	2,96
2. Writing was never emphasized during my secondary school days.	3,10	1,24	4,16	1,20	2,90	1,06	3,38
3. Children should be required to write more in elementary school.	4,30	0,98	3	0,97	4,19	0,89	3,83
4. During high school I was required to write a report or a short paper almost every month.	2,73	1,27	2,75	1,30	3,06	1,32	2,84
5. My English classes in high school should have required me to do more writing.	3,45	1,23	3,19	1,38	3,48	1,34	3,37
6. Until now I have never written much for personal reasons.	2,66	1,16	3,05	1,20	3,01	1,27	2,90
7. College students should be required to take at least two writing courses.	3,85	0,99	3,81	0,99	3,93	0,98	3,86
8. I would never willingly choose to take a writing course at college.	2,70	1,27	2,66	1,17	2,78	1,19	2,71
9. Writing is an essential skill that I should master.	4,26	0,82	3,95	0,85	4,07	0,79	4,09
10. My main goal in my writing course is to get a better grade.	3,77	1,21	3,78	1,12	3,80	1,12	3,78
11. I dislike having my writing graded.	2,96	1,08	2,75	1,02	2,76	1,07	2,82
12. I dislike writing, and I am always relieved to finish any writing assignments.	2,48	1,22	2,43	1,16	2,34	1,11	2,41
13. My chief objective in my writing course is to learn to communicate better.	3,93	0,85	3,79	0,79	3,84	0,85	3,85
14. I enjoy writing letters to family and friends.	3,16	1,30	3,22	1,11	3,43	1,17	3,27
15. I do not like to have other students read my papers.	3,26	1,37	3,38	1,28	3,32	1,33	3,32
16. Writing either has been or will be an important skill in the rest of my college work.	4,04	0,74	3,84	0,94	3,92	0,91	3,93
17. My major requires much writing.	3,80	0,83	3,70	0,96	3,80	0,96	3,76
18. I expect to write reports, memos, and similar documents in my future career.	3,74	0,98	3,89	0,87	3,89	1,03	3,84
19. In the future I plan to conduct my personal affairs by telephone rather than by writing.	3,18	0,99	3,25	1,03	3,22	0,99	3,21
20. I would never choose a major that requires much writing.	2,73	0,96	2,91	1,05	2,70	0,94	2,78

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21. Putting my thoughts down on paper helps me to straighten out my thinking.	3,97	0,78	3,66	0,92	4,02	0,81	3,88
22. I have difficulty organizing my ideas.	3,18	1,20	3,07	1,03	2,71	1,06	2,98
23. I always jot down ideas before I begin my writing.	3,81	0,89	3,52	0,99	3,64	0,95	3,65
24. I rarely have anything significant to say.	2,65	0,99	2,88	0,96	2,79	1,04	2,77
25. I prepare an outline or similar sketch before I begin to write.	3,61	1,12	3,55	1,16	3,61	1,15	3,59
26. My frequent mistakes in grammar and punctuation hurt my writing.	3,37	1,22	3,30	1,07	3,31	1,18	3,32
27. I do not have to spend much time on my writing assignments.	2,41	1,06	2,69	0,97	2,72	1,09	2,60
28. I generally limit my revision of papers to the correction of spelling or punctuation errors.	3,26	0,93	3,44	0,85	3,31	0,95	3,33
29. Whenever I write, I am aware of the persons who will be reading my paper.	3,52	1,10	3,54	0,95	3,42	1,13	3,49
30. Each time that I write, I know clearly what I want to accomplish.	3,80	1	3,55	0,95	3,77	1,03	3,70
Mean	3,34		3,32		3,36		3,34
Maximum	4,30		4,16		4,19		4,09
Minimum	2,41		2,43		2,34		2,41

When Table 7 is analysed, it is clear that the items, which include positive expressions about writing, have high mean scores and the results are in the reverse manner for the items, which express negativity toward writing. Firstly, the items which state positive attitudes toward writing with the mean scores above $M= 3,5$ will be discussed and then the items which express negativity and have the mean scores below $M= 3,0$ will be analysed respectively.

Table 8. The Items which State Positive Attitudes toward Writing with the Mean Scores above $M= 3,5$

Item	1st		2nd		3rd		Total Mean
	M	SD	M	SD	M	SD	
9. Writing is an essential skill that I should master.	4,26	0,82	3,95	0,85	4,07	0,79	4,09
16. Writing either has been or will be an important skill in the rest of my college work.	4,04	0,74	3,84	0,94	3,92	0,91	3,93
21. Putting my thoughts down on paper helps me to straighten out my thinking.	3,97	0,78	3,66	0,92	4,02	0,81	3,88
7. College students should be required to take at least two writing courses.	3,85	0,99	3,81	0,99	3,93	0,98	3,86
13. My chief objective in my writing course is to learn to communicate better.	3,93	0,85	3,79	0,79	3,84	0,85	3,85
18. I expect to write reports, memos, and similar documents in my future career.	3,74	0,98	3,89	0,87	3,89	1,03	3,84

3. Children should be required to write more in elementary school.	4,30	0,98	3	0,97	4,19	0,89	3,83
10. My main goal in my writing course is to get a better grade.	3,77	1,21	3,78	1,12	3,80	1,12	3,78
17. My major requires much writing.	3,80	0,83	3,70	0,96	3,80	0,96	3,76
30. Each time that I write, I know clearly what I want to accomplish.	3,80	1	3,55	0,95	3,77	1,03	3,70
23. I always jot down ideas before I begin my writing.	3,81	0,89	3,52	0,99	3,64	0,95	3,65
25. I prepare an outline or similar sketch before I begin to write.	3,61	1,12	3,55	1,16	3,61	1,15	3,59

The item, which has the highest mean score, is “9. Writing is an essential skill that I should master”. This item belongs to the “usefulness of writing” part of the questionnaire and most of the students seem to be aware of the importance and usefulness of writing. They agree that managing to produce a good piece of writing is a very critical skill in their education life. The items 16, 13, 18, 10, 17 (usefulness of writing) and; items 21 and 30 (understanding of process) have high mean scores and they can be seen as the reasons standing behind the opinion “9. Writing is an essential skill that I should master”. Students think that they should be successful in writing because of the college work which they will sustain in the rest of their education lives, having better communication skills, being successful in the future career, having good grades, its being a necessary skill for their major, its being helpful to straighten out their thinking and express what they want to accomplish. The other items 7, 3 (usefulness of writing) and 23, 25 (understanding of process) are related to the necessity of writing in all levels and the importance of planning and pre-writing for the writing process. Students agree on the benefits of such preparation before writing their essays. At the very beginning of the first semester, the graphic organizers for some specific genres such as recounts and narratives were used as a kind of outlining. In later phases, they prepared their own outlines and during the course the necessity of planning was constantly emphasized. In fact, during post intervention interviews, 10 of the 14 students said that they found pre-writing activities very helpful. They particularly enjoyed being able to establish their ideas before they began their writing. For example, one student said

Excerpt 9: “*Outlining is my favourite part for writing an essay.*” and another student underlined the role of outlining as a facilitator of writing as follows:

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Excerpt 10: “*Outlining is very important since it helps you facilitate your writing.*”

The items which express negativity toward writing with the mean scores below $M= 3,0$ are given (from the lowest to the highest) in the following table with the aim of easy recognition and analysis.

Table 9. The Items which State Negative Attitudes toward Writing with the Mean Scores below $M= 3,0$

Item	1st		2nd		3rd		Total Mean
	M	SD	M	SD	M	SD	
12. I dislike writing, and I am always relieved to finish any writing assignments.	2,48	1,22	2,43	1,16	2,34	1,11	2,41
27. I do not have to spend much time on my writing assignments.	2,41	1,06	2,69	0,97	2,72	1,09	2,60
8. I would never willingly choose to take a writing course at college.	2,70	1,27	2,66	1,17	2,78	1,19	2,71
24. I rarely have anything significant to say.	2,65	0,99	2,88	0,96	2,79	1,04	2,77
20. I would never choose a major that requires much writing.	2,73	0,96	2,91	1,05	2,70	0,94	2,78
11. I dislike having my writing graded.	2,96	1,08	2,75	1,02	2,76	1,07	2,82
6. Until now I have never written much for personal reasons.	2,66	1,16	3,05	1,20	3,01	1,27	2,90
1. In the past, writing has not been a necessary skill for me to know.	2,73	1,21	2,90	1,23	3,26	1,13	2,96
22. I have difficulty organizing my ideas.	3,18	1,20	3,07	1,03	2,71	1,06	2,98

Table 9 shows that there are five items (out of seven) for apprehensiveness about writing, two items (out of four) for usefulness of writing and two items (out of four) for understanding of process. All of these items are negative statements and from the mean scores, we see that students disagree with these expressions about writing. There is only one item which is a positive statement and has a mean score $M= 2,84$ (below 3,0). It is “4. During high school I was required to write a report or a short paper almost every month.” It is not a surprising finding because, even if they have chosen their major in high school, students do not practice productive skills in English like writing or speaking; instead, they are directed to vocabulary memorization, to grammar and structure, and so on. Furthermore, these kinds of activities are performed through multiple-choice tests as the exam system in Turkey requires.

The item 12, which has the highest disagreement score ($M= 2,41$) “12. I dislike writing, and I am always relieved to finish any writing assignments” is seen as the clearest and decisive

expression, which shows that the participants generally like writing, they have positive feelings toward writing and they are eager to perform and end a writing assignment willingly. The three mean scores of this item also provide satisfying results about the students' attitudes toward writing. The mean scores are respectively $M^1 = 2,48$; $M^2 = 2,43$ and $M^3 = 2,34$; the decrease in means can be observed and evaluated positively as it points to a desire to write. The mean scores of 20, 11, 6, 1 and 22 also show the positive changes in the students' point of views about writing and their past and present experiences. For example, in the beginning, students disagree with the item "I would never choose a major that requires much writing" with $M^1 = 2,73$, but then, we see a decrease in the mean score $M^3 = 2,70$. The same happens for the items "11. I dislike having my writing graded" and "22. I have difficulty organizing my ideas". These two statements and their decreasing mean scores prove that students like their writing being evaluated and they have the self-esteem in organizing their ideas; and these opinions improve in time. However, items "6. Until now I have never written much for personal reasons" and "1. In the past, writing has not been a necessary skill for me to know" have increasing mean scores but these statistics can be regarded as a positive trend since students are more conscious about their past capability and adequacy in writing and that they perceive the writing activity more personal and essential by following such a writing course and instruction.

After discussing the details, now, we can turn to students' attitude scores according to scale.

Table 10. Students' Attitude Scores according to Scale

Scale	1st			2nd			3rd			Total		
	Mean	Max.	Min.	Mean	Max.	Min.	Mean	Max.	Min.	Max.	Min.	
Usefulness of Writing	25,01	37	14	23,42	37	1	24,67	42	12	46	-10	
Apprehensiveness about Writing	-20,94	-35	-10	-20,74	-30	0	-20,76	-31	-11	-7	-35	
Understanding of Process	6,48	16	-3	5,25	18	-9	6,39	17	-1	21	-15	

In Wolcott & Buhr's study (1987), the given ranges, which we have taken as a base for analysis, for the "apprehensiveness about writing" subset are

"-15 and above"= Low (Min.= -7);

"-16 to -20"= Medium and

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“-21 and below”= Severe (Max.= -35).

According to this scale, the apprehensiveness level of the students is medium for the present study both at the beginning and at the end ($M^1 = -20,94$; $M^2 = -20,4$ and $M^3 = -20,76$).

The other subset which forms the students’ perceptions about the usefulness of writing can be taken into consideration as the second factor affecting the students’ general attitude toward writing. The ranges for the “usefulness of writing” subset are

“20 and above”= High (Max.= 46);

“19 to 13”= Medium and

“12 and below”= Low (Min.= -10) (Wolcott & Buhr, 1987).

The results of the usefulness of writing subset suggest that the students’ score is high for this study ($M^1 = 25,01$; $M^2 = 23,42$ and $M^3 = 24,67$).

The third subset is the “understanding of process” of the attitude questionnaire and the ranges for this subset are

“8 and above”= High (Max.= 20);

“7 to 3”= Medium and

“2 and below”= Low (Min.= -15) (Wolcott and Buhr, 1987).

According to scale given above, students’ level of “understanding of writing process” is medium ($M^1 = 6,48$; $M^2 = 5,25$ and $M^3 = 6,39$).

As for students’ general attitude scores Table 11 presents the related data.

Table 11. Students’ General Attitude Scores

	1st	2nd	3rd
Mean	70,54	67,93	70,30
Maximum	99	92	108
Minimum	51	48	51

To Wolcott & Buhr (1987) the ranges of general attitude scores are

High= 83 and above (Max.=120)

Medium= 82 to 70

Low= 69 and below.

The general attitude score of the participants in this study is M= 70,30 and it is medium according to the scale given above. Undoubtedly, development of attitudes toward writing is an integral part of the writing process. Attitudes are formed as a result of writing experiences but they also have an impact on future writing behaviour. Addressing this side of writing development is, therefore, an essential aspect of writing pedagogy which, inevitably, needs to take into account students' initial personal theories of writing. Such pedagogy should create a space for addressing their change and development, as students become better writers.

Students' Achievement in Academic Writing: Students' Writing Exam Results

In order to see the students' achievement in academic writing and their progress as learners, we analysed their writing exam results.

Table 12. Students' Exam Results

	1st Term				2nd Term			
	1. Midterm	2. Final	3. Portfolio	1 + 2 + 3	1. Midterm	2. Final	3. Portfolio	1 + 2 + 3
Mean	67,99	69,99	7,30	66,95	66,83	68,13	9,24	66,17
Max.	87	91	14	89,92	88	93	16	92,68
Min.	24	50	0	45,88	30	14	0	9

The mean scores of students' exam results do not display a significant difference between two semesters. However, a detailed analysis can provide some extra information about the students' writing achievement. In the first term, the mean score of the midterm is M= 67,99 and the final is M= 69,99. Even though the final is expected to be harder than the midterm the mean score is higher in the final. It is clear in Table 12 that there is no significant difference between the mean scores of two semesters. Moreover, the mean scores of the portfolios exhibits an increase (M¹= 7,30; M²= 9,24) as it is seen in Table 12.

Table 13 and Table 14 below present information on the effects of portfolios on student success.

Table 13. Comparison of Portfolios and Students' First Term Exam Results

Students	Higher		Lower		Total	
	N	%	N	%	N	%

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with portfolio	40 (38,4%)	56,4	31 (29,8%)	43,6	71	68,2
without portfolio	19 (18,2%)	57,6	14 (13,4%)	42,4	33	31,8
Total	59	56,8	45	43,2	104	100

1st Term: 115 students registered, but 104 of them attended the course. 71 (68,2%) students prepared and brought their portfolios. 40 students (56,4%) had higher and 31 students (43,6%) had lower scores in their finals with preparing their portfolios when the finals were compared to the midterms. Only 19 (18,26%) of them could get higher scores in their finals without preparing portfolio. Majority of the students (N= 71; 68,2%) prepared their portfolios and had higher scores (N= 40; 38,4%). Once again, in total, 59 students (56,8%) increased their scores in the final and 45 students (43,2%) decreased them.

Table 14. Comparison of Portfolios and Students' Second Term Exam Results

Students	Higher		Lower		Total	
	N	%	N	%	N	%
with portfolio	46 (49,4%)	75,5	15 (16,1%)	24,5	61	65,5
without portfolio	14 (15,0%)	43,8	18 (19,3%)	56,2	32	34,9
Total	60	64,5	33	35,5	93	100

2nd Term: 108 students registered, but 93 students attended the course. 61 students (65,5%) prepared and submitted their portfolios. 46 of them (75,5%) had higher and 15 students (24,5%) had lower scores in their finals with preparing their portfolios when the finals were compared to the midterms. Just 14 (15,05%) of them could get higher scores in their finals without preparing portfolio. Majority of the students (N= 61; 65,5%) prepared their portfolios and had higher scores (N= 46; 49,4%). In general, 60 students (64,5%) increased their scores in the final while 33 students (35,5%) decreased them.

Table 14. Comparison of Portfolios and Students' Second Term Exam Results

Students	Higher		Lower		Total	
	N	%	N	%	N	%
with portfolio	46 (49,4%)	75,5	15 (16,1%)	24,5	61	65,5
without portfolio	14 (15,0%)	43,8	18 (19,3%)	56,2	32	34,9
Total	60	64,5	33	35,5	93	100

2nd Term:: 108 students registered, but 93 students attended the course. 61 students (65,5%) prepared and submitted their portfolios. 46 of them (75,5%) had higher and 15 students (24,5%) had lower scores in their finals with preparing their portfolios when the finals were compared to the midterms. Just 14 (15,05%) of them could get higher scores in their finals without preparing portfolio. Majority of the students (N= 61; 65,5%) prepared their portfolios and had higher scores (N= 46; 49,4%). In general, 60 students (64,5%) increased their scores s in the final while 33 students (35,5%) decreased them.

Discussion and Conclusion

In CUCEI, results show that the sequences of scales are similar in both terms except for the innovation and satisfaction scales. The satisfaction scale has a higher percentage in the second term. Students had a better understanding of the content of the course in the second semester and saw its positive effects on their analysis of texts, writings and other courses. This awareness might have led to a feeling of satisfaction about the course. Moreover, the statistical change in the innovation scale might be a result of the repetitive nature of the course because even if the writing genres, texts and discussion topics are various, the pattern of each course can be perceived similar by students in practice (i.e. learning the genre, reading and analysing the sample text, pre-reading activities (exp. discussion about the related topic and etc.), reading the literary text, post reading activities and writing their own essays).

In addition, an increase is observed in the involvement and student cohesiveness scales in the second semester. The reason might be that students participate more actively and attentively in class discussions and activities during the second term when compared to the first. The feeling of being familiar with the teacher, course content and other students in the classroom might have

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contributed to the statistical increase in both involvement and student cohesiveness scales. On the other hand, personalization, individualization and task orientation scales show little decrease in percentages; however, these changes do not create a significant difference in their sequence.

Taken as a whole, personalization, individualization and task orientation scales take the first three places in the sequence of seven scales dominating and affecting the classroom environment in both academic terms. In the light of the scale descriptions, the writing course with a focus on a genre-based approach has given emphasis to opportunities for individual students to interact with the instructor and concerned with students' personal welfare (personalization). The students are allowed to make decisions and are treated differentially according to ability, interest or rate of working (individualization); and class activities are clear and well organised (task orientation) (Fraser, Treagust & Dennis, 1986). Furthermore, other scales of the instrument represent satisfactory statistical values which point to a positive classroom environment together with the teacher and an approach permitting affirmative relations between teacher and student/student and student (personalization, involvement, student cohesiveness and satisfaction), contributions to personal development (task orientation) and system maintenance/ change (innovation and individualization).

In the present study, according to QTI, the scales having the highest percentages were Understanding, Leadership and Helping/ Friendly, and there should be some positive effect of this kind of an environment on the students' attitudes toward writing. This could be given as the explanation of the three attitude scores ($M^1 = 70,54$; $M^2 = 67,93$ and $M^3 = 70,30$) because there was a little decrease in the students' attitude scores in the middle of the year and it reached the beginning score at the end of the semester. Although the process required a permanent hard-work, students handled this situation well by the help of the positive and supportive classroom environment.

When the actual total scores of participants were considered (Table 6), it was seen that they ranged from 47 to 148 ($M = 101,40$). As a factor to increase students' motivation, one significant characteristic of genre-based writing instruction implemented in the present study is its inclusion of many texts assigned to the students. The content of the course is not only based on writing special genres selected according to the students' academic study but also it is based on some background information and detailed knowledge about some piece of literature and the genre itself. Interesting and helpful reading materials for students make the course more attractive and

motivating; and genre-based writing instruction is very suitable and beneficial for supporting these kind of reading materials and being supported by them. Pascarella et al. (2004) conclude that a higher amount of reading is related to improvement in attitude toward literacy activities. The amount of reading in which a student engages relates to his or her writing ability and motivation. Payne (2012) stated that “there was a significant difference in scores for participants who read less than ten books per year ($M = 87,21$; $SD = 21,39$) and participants who read ten or more books per year ($M = 109,04$; $SD = 21,19$), $t(66) = 4,07$; $p < ,05$ ” (p. 21).

According to the scale provided by “Students’ Attitudes towards Writing: University of Florida Writing Centre: Writing Attitude Questionnaire”, the apprehensiveness level of the students is medium for the present study both at the beginning and at the end ($M^1 = -20,94$; $M^2 = -20,4$ and $M^3 = -20,76$). The results of the usefulness of writing subset suggest that the students’ score is high for this study ($M^1 = 25,01$; $M^2 = 23,42$ and $M^3 = 24,67$). Anderson (2002, p. 56) points out unless students grasp the important role that writing plays for most college-educated employees, they may be unwilling to put forth the necessary effort to improve their writing skills. Thus, in the implementation part of this study, a genre-based writing instruction was followed and different genres thought to be useful in their education lives and careers were studied. Wolcott & Buhr (1987) also agree that “students can be asked to discuss together the types of writing encountered in various fields, or we can assign them the task of finding out the nature of writing that their majors will require” (p. 8).

According to scale, students’ level of “understanding of writing process” is medium ($M^1 = 6,48$; $M^2 = 5,25$ and $M^3 = 6,39$) for this study. As indicated by the responses to the questionnaire, many students do not adopt a process approach to writing even if they have studied it in their preparation classes. Most of them see pre and post writing activities as time consuming. The interviews made with students and the analysis of their diaries provide parallel data with the assumption given above. Therefore, clarifying the writing process for them seems an essential first step in modifying their attitudes toward writing. With this aim, extra attention was paid to helping students to develop strategies for prewriting (outlining) and revising, and most importantly, focusing not only on the written product alone but on the larger writing process. Though certainly

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not new, all these practices are important if students are to have a manageable idea of how to proceed with writing assignments.

The general attitude score of the participants in this study is $M= 70,30$ and it is medium according to the scale. Development of attitudes toward writing is an integral part of the writing process. It is a necessity to modify negative attitudes during this period because Daly (1985, p. 56) states that "A positive attitude about writing is associated with, and may even be a critical precursor of, the successful development and maintenance of writing skills". That might be possible though making our students more familiar with the writing process, helping them deal with their writing apprehension, and making them more cognizant of the importance of writing through such a genre-based writing instruction including the keystones of the process writing.

The mean scores of students' exam results do not display a significant difference between two semesters. However, a detailed analysis can provide some useful insights into the students' writing achievement. In the first term, the mean score of the midterm is $M= 67,99$ and the final is $M= 69,99$. Even though the final exam is expected to be harder than the midterm, the mean score is higher in the final. The same situation is also observable in the second semester. It is clear from Table 11 that there is no significant difference between the mean scores of two semesters. Moreover, the mean scores of the portfolios exhibits an increase ($M^1= 7,30$; $M^2= 9,24$).

Tables 12 and 13, demonstrating comparison of portfolios and students' first and second term exam results, display that most of the students have gotten higher grades from their finals. According to these data, it is clear that portfolios play an important role in their writing achievement. For the first semester, it is seen that majority of the students ($N= 71$; 68,2%) prepared their portfolios and had higher scores ($N= 40$; 38,4%). In total, 59 students (56,8%) increased their scores in the final and 45 students (43,2%) decreased them. For the second semester, it is clear that majority of the students ($N= 61$; 65,5%) prepared their portfolios and had higher scores ($N= 46$; 49,4%). In general, 60 students (64,5%) increased their scores in the final and 33 students (35,5%) decreased them.

Parallel to Table 12, which has given the data related to the students' exam results in general, both Table 13 and Table 14 display that most of the students have gotten higher grades

from their finals. Genre-based writing instruction seems to have a positive effect on student achievement in writing process.

On the other hand, the study had its own limitations. This study is limited to a sample of first year students from English Language and Literature Department at a state university and their writing skills during the first and second terms. Students' age, sex and educational background were not taken into consideration because convenient sampling had to be used in this research. This study only examined one group without reference to a comparison group. Therefore, even though the students' writing showed an improvement during two semesters, it is hard to conclude that the improvement is solely derived from the instruction. Future studies would thus need to use two different treatment groups and compare the achievement of these two groups.

This study is also limited to genres which have been thought to be useful for students' academic studies, and activities were suited to the objectives of genre-based writing instruction and they were geared to serve the literature students' academic needs. A further study might focus on students' development on a long term basis in other writing situations and their interpersonal relationship with the teacher, their attitudes, motivation and achievement can be also observed in those situations.

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