



The Impact of Genre-Based Instruction Treatments on EAP Students' Writing Quality

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Abstract

The last decade has seen an increasing attention given to the notion of genre-based instruction, its application and efficacy in language teaching and learning. Regarding the benefits of genre-based instruction in second language acquisition, there have been ongoing debates in pedagogical treatments associated with genre-based instruction in various educational contexts. The purpose of the current study was to examine how three genre-based instruction treatments affected medical students' use of key features of the medical case report. A group of 150 subjects were selected from EFL medical students in Mazandaran University of Medical Sciences. Both male and female students were invited to this study. These students did not previously receive any genre-based instruction before the study. The participants were assigned to the "Experimental Group One", "Experimental Group Two" and "Control" groups. The scores from the students' pre -and post -essays were used to find out whether the students improved their writing from the pre- to post- tests. The groups were taught for one academic semester which consisted of 15 weeks. The analysis of pre- and post-essays showed that there was a significant difference in the writing qualities of explicit and implicit genre-based instruction groups. The students in the experimental groups actually outperformed on most genre move categories assessed in the posttests. Researchers and educators could benefit from an experimental study of the development of genre awareness through models with explicit and implicit writing instruction.

Keywords: Case-report, Explicit Genre, Implicit

Received 22 September 2019

Accepted 23 October 2019

Available online 21 June 2021

DOI: 10.30479/jmrels.2019.11620.1446

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1. Introduction

Over the last years, writing instructors stressed on the notion of genre and genre-based instruction in English language teaching and learning (Paltridge & Starfield, 2013). Researchers in second language acquisition have revolutionized the way we think of genre and thus challenged the idea of genres as just simple categorizations of text types and they offered an understanding of the concept of genre as something that “connects kinds of texts types to kinds of social actions” (Bawarshi & Reiff, 2010, p. 3). Genre has been defined as “a class of communicative events” (Swales, 1990, p. 58) with shared sets of communicative purposes and goals. According to Swales (1990), it is the discourse community that is capable of recognizing these purposes and thus it provides the rationale for the genre. It is through this rationale that the “schematic structure of the discourse would be shaped and formed” (Swales, 1990, p. 58).

According to Hyland (2007), genre-based pedagogies could provide an important tool for writing instructors by which they can assist and help their students to produce different effective text types. According to Hyland (2007) genre based pedagogies “enable and help teachers to ground their courses in the texts that students will write in their target contexts, thereby they provide supports to learners to participate effectively in the world outside the EFL classroom” (Hyland, 2007, p. 15). Genre theory and research can thus “provide teachers with a more central role in preparing individuals to teach second language writing and to confidently advise them on the development of curriculum materials for writing classes” (Hyland, 2007, p. 15).

Regarding the benefits of genre-based instruction in second language acquisition, there have been ongoing debates in pedagogical practices associated with genre in various educational contexts (Khodabandeh et al., 2013). Some scholars (e.g., Anthony, 2000; Hammond & Derewianka, 2001) doubted on the effectiveness of genres to be taught explicitly while some researchers (e.g., Freedman, 1993; Bhatia, 2001) agreed on effectiveness of explicit instruction of genres. Skillen and Trivett (2001) for example argued for the effectiveness of explicit teaching and stressed that in order for genre instruction to be effective explicit teaching of genres is necessary and imperative. Despite such claims which are for and against explicit/implicit teaching of genres in an EFL context (Khodabandeh et al., 2013), there have been few studies, especially experimental ones with the focus on the effects of explicit and implicit genre-based instruction on students’ writing quality and writing development.

In order to counter the criticism and establish a solid base for genre-based instruction in the EAP curriculum, the purpose of the present study was

to examine medical students' writing quality through analyzing the effects of explicit and implicit genre-based instruction on one type of medical genre that is case report genre, in the EFL context. In the field of professional medical writing, one type of writing which is carried out as part of the everyday routine in universities and hospitals and the genre which recently has received close attention is a case report genre (Florek & Dellavalle, 2016). Case reports as one important medical genre are written with the goal of "sharing information for medical, scientific, and specifically educational purposes" (Florek & Dellavalle, 2016, p. 1). They often serve as "medical or even undergraduate students' first experience with medical writing and they could provide a solid foundation for manuscript preparation and publications." (Florek & Dellavalle, 2016, p. 1).

Due to the importance and necessity of providing writing instructions for the students of medicine and the lack of literature in analyzing varied effects of different treatments of genre-based instruction, the researchers tried to address this problem and took a genre-based approach through writing practice, to examine the effects of two instructional treatments of genre-based instruction on medical students' writing quality and writing development. Therefore, the present study intended to address the following research question:

Is there any statistically significant difference in the impact of the explicit and the implicit genre-based instruction on the writing quality of the participants?

2. Literature Review

2.1. Genre-based Instruction in L2 Context

The last decade has seen increasing attention given to genre-based instruction and its application and efficacy in language teaching and learning (Hyland, 2008). According to Hyland (2008) this is largely a response to "the changing views of learning to write which incorporate better understandings of how language is structured to achieve social and academic purposes in particular contexts of use" (p. 22). Genre-based pedagogy enables and assists writing instructors to focus on the texts in their courses that students will encounter and need in future occupational and academic context. Therefore, through using genre-based instruction they will have the opportunity to guide their learners to "participate effectively outside the ESL classroom" (Bawarshi & Reiff, 2010, p. 122).

The efficacy of genre based instruction has been explored in varying contexts (Khodabandeh et al., 2013). For example, Henry and Roseberry (1998) studied how genre-based instruction improved learners' ability to produce effective and relevant genres. Their findings indicated that without

the explicit instruction just the exposure to the genre did not help students acquire the main features of the genre. Hyon (2002) also argued that “genre-knowledge gained through explicit instruction can be remembered by EAP students over an extended period of time and facilitate aspects of L2 reading and writing” (p. 434). Foo (2007) investigated the impacts of training ESL students in order to help them in applying process-genre writing knowledge in writing essays (Khodabandeh et al., 2013). The findings revealed that the students who received process genre based instruction were able to communicate their ideas in writing more effectively (Khodabande et al., 2013). In a related study, Swami (2008) analyzed the usefulness of explicit genre-based instruction by providing genre awareness for the students. The findings of his study revealed that the students improved to provide the genres more effectively. Chen and Su’s (2011) investigated the efficacy of a genre-based approach in teaching summary writing. Their findings revealed that genre-based approach was effective in improving students’ performance (Khodabande et al., 2013).

2.2. Implicit and Explicit Genre-based Pedagogies

Regarding the benefits of genre-based instruction in second language acquisition, there have been ongoing debates in pedagogical treatments associated with genre-based instruction in various educational contexts (Khodabandeh et al., 2013). while there is an overlap in the perspectives of most genre pedagogies, there are different models or applications that emphasize implicit approaches to genre-based instruction (such as Freedman’s model), explicit or text-based approaches to genre-based instruction (such as Halliday’s model of genre teaching in systematic functional linguistics), and interactive models of genre-based instruction (such as Soliday’s Model) that bring into dynamic interaction the genre schemas of individual writers and the complex context in which the text is to be produced (Bawarshi & Reiff, 2010).

Freedman’s (1993) body of research on genre teaching and acquisition was connected to her interest in pedagogical implications for how students learn new genres. Her immersion model of genre teaching-learning was mainly based on “an understanding of genre knowledge as tacit knowledge which began with students’ dimly felt sense of the new genre they are attempting” (Bawarshi & Reiff, 2010, p. 178). This knowledge is modified and developed through the composing process and in the course of the unfolding text (Bawarshi & Reiff, 2010).

Freedman (1993) described what she calls a model for acquiring new genres which is an implicit pedagogical model of genre instruction informed by her own research. It is defined as follows: 1. “The learners approach the task with a dimly felt sense of the new genre they are attempting. 2. They

begin composing by focusing on the specific content to be embodied in this genre. 3. In the course of the composing, this dimly felt sense of the genre is both formulated and modified as this sense, the composing processes, and the unfolding text interrelated and modify each other. On the basis of external feedback (the grade assigned), the learners either confirm or modify their map of the genre” (p. 102). This sense of genre that Freedman (1993) described exists below the conscious and draws on “creative powers that are neither verbal nor rational” (p. 104). There is no explicit teaching of features of the new genre, no modeling of texts in the genre, and no attention to specific strategies for acquiring the genre. Instead, student writers create the genre in the course of producing it, guided by a sense of genre that is modified through the assignment, class lectures and discussion, and feedback on writing (Bawarshi & Reiff, 2010).

Freedman’s (1993) immersion model stood in contrast to more text-based or linguistic models that focus on explicit teaching of genres, such as those advocated by specialists in Systemic Functional Linguistics (SFL) (Bawarshi & Reiff, 2010). Macken-Horarik (2002) described the SFL approach as an explicit genre-based pedagogy in which “the teacher inducts learners into the linguistic demands of genres which are important to participation in school learning and in the wider community” (p. 26). Macken-Horarik (2002) stated that SFL-based genre pedagogies, can provide students with “meta-linguistic resources that assist them in producing genres while also developing long-term rhetorical competence that transfers to other writing situations” (Bawarshi & Reiff, 2010, p. 178).

Whether genre study was situated within explicit pedagogies, such as SFL, or situated within implicit approaches that develop students’ felt sense of genre such as Freedman’s model, scholars seemed to agree that “explicit teaching must always be done in the context of, or in very close proximity to, authentic tasks involving the relevant discourse” (Bawarshi & Reiff, 2010, p. 179). Soliday (2005) proposed a pedagogical approach that considers how “writers acquire genre knowledge both consciously and unconsciously” (p. 66). As a result, she recommended making tacit knowledge explicit by designing rubrics prompting students to analyze the purposes of formal features and by providing maps of textual features while also emphasizing learning via modeling genres and discussing them in class, offering feedback, and sequencing assignments (Bawarshi & Reiff, 2010). Agreeing with this simultaneous focus on both implicit and explicit methods, Lingard and Haber (2002), based on their study of medical student apprenticeships, concluded that “there is a role for rhetorically explicit genre instruction in the context of situated practice” (p. 168). Devitt (2006) agreed with pedagogical models employing both explicit and implicit instructional methods, proposed an approach based in explicit teaching of genre awareness, which entails a

“meta-awareness of genres, as learning strategies rather than static features” (p. 197).

Regarding the pedagogical models of genre-based instruction discussed above, the present study aims to apply and use the explicit and implicit treatments of genre-based instruction in order to compare the impacts of such treatments on students’ writing quality and writing development.

2.3. Use of Treatments in Genre-Based Instruction

There are a few studies that have examined the efficacy of different treatments specifically different treatments of genre-based instruction. Stolarek (1994) for example investigated the effects of five different models on university writing instructors. (Khodabande et al., 2013). The results showed that the students were not successful in the description only and model only conditions. (Khodabande et al., 2013). In the same way, Beach (2007) investigated the impacts of the analysis of persuasive text models on the persuasive writing quality of the students (Khodabande et al., 2013). The findings revealed that the experimental group had a higher mean gain on the scaled being analyzed. Abbuhl (2011) examined the effect of two instructional techniques of explicit instruction on the writing ability of three groups of writers to produce constructed essay type. The findings of the study revealed that those students receiving models were outperformed by those students who received models in combination with explicit instruction (Khodabande et al., 2013). Recently, Khodabandeh et al. (2013) investigated the impacts of three treatments of genre-based instruction on students’ abilities to provide argumentative essays. Their findings revealed that those students who received explicit genre-based instruction outperformed over the other students.

Due to the lack of research on the use of models of genre-based instruction and lack of comparison of different treatments of genre-based instruction, it would seem necessary to investigate the effects of three treatments of genre-based instruction, that is models with explicit instruction, models with implicit instruction and models without formal instruction on EAP students’ writing quality and writing development.

2.4. Medical Case Report Genre

“Documenting medical case report to advance the knowledge base of clinical medicine has long been occurring since the time of Hippocrates” (Helan, 2012, p. 3). Case reports have held a significant function in medicine given their “rapid, succinct, and educational contribution to scientific literature and clinical practice” (Helan, 2012, p. 3). According to Helan (2012), in the advent of randomized clinical trials and evidenced-based medicine, “case reports remained a unique and novel way to communicate

anecdotal evidence and brief notes on patient care” (p. 3). Case reports seems to be a useful and effective tool for sharing educational experiences related to clinical practice (Helan, 2012) “A case report is usually based on the detailed history in the medical record and summarizes pertinent positive or negative observations in a narrative form” (Hung et al., 2012, p. 1).

Due to the importance of medical case report as a frequent medical written genre for the students of medicine (Yasuda, 2011; Nissen & Wynn, 2014) and since this genre provides an excellent opportunity for medical students to develop their writing skills (Florek & Dellavalle, 2016), the present study took this genre as a tool for providing genre-based instruction for the students of medicine.

3. Method

3.1. Design

This study adopted a quasi-experimental, pre-test/ post-test design. The scores from the students’ pre -and post -essays were used to find out whether the students improved their writing from the pre- to post- tests. The essays were analyzed based on the adapted Hung et al. (2012) case report model of rhetorical structure to find out the major characteristics of case reports written by students of medicine who were instructed by the explicit and implicit genre based approach in comparison to no-instruction treatment. The approach for teaching the selected academic genre used in this study was based on the model developed by Hyland (2008) who suggested that the teaching–learning cycle of a genre-based approach involves four major stages, modeling, joint construction, independent construction, and comparing.

The two experimental groups were given two different treatments, explained below. As it is shown in table 1, the first step comprised collecting data from the pre-test. Two types of instruments were used in the present study. The first instrument used by the researchers was a general language proficiency test and the second instrument which was used by the researchers was an academic writing test which will be explained in the instrumentation section below. The aim of the pre-test was to establish students’ academic writing quality before the interventions in order to check the comparability of the groups. The post-tests measured improvements in writing quality after the completion of each intervention. The collection of these data were conducted through the first week before the intervention. After having five sessions of the intervention, the first post-test was conducted. After having another five sessions of different intervention, the second post-test was conducted to each of the groups. A pre-test was administered to measure the students’ writing quality at that point and then after the intervention, post-tests were

administered to measure the impact of each of the interventions on students' writing quality.

Table 1

The Research Design

Group	Test	Intervention	Test	Intervention	Test
Experimental Group One	Pre-test	Explicit Genre-Based Instruction	Post-test	Implicit Genre-Based Instruction	Post-test
Experimental Group Two	Pre-test	Implicit Genre-Based Instruction	Post-test	Explicit Genre-Based Instruction	Post-test
Control Group	Pre-test	No Treatment	No Treatment	No Treatment	Post-test

3.2. Participants

A group of 150 subjects were selected from EFL medical students in Mazandaran University of Medical Sciences. Both male and female students were invited to this study. The average age of the participants was 19 years old, all being native speakers of Persian and had studied English for approximately 6 years at school.

3.3. Instrumentation

There were two types of instruments which are used in the present study. To collect the required data, the following instruments were employed in this study:

3.3.1. IELTS Test

The first instrument used by the researcher was the general language proficiency test. In this study, to determine the participants' level of language proficiency, the instructor administered a verified version of IELTS Language Proficiency Test to all the participants. The IELTS Test have proved to be highly effective instrument for checking students' different proficiency levels and also reliable mean with a consistent record of predictive validity in respect of examination entry (Dorniye, 2007). The test administered to the participants of the study at the beginning of the semester to determine their proficiency levels. Among 200 participants taken the verified IELTS test, 150 students were determined to be at the same level of language proficiency. Therefore, they were randomly assigned to three different groups of the present study.

3.3.2. Academic Writing Test

The second instrument which was used by the researcher is an academic writing test. The aim of the three academic writing tests was to measure students' academic writing quality and to find out if it improved during the semester. The writing tests required the participants to write a case report composition of not less than 100 words. They were carried out during class time for 60 minutes. The features of the all writing tests were similar and in all of them the instructor will ask the students to write a medical case report. The participants were to a certain degree familiar with case report genre. All the participants in the two experimental groups took part in the three tests, while the participants of control group only took the pretest at the beginning of the study and the post-test at the end of the semester since they received no interventions. Due to the excessive demands of analyzing all students' writing tests, 80 scripts (10 scripts from each of the 3 groups of this study) were randomly selected. It is thought that this number is sufficient and representative being based on random selection of the whole sample.

3.3.3. Reliability and Validity of the Instruments

Reliability means “consistencies of data, scores or observations obtained using elicitation instruments, which can include a range of tools from standardized tests administered in educational settings to tasks completed by participants in a research study” (Dornyei, 2007, p. 50). To enhance the present study's reliability, two aspects were considered: rater reliability and instrument reliability (Mackey & Gass, 2005).

Rater reliability was considered when marking the writing scripts of all the groups in the pre- and post-tests holistically and analytically to ensure that the marks were consistent. Two types of rater reliability were considered: interrater and intrarater reliability. Interrater reliability was checked for the holistic marking as it involved two raters to ensure the consistency of “scores by two or more raters or between one rater at Time X and that same rater at Time Y” (Mackey & Gass, 2005, p. 128). To measure the internal consistency of the two raters, the Kuder Richardson 21 was used using SPSS. Intrarater reliability was checked for the analytical marking, as one rater was involved to judge the same set of data at different times to ensure that the marking was carried out in a consistent manner. Half of the scripts in all the tests were remarked to check the consistency of the marks. A few scripts were found inconsistent, thus, the rater remarked those scripts to make sure the marks were consistent.

Instrument reliability was checked to enhance the reliability of the instruments used in the research design. This study opted for equivalence of forms to test the instruments used in this study, namely, the pre- and post-tests (Mackey & Gass, 2005). Kuder-Richardson 21 was used to check the reliability of the pre- and post-tests. The reliability of the pre- and post-tests was calculated using K-R 21 and the reliability indices for the tests were .88, .86 and .91, suggesting relatively high reliability of the tests scores.

Validity in both quantitative and qualitative research is a requirement and without it, it could be considered worthless (Cohen et al., 2011). The current study attempted to enhance its external validity by providing an explicit description of the dependent and independent variables. It is hoped that this might facilitate future replications of the research. Studies using intact classes are in fact “more likely to have external validity because they are conducted under conditions closer to those normally found in educational contexts” (Seligler & Shohamy, 1989, p. 149).

For this study, careful planning was made concerning the teaching materials and tasks. To avoid some possible implementation threats, the three groups were enrolled in the same writing courses, were taught by the same instructor and all were conducted in the same physical environment (similar classes in the same building with similar facilities). The instructor provided clear instructions, teaching and assistance to all students equally. She tried to sound neutral when teaching and working with all the students and when collecting data. To do that, all students took the same tests and they were conducted within the same conditions as described earlier. Another problem that might arise from carrying out a research with intact groups is the issue of how far these groups were comparable before the intervention, which may affect the outcomes of a research. The pre-test results of this study confirmed that these groups were comparable. Any changes that occurred in the students' performance in the post-tests may be attributed to the effect of the intervention.

3.4. Procedure

The teaching materials and activities were devised according to the set of objectives for each group. Each group had its own outline, but they all shared the same number of units, the same case report examples, and the same number of teaching hours, three hours per week. There were five separate sessions for applying explicit genre-based instruction. The order of the sessions was designed with the following main stages for teaching participants in order to follow the teaching-learning model (Hyland, 2008).

In order to apply explicit genre-based instruction, the students became familiar with the course description and outline in the first session. In the second session, the students in the explicit group became familiar with the

case report genre through explanations provided by the teacher. Then, the students discussed samples of case report genre that the instructor brought to class. The teacher exposed the students to the models of this genre and they practiced them in their class. Various structural and rhetorical features of case report genre were marked and underlined in different colors and in various fonts to highlight the structural formula of this specific genre. During the instruction sessions, the students were sensitized to the specific structure of case reports. This includes analyzing medical case report models. The same procedures that were used in the second session were employed for activities and tasks during the third session. The participants were engaged in three types of tasks before being asked to write their case report samples in pairs. After working on their essays, their essays were read by the researcher and their rhetorical errors were corrected. The last part of the lesson asked students to choose a condition and write their own case reports, which were supposed to have the moves they had learned. The instructor provided feedback and corrected the students' writings.

In order to apply implicit genre-based instruction, the participants received the same model texts, except that the model texts were not underlined for the students and the moves were not named and explained by the instructor. This group did not receive instruction or feedback about specific moves, rhetorical features of case report genre. However, several procedures were included in order to ensure that all other factors were equal between the conditions. In the instructional sessions, sample case reports were given to the students. Sample models were similar across both experimental groups for each of the practice and instructional sessions. In the practice sessions, the students were asked to do three tasks in order to analyze each text individually, sometimes in groups to find answers to questions provided by the teacher. In the third practice session, after doing three tasks, the participants were asked to write their essays individually. The final draft provided a model for students to refer to when they work on their individual compositions. Class time was set aside for students to write their models independently on a related medical topic so that the teacher could help the students to consult about the process. The writing task continued as a homework assignment.

Similar to the genre-based writing cycle (Hyland, 2008) which were practiced with the first and second experimental groups, the subjects of control group received the same treatment except the modeling stage. This group did not receive the researcher's explicit or implicit instruction and the students were taught following the outline designed by the department. Participants in the control group just attended the practice sessions. During each of the practice sessions, the participants were introduced to a medical condition and asked to write about it. The students constructed a text jointly

and wrote a case report. Then, the researcher and students worked together to construct the text of the focused genre. The students wrote the first draft. Students' writings were evaluated and the researcher provided a feedback on them. Students became ready to work independently to produce their own text within the chosen genre. And then, the final drafts were written.

4. Results and Discussion

4.1. Results

The data used for the analysis were 80 academic writing essays produced by the subjects of the three groups at the end of the course. One of the colleagues of the researcher copied the pre- and post- essays and removed any trace of the subjects' identities from the texts. The texts were randomly assigned to the raters. The analytical scales were used that aim to measure different structures in participants' academic writings. The scale was used across all groups' academic writings to examine how far the students were successful in terms of modeling medical case report genre. Therefore, the rhetorical structure of the genre including the existence of moves of the genre were analyzed. The analytical marking was carried out by the researcher. The analytical criterion for analyzing the students' academic writings in this study was the rhetoric structure criterion. Therefore, the present study adapted Hung et al. (2012) case report model of rhetorical structure which examines the major moves involved in writing medical case reports. All assigned scores were treated statistically to see if there were any significant differences between the subjects of the three groups in terms of their average analytic scores.

One-way analysis of variances (one-way ANOVA) was run to compare the three groups' means on pretest in order to prove that they were homogenous in terms of their writing quality prior to the administration of the treatment. One-way ANOVA is based on two assumptions; normality of data and homogeneity of variances of groups. The normality of the data was probed using skewness and kurtosis indices and their ratios over the standard errors. Since the absolute values of the ratios were lower than 1.96, it can be claimed that the assumption of normality was retained. Table 2 displays the skewness and kurtosis indices and their ratios over the standard errors.

Table 2

Descriptive Statistics; Testing Normality of Pretest

N		Skewness		Kurtosis		
Statistic	Statistic	Std. Error	Ratio	Statistic	Std. Error	Ratio
10	.725	.687	1.06	.841	1.334	0.63

10	-.468	.687	-0.681	-.216	1.334	-0.16
10	.685	.687	1.00	-1.429	1.334	-1.07

Table 3 displays the results of the Levene's test of homogeneity of variances. The non-significant results of the test ($F(2, 27) = 1.08, p = .353$) indicated that the three groups enjoyed homogenous variances on pretest.

Table 3

Test of Homogeneity of Variances; Pretest by Groups

		Levene Statistic	f1	df2	Sig.
Pretest	Based on Mean	2.556	2	27	.096
	Based on Median	1.081	2	27	.353
	Based on Median and with adjusted df	1.081	2	21.267	.357
	Based on trimmed mean	2.452	2	27	.105

Table 4 displays the descriptive statistics for the first and second explicit and implicit, and control groups on the posttests. The first experimental group had a mean of 35.70 after receiving explicit instructions during the first round of treatment. After being exposed to implicit instruction, they increased their mean to 41.80. The second experimental group had a mean of 26.10 after receiving implicit instructions during the first round of treatment. After being exposed to explicit instruction, they increased their mean to 38.90. The control group had a mean of 12.90 on posttest.

Table 5 displays the results of one-way ANOVA. Based on these results ($F(2, 27) = 61.05, p = .000$, partial eta squared = .844 representing a large effect size) it can be concluded that there were significant differences between the five groups' means on posttest.

Table 5

One-Way ANOVA; Posttest by Groups

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5527.280	4	1381.820	61.058	.000
Within Groups	1018.400	45	22.631		
Total	6545.680	49			

The significant results of the one-way ANOVA were followed by Scheffe's post-hoc comparison tests (Table 6) in order to compare the groups two by two. Based on the results of the Scheffe's test it can be concluded that:

Table 6*Scheffe's Multiple Comparisons Tests; Posttest by groups*

(I) group	(J) group	Mean	Std. Error	Sig.	95% Confidence Interval	
		Difference (I-J)			Lower Bound	Upper Bound
2nd Implicit	Control	28.900*	2.127	.000	22.07	35.73
	1st Explicit	6.100	2.127	.103	-.73	12.93
	1st Implicit	15.700*	2.127	.000	8.87	22.53
	2nd Explicit	2.900	2.127	.761	-3.93	9.73
1st Explicit	Control	22.800*	2.127	.000	15.97	29.63
	1st Implicit	9.600*	2.127	.002	2.77	16.43
1st Implicit	Control	13.200*	2.127	.000	6.37	20.03
	Control	26.000*	2.127	.000	19.17	32.83
2nd Explicit	1st Explicit	3.200	2.127	.689	-3.63	10.03
	1st Implicit	12.800*	2.127	.000	5.97	19.63

The second implicit group ($M = 41.80$) had a significantly higher mean than the control group ($M = 12.90$) on the posttest of writing quality (Mean Difference = 28.90, $p = .000$). There was not any significant difference between second implicit ($M = 41.80$) and first explicit ($M = 35.70$) groups' means on posttest of writing quality (Mean Difference = 6.10, $p = .103$). The second implicit group ($M = 41.80$) had a significantly higher mean than the first implicit group ($M = 26.10$) on the posttest of writing quality (Mean Difference = 15.70, $p = .000$). There was not any significant difference between second implicit ($M = 41.80$) and second explicit ($M = 38.90$) groups' means on posttest of writing quality (Mean Difference = 2.90, $p = .761$). The second explicit group ($M = 38.90$) had a significantly higher mean than the control group ($M = 12.90$) on the posttest of writing quality (Mean Difference = 26, $p = .000$). There was not any significant difference between second explicit group ($M = 38.90$) and first explicit ($M = 35.70$) groups' means on posttest of writing quality (Mean Difference = 3.20, $p = .689$). The second explicit group ($M = 38.90$) had a significantly higher mean than the first implicit group ($M = 26.10$) on the posttest of writing quality (Mean Difference = 12.80, $p = .000$). The first explicit group ($M = 35.70$) had a significantly higher mean than the control group ($M = 12.90$) on the posttest of writing quality (Mean Difference = 22.80, $p = .000$). The first explicit group ($M = 35.70$) had a significantly higher mean than the first implicit group ($M = 26.10$) on the posttest of writing quality (Mean Difference = 9.60, $p = .002$). The first implicit group ($M = 26.100$) had a significantly higher

mean than the control group ($M = 12.90$) on the posttest of writing quality (Mean Difference = 13.20, $p = .000$).

4.2. Discussion

This study explored the effects of explicit and implicit genre-based instruction on medical student' writing quality and writing development. The analyses of the students' data revealed that there was a significant difference in the impact of the explicit and the implicit genre-based instruction on the writing quality of the participants. In other words, based on these results it can be concluded that there were significant differences between the three groups' means on posttests. The improvement in the students' writing quality that occurred in the experimental groups can be attributed to the intervention. On the other hand, the statistical findings revealed that there were no significant differences between the two experimental groups. Holistically, both experimental groups did well on the post-test, regardless of the type of intervention.

The in-depth analysis of 50 scripts of the post-tests, though, revealed that the first experimental group who received explicit genre-based instruction first and then received implicit genre-based instruction outperformed the second experimental group in improving their writing quality. Regarding the sequence of using two types of treatments in this study (explicit and implicit treatments), the results suggested that the sequence of using explicit-implicit genre-based instruction was more effective than sequence of using implicit-explicit genre-based instruction in developing students' mastering of the major genre moves and thus improving their writing quality. Despite the short amount of instruction on case report genre and based on the pre-test and the post-test, the experimental groups which received explicit instruction showed a marked improvement as compared to the experimental groups which received implicit instructions and also the control group.

Some researchers (e.g., Dekeyser, 1995; Doughty & Williams, 1998; Ellis, 1993; Robinson, 1996) supported the idea that explicit instruction is useful for second language development (Khodabandeh et al., 2013). The findings of the present study revealed the potential of explicit genre-based writing instruction for the experimental participants' writing improvement, which is in line with Abbuhl (2011) and Khodabandeh et al. (2013) who reported the efficacy of explicit teaching methods. Comparing the results of first and second explicit instruction groups, the findings confirmed that the participants in the second explicit group benefited more from the instruction than the participants in the first explicit group. Moreover, comparing the results of first and second implicit groups, the findings of this study suggested that the participants in the second implicit group benefited more

from the treatment than the participants in the first implicit group. Based on the pre-test and the post-test results, the experimental group which received explicit instruction first showed a marked improvement as compared to the experimental group which received implicit instructions first and also the control group.

However, Unlike the findings by Henry and Roseberry (1998) which indicated that it is not possible to gain genre awareness in the absence of explicit instruction (Khodabandeh et al., 2013), the findings of this study confirmed that the students benefited from implicit instruction and in the absence of explicit instruction they improved their writing quality. Although the first and second implicit groups were not exposed to the explicit instruction, results of the study showed that major genre moves of case report were also found in their posttest essays and it seems that the implicit genre-based teaching method was more effective than the no-formal instruction method.

Regarding the control group's results, the findings showed that almost none of the participants of self-study were able to present the major moves of case report genre in their English essays which prove that no-instruction was insufficient for L2 students and that both explicit instruction and implicit instruction can facilitate students' awareness and the use of genre moves. The results showed that genre moves were difficult for the control group to learn by themselves without instruction. Thus, instruction in the control group context could be essential and it would be more helpful if the teacher guided them explicitly in focusing on each aspect of the genre or genre moves.

To summarize, the in-depth findings suggested that providing genre-based instruction both explicitly and also implicitly can intuitively and effectively help ESP learners to learn main generic moves of a genre. Also applying either of these treatments may lead to a better use of the moves and hence more qualified writing. However, combining explicit genre-based instruction and the implicit genre-based instruction was likely to result in better outcomes rather than teaching through using one of these treatments on its own. Also the in-depth findings of the study suggested that providing explicit genre-based instruction followed by implicit genre-based instruction would increase students' writing quality and would lead to better results.

5. Conclusion and Implications

Regarding the comparison of pre- and post-test essays of the participants, the results were particularly encouraging for the experimental groups. The students in experimental groups actually outperformed on most of the genre moves assessed on their post- test essays. The findings of this study showed that both explicit and implicit teaching of case report genre

increased the opportunity for medical students to be more aware of how the genre worked in the context of genre. In sum, it can be said that the use of genre-based instruction could have vast potential benefits to medical students in using genre moves in their case report essays.

This research study raised a number of issues related to the teaching of writing to the students at a university level as well as highlighting important areas which EAP instructors should take into consideration in their teaching of academic writing. It is advantageous to approach teaching of writing in English from an ESP perspective with more attention paid to constructing meaning at discourse level through the implementation of move and move structure in writing instructions. Learning about move structures of the genre may help learners to organize their text in terms of knowing what to write, how to start and how to conclude to meet readers' expectations. Moreover, ESP instructors can make use of both the explicit and the implicit treatments of genre-based instruction in order to help their students to improve their writing qualities and writing developments.

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Bibliographic information of this paper for citing:

Alavi, S., M., Nemati, M., & Karimpour, S. (2021). The impact of genre-based instruction treatments on EAP students' writing quality. *Journal of Modern Research in English Language Studies*, 8(3), 187-210.