

# The Effect of Reading Comprehension Genre-Based Instruction on Developing EFL Writing Performance of Al-Azhar University Students

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## Abstract

The current study aimed at developing EFL writing performance of Al-Azhar University Students via reading comprehension genre-based instruction. The participants of the study consisted of sixty girls drawn from the first year Humanities Students, Foreign Languages and Simultaneous Interpretation College, AL-Azhar University. Following the quasi-experimental design, the girls were divided into two groups; a treatment group (n= 30) and a non-treatment group (n=30). In order to achieve the purpose of the study, the researcher designed the study instruments: an EFL writing performance test and a rubric to score the test and they were validated by the jury members. Then a program of twenty sessions grounded on reading comprehension genre-based instruction that was integrated into teaching writing was designed and administered to the treatment group whereas the non-treatment group received their regular instruction. The EFL writing performance test was pre- and post-administered to both the treatment and the non-treatment groups. Results of the study indicated that the treatment group outperformed the non-treatment group in their EFL writing performance. Findings of the current study provided evidence that reading comprehension genre-based instruction had a positive effect on EFL writing performance of the treatment group. Finally, some recommendations and suggestions for further research were provided.

**Keywords:** *EFL writing performance, genre-based instruction.*

## 1. INTRODUCTION

EFL writing performance reflects the linguistic competence, the communicative competence and the cultural awareness of the writer. It is essential to the academic success and a requirement for

many occupations and professions. In scientific colleges and some academic departments, EFL writing performance is a means by which learners' achievement is evaluated. Internationally, scientists and thinkers write about their discoveries and contribution to knowledge using the

English language.

Sokolik (2003) defines EFL writing performance as a mental process of generating ideas and thinking about how to present them effectively in the form of a written text following certain practical steps. So, it is a physical mental process mainly directed to compose a product; the written text that could be an essay, a report, a narrative or whatever.

Writing performance involves stimulating a multifaceted set of resources including content knowledge, linguistic knowledge (vocabulary, grammar and text structure) and strategic understanding (provision of relevant information). Effective learning takes place when the learners are aware of their own learning process. Therefore, developing the writing competence of EFL students is considered a challenging task to achieve. It demands the strategic teaching instruction which is relevant to the culture-specific schemata and the learners' linguistic proficiency ( Mohite, 2014)

An enormous amount of research on reading is conducted in the field of cognitive psychology. It is concerned with the ability to decode words and with the particular skills that are considered prerequisite to fluent and independent reading. It shows a strong link between phonemic awareness, the ability to process words automatically and rapidly, and reading achievement. Other research is concerned with textual features other than graphic phonemes correspondence and goes beyond word level and sentence level structure. Therefore, more work on cohesion and the grammatical processing in texts by second language

learner are also conducted. (Wallace, 2001)

Following the interactive approach for reading comprehension instruction, Alyousef (2006) views that reading is an interactive process that takes place when the reader interacts dynamically with the text. In this process, various kinds of knowledge attained through bottom-up processing and schematic knowledge got from top-down processing are combined together to help the reader elicit the intended meaning of the text. Viewing reading as a complex process, researchers attempt to understand and explain fluent reading by analyzing it into a set of component skills including at least six general skills and knowledge areas. These skills include; (1) automatic recognition skills, (2) vocabulary and structure knowledge, (3) formal discourse structure knowledge, (4) content world or background knowledge, (5) synthesis and evaluation skills and strategies and finally (6) metacognitive knowledge and skills monitoring

Salehi e.t.al (2015) view reading and writing as indivisible activities with communicative purposes. They attribute improvement in language proficiency in general and in the writing performance in particular to the students' exposure to comprehensible input through extensive reading passages. Another gain of the extensive reading is that it equips the learners with rehearsal of automaticity of word identification which expands the learners' vocabulary knowledge.

Context of the problem

Reviewing some previous studies such as: Ahmed (2010), Hadir (2014), Sajid&

Siddiqui (2015), Fareed, e.t. al ( 2016) and Belkir and Benyelle (2017), it is evident that producing a well-organized piece of writing is a challenge, especially for EFL learners at the intermediate level. This is due to the different rhetorical conventions of their native language from that of the English language. Other challenges are related to vocabulary and grammar proficiency as well

To give a rationale for the current study, a writing performance test was administered by the researcher to a group from first year of Al-Azhar EFL students. The test was designed to measure students' writing performance concerning; 1) form and organization, 2) content development: evidence and support, 3) coherence and 4) cohesion. Results of the test showed that most of the participants suffered from difficulties in form, content development, coherence as well as cohesion in their writing performance. This is obviously shown in table (1).

**Table (1) Results of the pilot study of EFL writing performance**

EFL Writing performances	Students' scores that are more than 50 % of Total score
1-Form and organization	27%
2-Content development	15%
3-Coherence	31%
4-Cohesion	27%

The statement of the problem

Based on the above discussion, the study problem could be stated as follows: first year language and simultaneous translation EFL students suffer from

weakness in their EFL writing performance as they are unable to produce a well-organized and coherent piece of writing. Therefore, the researcher attempted to improve the students' EFL writing performance via a program based on reading comprehension genre-based instruction.

The questions of the study

The present study was an attempt to answer the following main question:

"What is the effect of a program based on reading comprehension genre-based instruction on developing first year Al-Azhar Language and Simultaneous Translation EFL students' writing performance?

Four sub- questions were derived from this question:

1. What are the most important EFL writing performance aspects and skills required for the first year of Al-Azhar Language and Simultaneous Translation EFL students?
2. To what extent does the first year of Al-Azhar Language and Simultaneous Translation EFL students manage writing performance aspects and skills?
3. What are the features of a program based on reading comprehension genre-based instruction that can be used to develop the EFL writing performance of the first year of Al- Azhar Language and Simultaneous Translation EFL students?
4. What is the effect of a program based on reading comprehension genre-based instruction on enhancing the EFL writing performance of the first year of Al-

Azhar Language and Simultaneous Translation EFL students?

## 2. Literature Review

### 2.1. Writing performance

#### 2.1.1. Writing performance aspects and skills

According to Langan (2008), there are four aspects for writing performance that constitute major bases for revising, editing and therefore assessing the writing performance. These aspects include: unity, support, coherence and sentence skills. Unity is achieved if you advance a single point and stick to that point. Support is realized if your point is supported with specific evidence. Coherence is maintained if you connect and organize the specific evidence effectively. Finally your paper will demonstrate effective sentence skills when you write clear error-free sentences in terms of grammar, mechanics, punctuation and word use.

Similarly, Bouchefra (2015) admits that students' writings at university levels are examined in terms of four criteria; content, support, organization and mechanics. Other important aspects of writing performance include paraphrasing and summarization.

#### Paraphrasing

Paraphrasing is a multipart process that should be managed carefully by learners who want to integrate different sources in their writing passages. Basically, they are engaged in a sequence of interrelated tasks such as planning content, referring to the source, writing and reading what had been written and finally commenting

on the source text. The former tasks are supported by complex cognitive processes that reinforce writing such as interpreting content, selecting key ideas, connecting related ideas, structuring and elaborating ideas (Cooney, et.al, 2018).

#### Summarization

For Chen and Su, (2011) summarization is an important writing performance aspect which is defined as a process of synthesizing and organizing individual idea units into a summary or organized series of related general ideas. This demands understanding the text, selecting the most important information, deleting the minor and redundant details, and combining similar ideas into categories using the learner's own words

In writing a summary, the students are also trained to reflect on organizing and writing three main parts; introduction, body and conclusion. Managing these skills in EFL is challenging as it requires more lexical, semantic and syntactic knowledge to comprehend and summarize the written texts in the foreign language. (Cho and Griffier, 2015)

#### 2.1.2 Features and aspects of academic writing

Academic writing is an equivalent to EFL writing performance at intermediate level, it includes information that is evidence-based, in other words, which we can account for to a reasonable degree. Academic writing essentially contains information such as ideas, theories, data and opinions of others. Mallia,( 2017) presents four ways that are used to give a more careful attitude to academic writing; they include (1) the use of modals, (2) the

use of terms that indicate varying degrees of probability, (3) using generalizations and (4) using weaker verbs.

Following the inductive approach, Mallia (2017) indicates that the main objective of academic writing is to support an argument starting from basic principles; providing evidence then making border generalization that can be extrapolated to several situations. However, in a deductive approach, the writer starts from specific points of view and develops a series of arguments and discussion that support or oppose this point of view through giving examples or relevant cases to the point. Therefore, providing support for an idea is a significant element in academic writing. Besides, the usual paragraph structure involves a topic sentence followed by one or more supporting sentences then a conclusion. This is a deductive pattern of information layout organization.

At the same time, the supporting evidence and the information in the academic writing has to be referenced by specifying the source of information to avoid plagiarism. Intentional or accidental omission of the source of information is not acceptable in academic writing. However, common facts, well established ideas and/or notions and 'common knowledge' in general are not generally referenced (Mallia, 2017).

#### 2.1.3. Patterns of essay development

Allami, (2006, p.52) acknowledges that narrative, descriptive, explanation and argumentation are different patterns of essay development in academic writing. In narrative writing, the learners are

required to depict an imaginary or real situation using the narrative sequence. They think of logical or natural sequence for events. At the same time, the students need to develop productive thinking in order to connect sets of events together.

Description is another type of writing which the learners use to portray important details and essential information they need in their descriptive paragraphs. The most difficult types of writing include explanation and argumentation. In both types, the learners' reasoning and capacity are supposed to be developed in such a way so as to write convincingly and appropriately. Their compositions are expected to provide sufficient information and to have logical ordering. (Allami, 2006, p.52)

#### 2.1.4 Approaches for teaching writing

Linguists offer different approaches for writing instruction. The most prominent of these approaches include: product focused approach, process writing approach, English for academic purposes approach, and the communicative approach.

##### Product focused- approach

Product-focused approach enhances the ability to produce texts or products no matter what processes do learners go through to write these target texts. Its main focus is to maintain and practice the structure, the organization and the paragraph patterns of different text types. So that learners receive and examine authentic texts with various rhetorical and discourse modes and develop more aspects of paragraph and sentence

organization (Mohammed, 2000).

#### Process approach

In process-oriented approach, Nunan, (2015) acknowledges that the learners' focus is to achieve the goal of writing which is the text. To this point, most of the time the learners are doing activities other than writing such as thinking, planning, drafting and revising. Through these procedures or steps, learners manage to produce an acceptable text beginning from the initial idea and ending with the final text. Though it can enhance creative and personal writing, process approach doesn't foster factual writing or critical thinking skills as they are not provided with sufficient support to their writings. The mastery of factual genres can be achieved through examining and analyzing different genres as in product oriented approach.

#### English for academic purposes approach

Raoofi, et.al. (2017) view that university students are required to learn the core components of academic writing namely the rhetorical structure, lexicon and conventions of writing in academic settings. Besides, evaluating students' educational achievement is accomplished through written tasks such as reports, assignments, project papers and others. These written tasks can be used as an evidence for the students' writing proficiency as well as their understanding of the materials presented at the course. Writing proficiency is closely related to writing strategy use including planning, revising and evaluating

#### The communicative approach

The communicative approach emphasizes task oriented activities that involve the exchange of information and the free use of language without undue concern for mistakes. Its main focus is placed on the purpose for the piece of writing and the audience for it. Some of the strategic features of this approach include: (1) Real exposure to the target language (2) Receptive skills such as reading and listening provide the learners with a great deal of related writing activities. (3) Writing activities involve enjoyment and fun (4) Writing activities stimulate pair work and group work to remove the feeling of isolation (Mohammed, 2000).

Recent approaches to writing are examined by many linguists. They differ in their focus which may be on the form, the writer or the reader. Arana, (2018, p. 11) considered four approaches for teaching EFL writing performance: (1) the grammatical approach is to improve lexical and syntactic complexity and accuracy at sentence and text level. (2) Functional or text type approach concentrates on text linguistics and on aspects such as cohesion, coherence, intentionality or acceptability and text types or genres. (3) A cognitive or process approach focuses on the strategic behavior of students before, during and after writing a text. In addition to grammar and vocabulary, brainstorming, planning, drafting and correcting are all main elements in the writing process. (4) Content approach is based on project work and it designs a vast number of tasks to ensure content and writing instruction.

### 2.1.5. Integrated Approaches to writing Instruction

Currently, the complexity of real classrooms requires a rich variety of approaches adjusted to the social context, rather than a single approach. Therefore, learning is context-based and cannot be standardized (Hinkel, 2006), (Arana, 2018).

The integration of bottom-up and top-down skills becomes evident for achieving proficiency in writing. Thus, explicit teaching in grammar and lexis is demanded so as to compose the linguistic repertoire. At the same time, learner's social and political choices are determined and developed. Therefore, learners are evaluated according to their control of language and text construction in their written discourse. (Hinkel, 2006).

"Another integrated approach to teaching writing together with reading is rooted in the foundations of the systemic functional linguistics and genre theory that examines the uses of language in texts written for mostly academic and specific, purposes. Genre-based instruction seeks to enable L2 learners to analyze academic discourse while reading and to produce academic writing that adheres to the sociocultural norms of a particular academic (or professional) genre" (Hinkel, 2006, p.126).

Langan (2008) integrated reading and writing instruction in his "College writing skills with readings". He aims to give the learner opportunities to develop reading comprehension skills, model a text explicitly, analyze and understand texture of different authentic texts and realize how a text is structured. This will help the

learners produce similar passages with similar rhetorical modes or patterns following four-step process writing.

Nunan (2015) views that product and process approaches to teaching EFL writing performance are not in opposition but are complementary and can be integrated to help learners produce texts that are creative and factual genres at the same time. In product oriented approaches, the main focus of the writer is the product or the written text. To achieve this goal, learners' job is to study, examine then imitate model texts provided by the teacher. Grammatical accuracy at sentence level is attained and sentences are considered the basic building blocks of the text.

Similarly, Bouchefra (2015) and Belkhir, and Benyelles (2017) recommended integrating process approach that focuses on the student writers' practice or workshop and genre-based approach to maintain creative and real genres at the same time.

### 2.1.6 Implications for genre theory in teaching EFL writing

In genre-based instruction researchers focus on the description of the textual forms and the linguistic features of specific genre to enable learners perform writing tasks and produce authentic genres when they are engaged in EFL writing. To help learners become aware of the textual regularities of a genre, instructors need to go beyond just analyzing the textual features of the text for learners, furthermore, they have to assess the learners' comprehension of the text. Therefore, genre-based

instruction has been referred to as teaching language based on the results of genre analysis. There are four stages of genre-based instruction: modeling, guiding, practicing and independently writing a genre (Sadeghi et.al (2013).

Investigating some empirical studies, Hyland (2007) claims that a genre-based approach can enhance students' abilities in constructing narrative, expository, and argumentative essays. Chen and Su, (2011) assume that this approach might similarly improve students' summarization performance in relation to narrative, expository, and argumentative source texts. When students have an explicit understanding of how a source text is structured, they will be able to distinguish between major and minor points and to synthesize ideas in a more effective way.

For Arancon,(2013) explicit modeling of the target genre, with a clear framework of the generic structures, could help writers to produce more effective and accurate texts. Thus, with better control of the established forms of the genre, they could start to be more unconventionally creative, but within the language system. Therefore, effective writing necessitates a careful choice of vocabulary, grammatical patterning and sentence structure; all of which help to create a style which is suitable to the domain and the purpose of the text.

## 2.2. Reading comprehension Genre-based instruction

### 2.2.1. Reading Writing Connection

Reading-writing connection is evidently supported through various researches within the Egyptian context as well as the

in international context. This can be verified through the following discussion.

Concerning reading-writing connection, Kirin, (2010) argues that the cognitive strategies underlying the procedures of both reading and writing require shared processes such as planning; setting goals; tapping prior knowledge; asking questions; making connections; constructing the gist; monitoring; revising meaning; reflecting, relating and evaluating. Other processes such as drafting, redrafting and negotiation are also included in reading and writing so that the reader and the writer should keep each other in mind while comprehending or writing a text.

Cho and Griffler, (2015) enumerates four types of shared knowledge that readers and writers use. These shared knowledge contain meta-knowledge (Knowledge of the functions and goals of reading and writing), domain knowledge (world knowledge and prior knowledge about the content), linguistic knowledge about universal attributes including letter recognition, grammar or rules for sentence construction, and finally the procedural knowledge and skills that are used to negotiate reading and writing.

### 2.2.2 Theoretical insights for reading-writing connection

Various research findings are verified with regard to the connection between reading and writing. Of these findings is that the development of writing ability and of second language proficiency occurs via comprehensive input delivered to students in large amounts of self-motivated reading (Mohammad, 2000).

Reading writing connection can be



theoretically viewed throughout three hypotheses or models: (1) directional hypothesis, (2) non-directional hypothesis, and (3) bi-directional hypothesis.

In directional hypothesis, the reading writing relationship is mostly discussed in terms of the impact of reading on writing. Within this reading to write model, it is assumed that reading and writing share structural component and that the transfer of information proceeds in one direction only (towards writing). An example is reading a passage to comprehend how a comparison pattern is structured in this passage; the purpose is to reproduce a passage following the same rhetorical pattern. (Mohammad, 2000) & (AlOmrani, 2014).

Following the non-directional hypothesis, it is assumed that the relationship between reading and writing is non-directional because both skills derives from a single underlying proficiency namely the cognitive process of constructing meaning. Viewing the non-directional hypothesis as an interactive model, it is claimed that reading and writing are not only seen as constructive processes constrained by some underlying competence but both are also viewed as processes of interactive and dynamic activation, instantiation and reinforcement of schemata. Besides, improvement in one domain will result in improvement in the other and the transfer can occur in either direction. Thus, the instruction in one skill would lead to an increased ability in the other skill. (Mohammad, 2000) & (AlOmrani, 2014).

The most complex model of reading and writing connection is the bi-directional

hypothesis which claims that reading and writing are interactive yet independent at the same time. So that what is learnt at one stage of development can be qualitatively different from what is learned at another stage of development and that the nature of reading writing relationship might change with the development. Another significant point is that this comprehensive model allows for separate subsystems as well as some common underlying proficiencies (Mohammad, 2000) & (AlOmrani, 2014).

### 2.2.3. Reading comprehension genre-based instruction

There are two major approaches to genre theory; a text-based approach and a situation oriented approach. Text-based approach focuses on analyzing and describing textual patterns of different genres. The situation-oriented approach emphasizes the dynamic and evolving nature of genre and seeks a description of the situation and/or the context in which writing takes place. (Chen, 2008)

Modern scholars have paid much attention to the notion of genre and its application in language teaching and learning. Thus, changing views of discourse and learning how language is structured are incorporated to achieve goals and purposes in specific context of language use. Teachers are also in need to consider language varieties, text-types, and genres in developing both reading and writing curricula. Therefore the main concern of scholars is to frame genres according to their formal properties and their communicative purposes within social contexts. (Arancon, 2013 p. 245)

In the literature of genre instruction, there are three main approaches to genre theory: (1) the Australian Genre Approach (2) The New Rhetoric Studies and (3) English for Specific purposes. Regarding the way genre should be taught, each of these approaches has its own view. For example, genre specifications shouldn't be explicitly taught following the American New Rhetoric Approach whereas these specifications should be explicitly taught following the Australian School of Systemic Functional Linguistics. As for ESP practitioner, they are inclined to use the Australian notion of genre to all English non-speaking students, including those in academic and professional contexts (Sadeghi et.al, 2013)

According to Al-Gurkosh (2015), genre analysis deals with analyzing and investigating the linguistic and non-linguistic features and elements of different discourse. It is one of the factors that affect the process of reading comprehension especially in terms of schema theory. The term schema connects reading comprehension and genre analysis as it focuses on the reader's prior knowledge and the active role of the reader in his/her reading comprehension process.

In this concern, three types of schemata are to be considered; 1) thematic, 2) linguistic and 3) formal. Formal schema is the main focus of genre analysis. It is concerned with the knowledge about the formal characteristics of text; structure and sequence of the text and genre types such as expository and argumentative. Thematic schema refers to the background knowledge related to the content of the text, and the linguistic

schema reflects the syntactic and the lexical knowledge of the text (Al-Gurkosh, 2015).

Systemic functional approach to genre analysis considers the text in terms of schematic structure and linguistic features. Schematic structure refers to the staged step by step organization of the genre and the linguistic or lexical-grammatical features to "syntax, lexis, type of cohesion and reference. The construct of genres identified by linguists working in the context of systemic functional approach began to be applied to the teaching of reading and writing in recent times (Bruce, 2008), cited in (Kalili and Pishkar, 2015)

In the field of reading comprehension, schema is viewed as one of the crucial concepts and is considered one of the main parts of cognition. It is an active organizations, structures or processes of past reactions and experiences which are always operating in any well-developed organism. There are two types of schemata: content and formal schemata. Content schemata refer to the background knowledge of the reader which includes the world knowledge. Formal schema or textual schema refers the formal properties of the text including rhetoric or organization which are especially utilized in the written texts. (Karbalaee and Hejazi, 2015).

Thus, the content schemata shed lights on the genre or different types of texts which are shaped differently by diverse rhetoric, language structure, vocabulary, grammar and level of register. Formal or textual schemata deal with items at discourse level whereas content

schemata deals with the decoding characteristics at the sentence level. Based on the former view, there are two methods in reading comprehension: bottom-up processing (i.e. data-driven processing) and top-down processing (i.e. conceptually driven processing). As a result, content schema is a crucial factor that affects both second and foreign language reading comprehension. (Karbalaee and Hejazi, 2015).

To achieve better comprehension, genre-based approach is successfully beneficial. Following this approach, the teachers may implement a process of modeling, demonstration, and guidance in which learners receive appropriate support or scaffolding that will enable them to move forward independently in later stages of comprehension as well as to become more effective readers. Regarding teaching strategies, learners are provided with proper strategies to identify common discourse structures such as sequencing, cause and effect and other typical characteristics of various discourse frameworks and to use this knowledge strategically in language production activities. (Sanchez, 2017).

#### 2.2.4. Teaching reading comprehension genre-based instruction

Following reading comprehension genre-based instruction, Duke and Pearson (2002) recommend three phases for teaching reading comprehension to intermediate level students. These phases include; modeling phase, learning instruction phase and guided learning phase. In modeling phase, the main role of the teacher is to activate learners' background knowledge and to set the

setting by using activities such as brainstorming, relating an experience, predicting and responding to a quote.

Duke and Pearson (2002) provide strategies that are effective in learning instruction phase such as text structure, visual representations, summarization, and questions/questioning. The focus of text structure technique has been put on the structural aspects of text organization rather than on the substance of the ideas.

In the learning instruction phase, Duke and Pearson (2002) claim that learners are provided with texture analysis and vocabulary focused activities in a supportive classroom context that reflect the features of a balanced comprehension instruction

In the guided learning phase; other teacher-guided activities such as Retelling, Open-Ended Responses, Directed Response and Summarizing are provided to learners so as to reinforce the organizational patterns and the grammatical features of the target genre or product. (Giesen, 2001)

### 3. Study Method

#### 3.1. Design and participants

The current study adopted the quasi-experimental design. A pre-post-test was given to both the treatment and non-treatment groups before and after the experiment. The participants of the study included 60 girls from first year, El Azhar University, Humanities College, Department of Foreign Languages and Simultaneous Interpretation

#### 3.2. Study instruments

The instruments of the study were designed to assess the dependent variable: EFL writing performance

To measure EFL writing Performance, the researcher designed;

- A Writing Performance checklist.
- EFL Writing Performance Test.
- A rubric to score part two of the Writing Performance Test.
- Key answer to assess part one of the test

### 3.3. The study material

The program of the study integrates reading comprehension genre-based instruction and teaching EFL writing performance. The main objective of the program is to develop EFL writing performance of the first year of Al-Azhar Language and Simultaneous Translation EFL students. This could be achieved via providing meaningful input exposure for the learners to enhance their overall linguistic competence through performing composition writing tasks based on the reading passages in the learning production phase. At the same time, the program could offer opportunities for the learners to examine and analyze the language features and structures of a range of texts which are used as models for their own writing performance tasks in later stages of production.

### 3.4. The hypotheses of the study

1. There would be a statistically significant difference between the mean score of the treatment and that of the non-treatment groups' post administration of the overall EFL writing performance test

and skills favoring the treatment group.

2. There would be a statistically significant difference between the mean score of the treatment group students' pre - and post-administration of the overall EFL writing performance test and skills in favor of the post administration.

3. The program based on integrating reading comprehension genre-based instruction would have a positive effect on developing the overall EFL writing performance and on each skill of 1st year language and simultaneous interpretation students.

## 4. Results and Discussion

### 4.1. The results of the study

The results of the present study were introduced in light of its hypotheses. The statistical package for social science (SPSS ver. 22) program was used applying the following statistical techniques:

- Independent sample t-test was used to test the difference between the mean score of the treatment group and that of the non-treatment group in the post administration of the EFL writing performance

- Paired sample t-test was used to test the difference between the mean score of the treatment group students in the pre-and post-administration of the EFL writing performance

### 4.2. Validating the Study Hypotheses

Based on the statistical analysis of data of the present study, the hypotheses were validated as follows

The first hypothesis

The first hypothesis stated that "There would be a statistically significant difference between the mean score of the treatment and that of the non-treatment groups in their post administration of the

overall EFL writing performance test and skills favoring the treatment group". Independent samples t-test was used to inspect any significant difference. This is indicated in table (1) as follows:

**Table (1) T-test results of the Treatment and the Non-Treatment Groups 'post-administration of the EFL Writing Performance Test**

Skills	Non-Treatment n = 30		Treatment group n = 30		t-value	Total variance value ( $\eta^2$ )	Effect size value (d)	Sig*
	Mean	Std. Deviation	Mean	Std. Deviation				
1 <sup>st</sup> skill	7.1	2.006	11.8	2.482	8.065	0.528	2.115	0.05
2 <sup>nd</sup> skill	9.133	2.932	16	3.096	8.819	0.573	2.316	0.05
3 <sup>rd</sup> skill	7.666	2.171	18.533	4.158	12.688	0.735	3.331	0.05
4 <sup>th</sup> skill	12.366	3.378	23.1	4.908	9.866	0.626	2.587	0.05
Total test	36.266	6.872	68.4	11.79	12.897	0.741	3.382	0.05

\*Significant at (0.05)

Table (1) indicates that:

- The mean score of the treatment group students in the post administration of the overall EFL writing performance test (68.4) and of each skill (11.8), (16), (18.533), (23.1) is higher than that of the non-treatment group students in the post administration of the overall writing performance test (36.266) and of each skill (7.1), (9.133), (7.666), (12.366). This can be attributed to the program.
- The calculated t-value (12.897) of the whole test is higher than the table t-value (2.) and is significant at (0.05) level.

Similarly, the calculated t-value of all the writing performance is significant at (0.05) level which proves that the treatment group outperformed the non-treatment group in the post administration of the whole EFL writing performance test and each skill

- Observing the value of the effect size (d) on the whole test and on each skill, it is also evident that the program has clearly enhanced the EFL writing performance for the treatment group.
- These differences can be attributed to the program based on integrating

reading comprehension genre-based instruction and teaching EFL writing performance. Consequently the first hypothesis was verified.

The second hypothesis

The second hypothesis stated that

"There would be a statistically significant difference between the mean score of the treatment group students' pre- and post-administration of the overall EFL writing performance test and skills in favor of the post administration". Paired samples t-test was used to examine this hypothesis.

**Table (2) T-test results of the Treatment group students' pre-and post- administration of EFL writing performance test**

Skills	Pre-Administration		Post-Administration		t-value	Total variance value ( $\eta^2$ )	Effect size value	Sig*
	n = 30							
			n = 30					
	Mean	Std. Deviation	Mean	Std. Deviation				
							(d)	
1 <sup>st</sup> skill	1.333	0.479	11.8	2.482	22.918	0.947	9.108	0.05
2 <sup>nd</sup> skill	1.833	0.833	16	3.096	24.701	0.954	8.134	0.05
3 <sup>rd</sup> skill	1.4	1.162	18.533	4.158	21.880	0.943	8.539	0.05
4 <sup>th</sup> skill	2.166	0.698	23.1	4.908	23.077	0.948	10.661	0.05
Total test	6.733	2.099	68.4	11.79	28.643	0.966	9.108	0.05

\*Significant at (0.05)

Table (2) indicates that:

- The mean score of the treatment group students in the post- administration of the whole EFL writing performance test (68.4) and of each competence (11.8), (16), (18.533), (23.1) is higher than that of the pre-administration of the whole EFL writing performance test (6.733) and of

each skill; (1.333), (1.833), (1.4) and (2.166).

- There a statistically significant difference at (0.05) level between the mean score of the treatment group students in the pre- and post-administration of the whole EFL writing performance test and of each skill.

- That means; the treatment group post –administration outperformed their pre-administration of the EFL writing performance test and skills which can be attributed to the program.

- The calculated t-value (28.643) of the whole test is higher than the table t-value (2.042) and is significant at (0.05) level. Similarly, the calculated t-value of all the EFL writing performance skills is significant at (0.05) level

- Observing the value of the effect size (d) on the whole test and on each skill, it is also evident that the program has clearly enhanced the EFL writing performance for the treatment group.

- These differences can be attributed to the program based on integrating

reading comprehension genre-based instruction and teaching EFL writing performance. Consequently the second hypothesis was verified.

The third hypothesis

The third hypothesis stated that "The program based on reading comprehension genre-based instruction and teaching EFL writing performance would have a positive effect on developing the overall EFL writing performance and on each skill of 1st year language and simultaneous interpretation students". To test this hypothesis, the effect size of the program was calculated using Cohen's formula. This was indicated in Table (3) as follows:

**Table (3) The effect size of the program on the Treatment group students' overall EFL Writing performance and each skill**

Writing performance	t-valued	$\eta^2$	d	Effect size
1 <sup>st</sup> skill	22.918	525.234724	9.108	large
2 <sup>nd</sup> skill	24.701	610.139401	8.134	large
3 <sup>rd</sup> skill	21.880	478.7344	8.539	large
4 <sup>th</sup> skill	23.077	532.547929	10.661	large
Total test	28.643	820.421449	9.108	large

\*Significant at (0.5)

Table (3) shows that the effect size value (9.108) of the program on the treatment group students' overall EFL writing performance is large. This proves that the program had a positive effect on developing the treatment group students' overall EFL writing performance and skill. Consequently, the third hypothesis was accepted.

To sum up, the results of the present study reveal that

1. There is a statistically significant difference at (0.05) level between the mean score of the treatment and that of the non-treatment groups' post administration of the overall EFL writing performance test and skills favoring the

treatment group.

2. There is a statistically significant difference at (0.05) level between the mean score of the treatment group students' pre- and post-administration of the overall EFL writing performance test and skills in favor of the post administration.

3. The program based on integrating reading comprehension genre-based instruction and teaching EFL writing performance has a positive effect on developing the overall EFL writing performance and skills of 1st year language and simultaneous interpretation students.

## 5. Discussion

The integrative approach is the distinctive feature of the current study, it could be discussed in terms of two main methodologies, the first is integrating reading and writing instruction and the second is integrating process and product approach for teaching writing.

Concerning reading and writing integration; both abilities share various constructs such as the rhetorical structure, the linguistic feature, lexical and stylistic characteristics. Providing learners with model essays in an academic writing textbook focused the students' attention to study the various aspects of the target language including lexicon, grammar, discourse and content. Such integration had a direct influence on the quality of writing and on literacy development as well. It also helped students consider the former characteristics of the written passages in the learning process efficiently and this obviously reflected in

their writing performance production. These results were consistent with some studies such as Langan (2008), Kirin, (2010), Saeidi and Sahebkhair (2011), Cho and Griffier, (2015), Al-Dosari, (2016) and Mokhamar (2016)

Integrating both product and process approach for writing instruction reflects the genre-based approach. Both approaches focus on the description of the textual forms and the linguistic features of specific genre to enable learners perform writing tasks and produce factual genres when they are engaged in EFL writing.

Following the strategic instruction of the genre-based approach (modeling phase, guided learning phase, practicing and independent learning phase), the researcher employed the top-down skills not only to analyze the textual features of the text for learners but also to assess the their comprehension of these texts. The purpose was to help learners become aware of the textual regularities of a genre. In the learning instruction phase, likewise, the researcher tried to develop the bottom-up skills by analyzing the reading comprehension passages and examining the linguistic features of these texts including lexical, grammatical and sentence skills. In the writing production phase, the students also could make use of the learned structures, expressions and lexis and write similar and accurate texts following definite genres efficiently. These results were supported by those of Chen and Su, (2011), Arancon,(2013). Nunan (2015), Bouchefra (2015) Belkhir, and Benyelles (2017)

Utilizing the process approach for writing



instruction, in the current program, put the emphasis on the different stages of composing a text. Thus, the students were provided with instruments to choose a topic, gather information and organize thoughts. In addition, composing, correcting revising and redrafting are essential and required processes in writing performance. All these processes need comprehension and organization of thought and constitute the core bases of the cognitive approach. At the same time, these cognitive processes helped the learners to express their ideas in logical and well-organized genres parallel to what were demonstrated in the model texts. These results were consistent with some studies such as (Langan ,2008), (Bouchefra ,2015) (Hinkel, 2006), (Arana, 2018), (Koura & Zahran, 2017).

In line with the product approach, modeling different types of texts through reading comprehension instruction, throughout the program, shaped an essential resource of certain types of genres of which the students could trace and analyze various rhetorical modes. Such models offered a guide for the students to help them when writing, organizing and revising and editing their writing to produce similar genres of exposition. These results come into agreement with (Mohammed, 2000), (Reid ,2001) and (Langan ,2008)

The exposure to instructional strategies that used repeated presentation, explicit explanation, teacher modeling and questioning brought about students' comprehension of expository text and their ability to compare and contrast this type of texts.

Before involving students in the final independent production stage, they were given self-editing work sheets to help them revise and edit their writing performance according to the required format, content and organization guidelines (i.e. the focused rhetorical patterns); coherence aspects such as relevance, logical order and subject unity; and cohesion factors including grammar, punctuation rules, lexical items and sentence skills. Besides, the students made use of the peer- review and the teacher feedback to improve their final outcome which is the product. These results were in agreement with those of (Reid ,2001), (Mohite ,2014,) and (Busaidi and Al-Jamal, 2015)

## 6. Conclusion

From the previous results, it is obvious that, the treatment group students achieved significant progress in their EFL writing performance. This is due to their involvement in reading comprehension tasks and writing performance production activities during the program. Besides, they were involved in discussing and analyzing different genres or text types which help the learners to realize the different rhetorical patterns that are used within different types of authentic texts. This provided the learners with more exposure to the target language and an opportunity to use the learned language in their writing performance production.

At the same time, learners got opportunities to go through clear and well-defined process writing steps such as pre-writing, writing, organizing, correcting, revising and redrafting. Basically, these processes are based on the learners'

cognitive abilities and therefore helped the learners to express their ideas in logical and well-organized genres parallel to what were demonstrated in the model texts.

## 7. Recommendations

- One important factor in foreign language acquisition is that learners should be taught the language skills together to improve their language proficiency. Integrating reading and writing could provide the writers with the building blocks for writing tasks. Further, it would activate the students' background knowledge, enhance their thought and enrich their ideas.
- Learners should be given the theoretical bases for writing instruction explicitly. They should be taught the basic aspects of writing performance.
- Adequate time should be assigned to writing instruction so as to give the learners the opportunity to practice authentic writing tasks where they would get support and guidance either from their peers or from their instructor.
- Involving students in process writing steps could encourage them to write and reduce their anxiety and fear of failure to write using the English language
- Developing the cognitive writing strategies of the learners requires a great deal of practice to arrange, organize and connect ideas logically in writing texts.
- Identifying the goal of the writing task is very important for achieving it. Thus, the learners should have editing work sheets that will guide them to follow the right form, organization, and

paragraph patterns that are relevant to the writing task or activity.

- Providing feedback for the learners after their writing tasks would enhance their learning experiences and promote their engagement for more tasks.

## 8. Suggestions for further research

- The current program provided evidence that reading-writing connection enhanced EFL writing performance of the first year Al-Azhar University . Future research is suggested to investigate the effect of reading-writing connection on developing the grammatical competence of secondary school students.
- Investigating the effect of reading-writing connection on the students' EFL reading comprehension and reading fluency is also suggested for further research.

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