【 Scholarly Commentary 】

Effect of Genre-Based Approach on L2 Learners' Writing Performance: A Systematic Review

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Abstract

Improving the writing performance of second-language (L2) learners is an important issue in L2 teaching. In recent years, the Genre-Based Approach (GBA) has received increasing attention. This study aims to systematically review the research on GBA implemented in teaching L2 writing by answering two research questions. First, "What factors influence the use of GBA in improving learners' L2 writing performance?" and second, "How does GBA intervention affect L2 writing performance?" After a two-stage screening of titles, abstracts, and full-text reviews, 14 papers were included in this systematic review. After a comprehensive qualitative analysis, the learners' domain, teachers' domain, and integrated approach/ technique domain became important factors affecting the effectiveness of GBA in L2 writing instruction. In response to the second research question, this study found that GBA in L2 writing instruction could help improve learners' grammatical, discourse, sociolinguistic, and strategic competencies. Notably, these 14 studies did not explore whether learners' L1 writing abilities affected their L2 writing abilities. In future, attention should be paid to the relationship between L1 and L2 development to provide more rigorous empirical evidence for designing L2 writing instruction.

Keywords: communicative competence, Genre-Based Approach, L2, PCK, writing performance

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1. Introduction

In the era of globalization, in which the world is interconnected culturally, economically, and politically (Atar, 2018), effective written communication across languages and cultures has become an absolute necessity. "Communicate effectively in diverse environments (including multi-lingual)" (Partnership for 21st Century Learning, 2019, p. 5) becomes one of the communication and collaboration skills in the 4Cs in the 21st century learning framework. In the context of Taiwan, the government has launched the Bilingual 2030 policy, which aims to "enhance young people's English communication capabilities, further their professional expertise and skills, and strengthen their global competitiveness" (National Development Council, 2021, p. 1). This causes second language (L2) – i.e. English – writing is getting more emphasized.

For L2 learners, writing is intricate due to the necessity of bold writing conventions, linguistic knowledge, grammar, vocabulary, and thinking strategies to be able to express themselves proficiently in other languages than their native language (Javadi-Safa, 2018; Yavuz-Erkan & İflazoğlu-Saban, 2011). The increasing diversity of settings and readers in today's globalized world can amplify the difficulties that L2 learners already confront.

Genre-Based Approach can assist L2 learners in overcoming some of the writing difficulties they face in today's interconnected world. By focusing on particular genres and their linguistic characteristics, learners can develop a better understanding of the expectations and conventions of various types of texts in order to communicate effectively across cultures and contexts, thereby improving their writing performance in a second language.

Ganapathy et al. (2022) mention that Genre-Based Approach uses genre as "a class of communication events with specific goals, and social contexts shape its process" (p. 91). Thus, this approach pays attention to various aspects of genre in writing. Those aspects are the "purpose of

communication, themes, conventions, medium, reader (audience), and writer" (Ganapathy et al., 2022, p. 91). Huang and Zhang (2020) argue that Genre-Based Approach "takes into consideration the audience, social context, and communicative purposes in the writing process" (p. 340). Campbell and Green (2006) and Zammit et al. (2022) define Genre-Based Approach as an approach which focuses on the structural and textual features of different kinds of genres or text types. Those definitions highlight the same concept that Genre-Based Approach is used to teach writing by considering the texts' communicative purpose, social context, and grammatical and structural features. This is known as the superiority of Genre-Based Approach compared to other approaches.

Bunch of advantages of employing Genre-Based Approach are:

Explicit: Makes clear what is to be learnt to facilitate the acquisition of writing skills; Systematic: Provides a coherent framework for focusing on both language and contexts; Needs-based: Ensures that course objectives and content are derived from students' needs; Supportive: Gives teachers a central role in scaffolding students' learning and creativity; Empowering: Provides access to the patterns and possibilities of variation in valued texts; Critical: Provides the resources for students to understand and challenge valued discourses; Consciousness-raising: Increases teachers' awareness of texts to confidently advise students on writing. (Hyland, 2004, pp. 10-16)

Hyland (2004) adds that the scaffolding that Genre-Based Approach provides in the form of writing frames is flexible – depending on the students' proficiency level – and even can be tailored for individual learners.

Although there is strong evidence of the superiority of Genre-Based Approach in some previous studies, few are simultaneously discussing the factors that may influence the implementation of Genre-Based Approach to improve L2 writing performance and the effect of Genre-Based Approach

implementation. Thus, this systematic review aims to answer the following two research questions. First, "What are the influencing factors on the use of Genre-Based Approach in improving the learners' L2 writing performance?" and second, "How is the impact of Genre-Based Approach intervention on L2 writing performance?".

1.1 Operational Definitions

In this systematic review, the term Genre-Based Approach refers to an approach that focuses on teaching and learning writing with an emphasis on producing various text genres and the social purpose of language, as well as how the linguistic qualities of specific genres promote this communicative goal (Ivanič, 2004; Lin, 2006; Martin & Rose, 2008; Putri et al., 2021). The definition of Genre-Based Approach in this study resembles the Genre-Based Approach based on the Systemic Functional Linguistic (SFL) tradition since it covers the text structure, language form, and its social context to achieve the communicative goal.

Since communicative goal means the intention and aims of the communication, communicative competence represents the ability to convey those communicative goals. Communicative competence is the ability to use a language well. It involves not only the grammatical knowledge but also the appropriate language variety depending on context and modes that are acceptable in particular communities (Hymes, 1968, 1971 as cited in Lillis, 2006). The language that becomes the focus of this current study is English as a language other than the learners' native language, or simply called as a second language (*L2*). It is also known as "English as a Second Language" (Hutchinson & Waters, 1987, p. 17).

In this current study, the L2 learners' writing performance is seen through their communicative competence, which consists of four components: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence (Brown, 2007). Meanwhile, writing

performance is operationally defined as "the overall effectiveness of a piece of writing" that "may take into account assessments of intermediary outcome categories – including ideation, genre (or text) elements, mechanics, organization, output, sentence structure, vocabulary, and voice – in a single assessment of a piece of writing" done "either analytically or holistically" (Graham et al., 2012, p. 41).

1.2 Literature Review

1.2.1 Genre and Genre-Based Approach

It is important to acknowledge that a comprehensive comprehension of the Genre-Based Approach is contingent upon familiarity with genre traditions, such as English for Specific Purposes/ESP (UK), New Rhetoric (USA), and Systemic Functional Linguistics/SFL (Australia) (Cheung, 2016). The three genre traditions exhibit disparities in terms of both structure and purpose (Hyon, 1996).

According to Swales (1990), genres – in ESP tradition – can be defined as communicative events that possess distinct communicative aims and exhibit specific patterns of structure, style, content, and intended audience. Research papers, essays, theses, letters, poems, recipes, and news broadcasts are examples of genres (Magogwe & Nkateng, 2018; Swales, 1990).

New Rhetorical tradition tries to relate text to the context (Freedman, 1999; Hyland, 2007), so genres are perceived as social actions that are constructed deliberately (Connor, 2004) for their external or non-linguistic factors like purpose, audience, or speech community (Coe, 2002; Devitt, 2004). Genre also refers to "abstract, socially recognized ways of using language" (Hyland, 2007, p. 149) as the community members are able to perceive a text from their experiences with that text so that they are able to read, understand, or even write it relatively easily. Bazerman (1988) argues that knowledge of the social contexts encircling texts is essential for assisting

writers in selecting appropriate rhetoric.

SFL tradition mediates the aforementioned two approaches; it covers the relationship between language form and its social context (Hyland, 2007; Hyon, 1996; Tardy, 2011). Halliday states that the forms of language are shaped by the field (the activity going on), the tenor (the relationships between participants), and the mode (the way people talk to each other) (Halliday, 1978; Halliday & Hasan, 1989; Hammond et al., 1992 as cited in Hyon, 1996). SFL tradition categorizes genres into text types according to their function, such as exposition, explanation, report, narrative, procedure, recount, and description (Hyland, 2007). Derewianka (1990) also points out that the first six types mentioned earlier are genres based on their societal goals.

Genre-Based Approach is one of the writing instructional approaches (Jiang et al., 2021) in which genre is used as a tool to analyze spoken and written texts in academic and professional settings (Byram & Hu, 2013). The instructional implementation framework of Genre-Based Approach is indeed determined by the concept of genre brought by each tradition. In the ESP framework, the students learn how to use text analysis techniques that they can use outside of the classroom to figure out the rules of new types of writing. These methods include "flow chart" analyses of genre structure, "gap filling" of structural gaps, and "concordancing" of verb forms found in genres like the sales letter (Flowerdew, 1993, pp. 310-312 as cited in Hyon, 1996). Truong (2017) argues that Genre-Based Approach supports the learners to write with a very specific-focused vocabulary and grammar that become the characteristics of each genre type. Genre-Based Approach is a teaching writing approach that "explicitly taught students the structural and textual features of a range of text types or genres" (Campbell & Green, 2006, as cited in Zammit et al., 2022, p. 5). This helps the learners get familiar with the various schematic structures (Truong, 2017) and the norms of different kinds of writing (Harmer, 2007).

Within the framework of the New Rhetoric, learners are encouraged to

develop an awareness of the social circumstances that influence their writing due to the framework's focus on text context and function by identifying the characteristics of the rhetorical situation, such as the purpose of the text, its intended audience, and the context of the writing. Then, their writing is evaluated based on how effectively it responds to this context (Coe, 1994 as cited in Hyon, 1996).

Meanwhile, in the SFL framework, the learning process is usually conducted through a certain cycle. In L2 writing instruction under the SFL Genre-Based Approach, there are five stages of the teaching-learning cycle (Feez & Joyce, 1998; Nagao, 2019a, 2019b): (1) building a context; (2) modeling and deconstructing an existing text; (3) joint construction of the text; (4) independent construction of a target genre text; and (5) linking to related texts.

Hyon (1996) summarizes that the ESP and SFL frameworks offer teachers valuable insights into the linguistic characteristics of written texts, together with practical instructions for effectively incorporating these features into classroom instruction. The New Rhetoric framework, however, provides teachers with a more comprehensive understanding of the institutional contexts surrounding academic and professional genres, as well as the roles that genres play within these settings.

1.2.2 L2 Writing Performance

Based on the definition of genre and Genre-Based Approach above, it is obvious that the ability to communicate the specific goals of each genre using its specific features becomes essential. Thus, communicative competence is pivotal in L2 writing. In general, Brown (2007) mentions that communicative competence covers four components: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. (1) Grammatical competence comprises "knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology" (Canale

& Swain, 1980, p. 29 as cited in Brown, 2007). (2) Discourse competence is the capacity to link sentences in a discourse and create a coherent whole (Brown, 2007). (3) Sociolinguistic competence involves understanding the social and cultural rules concerning language and discourse (Brown, 2007). (4) Strategic competence is the skill that allows us to fix things, deal with a lack of understanding, and keep communicating through "paraphrase, circumlocution, repetition, hesitation, avoidance, guessing, and changes in register and style" (Savignon, 1983, pp. 40-41 as cited in Brown, 2007). The first two components belong to the linguistic system, and the last two are the functional aspects of communications.

Meanwhile, the Council of Europe (2001) mentions that communicative language competence incorporates linguistic, sociolinguistic, and pragmatic competences. (1) Linguistic competence comprises lexical, phonological, and syntactical knowledge and skills; (2) sociolinguistic competence relates to sociocultural conditions of language use (politeness rules; norms for relations between generations, sexes, classes, and social groups; and linguistic codification of a community); and (3) pragmatic competence pertains to functional use of linguistic resources (Council of Europe, 2001). The communicative competence described by Brown (2007) and the Council of Europe (2001) shares two common components: grammatical (linguistic) competence and sociolinguistic competence.

Communicative competence is not the only parameter of fruitful learning. The elements associated with individual differences have a significant role in shaping learners' performances. The role of L2 anxiety, self-efficacy, self-regulatory methods, and goal-setting theory in facilitating successful language learning has been widely acknowledged (Shih, 2019). According to Zhang (2001), anxiety can be described as the psychological strain experienced by individuals when engaging in a task. Self-efficacy refers to an individual's personal belief in their capability to successfully execute a specific task, as posited by Bandura (1977). The concept of self-regulation of learning encompasses several cognitive processes undertaken

by learners, such as establishing their goals for learning, choosing suitable strategies, maintaining motivation, and evaluating and assessing their academic advancement (Zimmerman, 2000). This involves the enhancement of learners' skills to regulate their thoughts, emotions, behaviors, and the learning environment. Moreover, Locke and Latham (2006) note that setting a learning objective enhances or promotes metacognition, which includes planning, monitoring, and evaluating progress toward goal achievement.

Alongside the communicative competence to measure the L2 learners' writing performance and the contribution of individual differences, Pedagogical Content Knowledge (PCK) provides constructs to appraise teachers' competence, which is impactful on the learners' performance. Pedagogical content knowledge refers to a distinct combination of subject matter (content) knowledge and pedagogical knowledge that is exclusive to educators, representing their distinctive form of professional comprehension (Shulman, 1986, 1987). Content knowledge is the fundamental knowledge possessed by a teacher in a certain subject or area of expertise, while pedagogical knowledge refers to the ability of teachers to create an optimal instructional environment that fosters effective teaching and learning for all learners (Kultsum, 2017).

PCK is the most reliable way to tell a teacher's knowledge from that of a subject matter expert's knowledge. It holds particular significance as it delineates the unique knowledge domains required for effective teaching (Shulman, 1987). Jones and Moreland (2015) elaborate seven constructs of PCK: (1) the subject's nature and characteristics; (2) conceptual, procedural, and technical aspects of the subject; (3) curriculum knowledge; (4) knowledge of learners; (5) specific teaching and assessment practices of the subject; (6) understanding the function and significance of context; and (7) classroom environment and management.

PCK is "an understanding of how particular topics, problems, or issues are organized, represented and adapted to the diverse interests and abilities of learners, and presented for instruction" (Shulman, 1987, p. 8).

Moreover, Shulman (1986, p. 9) portrays it as "… the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations – in a word, the ways of representing and formulating the subject that make it comprehensible to others".

1.2.3 What is Already Known and What is Still not Known

Genre-Based Approach is known to have a positive impact on improving the learners' writing, as shown in some previous studies (Truong, 2017; Vaezi & Tabrizi, 2016; Wang, 2013). Truong (2017) conducted action research on low-intermediate-level learners in Vietnam to determine the effect of Genre-Based Instruction on learning to write letters. It was found that the instruction conducted for 15 weeks had a positive effect on the learners in learning of letter writing. Vaezi and Tabrizi (2016) investigated the effectiveness of Genre-Based Approach in teaching English for Specific Purposes (ESP) writing to Iranian learners after 16-hour teaching implementation. The results revealed a significant effect on the learners' performance in ESP writing proficiency. Wang (2013) presented a study to examine the Systemic Functional Linguistics (SFL)-Based Genre Approach's effectiveness in promoting L2 learners' genre awareness and writing competence. This study was conducted at a college in China after a 16-week semester of treatment. The results indicated the learners' genre awareness was sharpening, holistic writing quality was improving, and lexical density was enhancing through the implementation of the approach. Moreover, other former study integrated Genre-Based Approach with other approach to obtain a positive effect (Pujianto et al., 2014). Pujianto et al. (2014) integrated Genre-Based Approach with Process-Based Approach into Process-Genre Approach to improve students' writing skills of report text.

The abovementioned studies also showed some empirical evidence as follows. In Truong's (2017) study, the participants recruited were the students

(18-21 years old) at the proficiency level of A2 of Common European Framework of Reference (CEFR), and they were expected to achieve B1 level after a year of study. Truong (2017) mentioned that after a 15-week semester of Writing 1 Course by implementing Genre-Based Instruction, the participants improved most in context awareness, convention choice, idea structure, and paralinguistic aspects. Vaezi and Tabrizi (2016) used a two-way ANOVA to measure the variables (move index and texturing index) in participants' pre-test and post-test. Its p-value signified a notable distinction. The genre group did better than the non-genre group in using the allowed move structures and texturing criteria after 16-hour teaching implementation of Genre-Based Approach. In line with the other studies, Wang (2013) declared that the paired samples t-test showed that the experimental group ($t = -7.0$, $p = .000$) surpassed the control group ($t = 3.80$, $p = .001$). The independent samples t-test revealed significant difference in post-test writing holistic scores between control group ($M = 3.85$, $SD = .69$) and experimental group ($M = 4.19$, $SD = .51$) ($t = -2.207$; $p = .031 < .05$). For the lexical ability, both control and experimental groups showed significant improvements in type token ratio (TTR) in their pre- and post-test writings ($t = -2.474$, $p = .019 < .05$ for control group; $t = -2.264$, $p = .031 < .05$ for experimental group). In addition, Pujianto et al. (2014) in their descriptive study stated that Process-Genre Approach improved the students' writing ability of report text particularly on genre knowledge, writing process, and peer and teacher feedback from instructional process, schematic structures, and linguistic aspects analysis.

Furthermore, some studies revealed empirical evidence comparing the effectiveness of Genre-Based Approach with the other methods. Nueva's (2016) study examined the impact of Genre-Based and Process-Based Approaches on news articles written by 80 freshmen in terms of content, accuracy, fluency, appropriateness, and intelligibility. The mean scores of students who were taught using Genre-Based and Process-Based Approaches both showed a significant difference in five aspects, as indicated by

p-values equal to or less than 5% in both pre-test and post-test results. Both approaches enhanced students' news articles, but those who experienced the Genre-Based Approach achieving superior results compared to those who experienced the Process-Based Approach. She determined that implementing the Genre-Based Approach in the writing course would enhance students' writing skills. Rashtchi et al. (2019) conducted similar study by comparing the effects of three different approaches (Product-Based, Process-Based, and Genre-Based Instructions) to writing towards 72 fifth semester university students, distributed in three different groups, in their essay writing course. After 12-session treatment, the one-way ANOVA findings showed a statistically significant disparity among the groups. The Scheffe Post Hoc test indicated that the Genre-Based group outperformed the other two groups. No significant differences were detected between the Product-Based and Process-Based groups.

This present paper takes the perspective of a real classroom situation that the effect of Genre-Based Approach is not always positive, and duration length of the approach implementation does not guarantee positive impact. Real evidence that pops up from the learners, teachers, and integrated approach/technique is revealed. Thus, it will serve different dimensions to know from this present paper as a whole picture of Genre-Based Approach implementation and the effect of Genre-Based Approach on L2 learners' writing performance.

2. Method

This current study is a systematic review that aims to examine two primary aspects. Firstly, it seeks to identify the features that contribute to the utility of the Genre-Based Approach in enhancing the writing performance of second language (L2) learners. Secondly, it focuses on investigating the impact of interventions utilizing the Genre-Based Approach on the writing performance of L2 learners.

2.1 Literature Search and Selection Process

ProQuest, EBSCOhost, APA PsycInfo, and Taylor&Francis were the databases used to identify and select the studies. In the identification process, 733 studies were obtained from those four databases using some keywords. The keywords or essential search descriptors utilized were "genre-based", "L2", "English as a Second Language" OR "ESL", "English as a Foreign Language" OR "EFL", and "writing instruction". When using "writing instruction", the searching result was very limited; thus, after doing professional judgment, "writing" was used instead of "writing instruction". After that, those studies were screened by reading the title and 22 studies were acquired. Then, some studies with the same title were removed, and 19 studies were left. Next, in the eligibility process, those studies were selected based on some criteria; five studies were excluded because they did not meet the criteria. Those five studies were excluded due to no intervention in the study, the use of Genre-Based Analysis for the method, and no contribution report for the discussion. Finally, 14 studies were included in the analysis. The process of literature search and selection is presented in Figure 1.
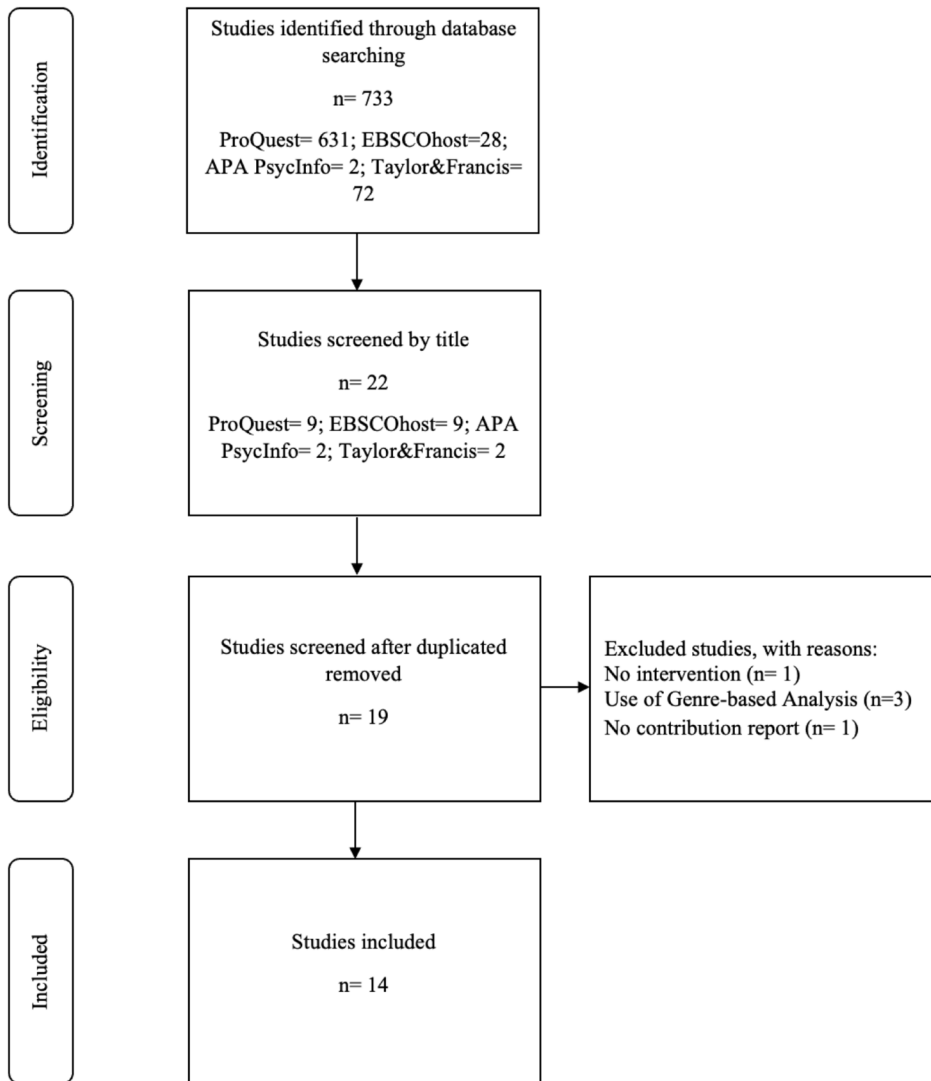
Figure 1. Literature search and selection process

2.2 Literature Selection Criteria

The followings are the selection criteria for the studies to be included in the analysis of the present study:

(1) The participants targeted were English learners (who learn English writing in secondary school, undergraduate, and graduate programs) and English teachers.

(2) The studies were peer-reviewed articles published in 2018-2022.[1]

(3) The method included intervention using Genre-Based Approach, not Genre-Based Analysis. Genre-Based Approach is an instructional or pedagogical approach to language teaching that focuses on the production or analysis of different genres or types of texts. Meanwhile, Genre-Based Analysis is an analytical framework used in linguistics and discourse analysis to study and describe different genres or types of texts. Cornelius and Cotsworth (2015) mention that Genre-Based Analysis is known as an analytical study of discourse that takes into account the underlying social and contextual variables.

(4) The discussion revealed the impact of the intervention, not just a report without explaining the impact.

Those standards were established, as mentioned in the introduction, in order to get a comprehensive understanding of the implementation of the Genre-Based Approach from multiple angles and the impact of the Genre-Based Approach on the writing performance of L2 learners.

2.3 Literature Analysis and Interpretation

Fourteen studies published in 2018-2022 met the criteria of the selection. This review used inductive paradigmatic analysis (Guo et al., 2020) to extract data from the selected studies: genre focus, research method, research design, intervention duration, influencing factors, and impact. Table 1 provides the highlighted points of the studies included in the systematic review. The discussion section analyses and then classifies and interprets the findings in an inductive manner based on two major questions: *"What are the factors influencing the implementation of Genre-Based Approach in improving the learners' L2 writing performance?" and "How is the impact of the intervention with Genre-Based Approach on L2 writing performance?"*.

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[1] The studies in 2023 were not included since this current study was submitted to this journal in 2023.

Table 1

The *highlighted points of the studies*

No	Study	Genre/ Focus	Research Method	Research Design	Intervention Duration	Influencing Factors	Impact
1	Almacioglu and Okan (2018)	Academic writing	Mixed	Exploratory case study	14 sessions (@3 contact hours)	Metacognitive awareness	Positive
2	Han and Hiver (2018)	Psychological factor	Mixed	Experimental - Participatory learning analysis	A semester (2 hours per week)	Writing-specific psychological factors	Positive & negative improvement (not mentioning the significance)
3	Suksawas (2018)	Journalism	Qualitative	Case study	15 sessions	Metadiscourse	Positive
4	Worden (2018)	Pedagogical content knowledge	Qualitative	Case study	16 sessions	Knowledge of the required curriculum, students' needs, and underlying pedagogical values	Evolved
5	Nagao (2019b)	Discussion genre text	Mixed	DBR	15 sessions	English proficiency level	Effective
6	Hsu and Liu (2019)	Academic writing	Mixed	Experimental - Comparative learning analysis	13 sessions	Online (academic) writing tutorial system	Insignificant

No.	Author (Year)	Genre/Topic	Method	Design	Duration	Focus	Result
7	Nagao (2019a)	Discussion genre text	Mixed (Hybrid)	Experimental	15 sessions	English proficiency level	"Tended to improve" (not mentioning the significance)
8	Shi et al. (2019)	Teacher belief	Qualitative	Case study	2 workshops (professional trainings)	Teacher's belief	Positive
9	Dugartsyrenova (2020)	Academic writing	Mixed	DBR	8-week course	Online (academic) writing tutorial system	Positive
10	Huang and Zhang (2020)	Argumentative	Quantitative	Quasi-experimental	6 sessions	Process Approach	Significant
11	Li et al. (2020)	Academic writing	Qualitative	Case study	An 18-hour professional development program (= 9 sessions)	Pedagogical practices (localized ESP)	Not mentioned
12	Uzun and Topkaya (2020)	Literary analysis essay	Mixed (Embedded mixed methods)	Experimental	14 sessions	Genre-Focused Feedback	Significant
13	Ganapathy et al. (2022)	Descriptive	Mixed	Quasi-experimental	4 x 60 min-writing sessions	Pedagogical approach	Significant
14	Nazari and Oghyanous (2022)	Argumentative	Qualitative	Case study	14 sessions	Teacher's belief	Positive

3. Results

All the updated studies that met the criteria are coded in Table 1 by highlighting the genre focus, research method, research design, intervention duration, influencing factors, and impact. They are listed based on the year of publication.

3.1 The Method and Intervention Duration of the Studies

The focus of the studies varies from a specific genre – one or more genres per study – (descriptive, discussion genre text, literary analysis essay, journalism, argumentative, argumentative, and academic writing) to a non-genre focus, i.e., pedagogical content knowledge, teacher belief, and psychological factors. Meanwhile, the research method and research design are not as random as the genre focus. The employed research method and design are visualized in Figure 2. Eight studies used mixed-method: one was with quasi-experimental design, four with experimental design, one with case study, and the other two with Design-Based Research (DBR). Five studies were administered with qualitative method in the form of case studies, and only one was conducted in quantitative method by doing quasi-experimental study.
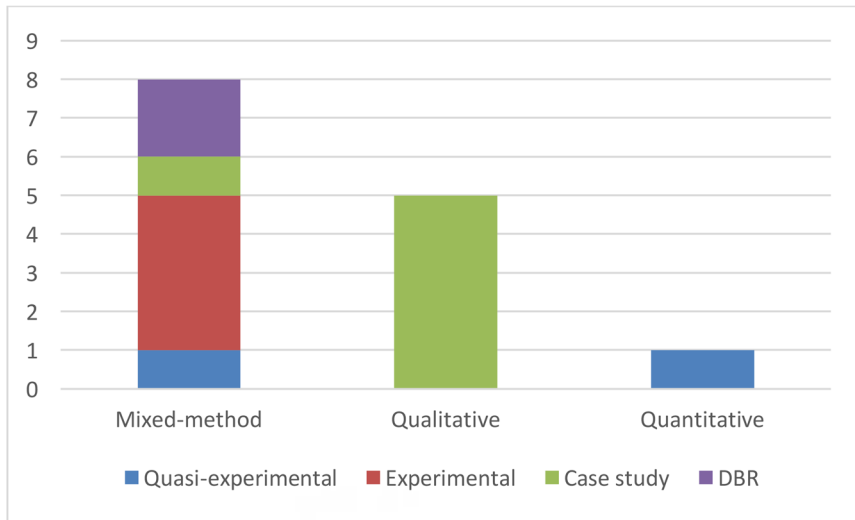
Figure 2. Employed research method and design

Regarding the intervention duration, most of the studies were performed in long duration for a semester, ranging from 13 to 16 sessions. Some of them were in medium duration (half semester) – from 4 to 9 sessions. The other one could be considered as short duration – 2 workshops without specifying the exact duration.

3.2 The Influencing Factors

The influencing factors that are listed in Table 1 could be classified into three main domains: learners' domain, teachers' domain, and integrated approach/technique. The learners' domain is influenced by the learners' L2 proficiency level (Nagao, 2019a, 2019b); metacognitive awareness (Almacıoğlu & Okan, 2018); and writing-specific psychological factors (Han & Hiver, 2018). Then, teachers' beliefs (Nazari & Oghyanous, 2022; Shi et al., 2019); knowledge of the required curriculum, learners' needs, and underlying pedagogical values (Worden, 2018); and pedagogical practices (Li et al., 2020; Ganapathy et al., 2022) affect the teachers' domain. Moreover,

the integrated approach/technique that play roles in shaping the results are Genre-Focused Feedback (Uzun & Topkaya, 2020); metadiscourse (Suksawas, 2018); Process Approach (Huang & Zhang, 2020); and online (academic) writing tutorial system (Dugartsyrenova, 2020; Hsu & Liu, 2019).

3.2.1 The Learners' Domain

The learners' L2 proficiency level. Since the respondents or samples of the studies are classified based on the L2 proficiency level, the learners' level determines the impact they obtain. Nagao (2019a) mentions that EFL learners exposed to Genre-Based Approach L2 writing instruction with an SFL framework tend to improve in their choices of lexicogrammatical features with interpersonal functions. The general tendency of the changes in understanding depends on whether the learners are novices or experienced and whether they have a high or low English proficiency levels. Nagao (2019b) adds that learners with higher English proficiency tend to show better understanding of the generic structure and genre purpose. Whereas learners with lower English proficiency show improvement in understanding some vocabulary items related to interpersonal meaning (understanding of the lexicogrammar).

Metacognitive awareness. Almacıoğlu and Okan (2018) argue that most of the learners elevate their writing ability and make general improvements in their writing performance since they have acquired metacognitive awareness of the declarative knowledge of the text. Moreover, they are able to control the degree of formality and make more appropriate linguistic choices.

Writing-specific psychological factors. Three psychological factors – "internal struggle", "striving for success", and "productive mindset" (Han & Hiver, 2018, pp. 50-54) – have determined the learner's self-regulation, self-efficacy, and anxiety. They play important roles in Genre-Based L2 Instruction (Han & Hiver, 2018). The learners with various profiles are "able

to develop a stronger capacity for writing self-regulation and to sustain and consolidate their writing self-efficacy" (Han & Hiver, 2018, p. 57). Despite those positive increases, the writing anxiety of many learners also increases. This becomes a unique fact in Han and Hiver's (2018) study.

3.2.2 The Teachers' Domain

Teachers' belief. Nazari and Oghyanous (2022) point out that when the teachers experience belief changes, they will enhance their genre awareness and professional authorial identity, enhance Pedagogical Content Knowledge (PCK) of practicing writing, and develop Genre-Based Instruction-featuring mental representations. Shi, et al. (2019) append that professional training in SFL genre pedagogy has a positive impact on the participants' beliefs about writing instruction.

Knowledge of the required curriculum, learners' needs, and underlying pedagogical values. Teachers' Pedagogical Content Knowledge of genre including knowledge of the required curriculum, learners' needs, and underlying pedagogical values need evolvement throughout the course (Worden, 2018).

Pedagogical practices. Li et al. (2020) illustrate that the practices of localized ESP Genre-Based Pedagogy, together with the use of journal articles from the students' own disciplines as teaching materials create learners' common ground for learning, practicing, and sharing. Ganapathy et al. (2022) add that Genre-Based Pedagogical Approach is effective in improving learners' writing and has a more significant effect than Process-Based Approach.

3.2.3 The Integrated Approach/Technique

Genre-Focused Feedback. In their study, Mahboob and Devrim (2013) put out a categorization of feedback into four distinct types: Hand Holding, Bridging, Carrying, and Base Jumping. The categorization is determined

by the degree of explicitness and the inclusion of a rationale for a revision, serving as the foundation for providing feedback (Uzun & Topkaya, 2020). Uzun and Topkaya (2020) define each category as follows. Hand holding involves providing explicit revision suggestions along with a rationale that explains why the revision is necessary and how it can be implemented. Bridging, on the other hand, assumes that the learner is capable of making the revision and provides the learner with the specific part that needs to be revised, along with the rationale behind the revision, but without an explicit suggestion. Carrying, in contrast, offers an explicit revision suggestion without providing the rationale behind the revision. Base Jumping does not provide any explicit suggestion or rationale for revision, leaving both the revision itself and the responsibility to understand its necessity entirely to the learners.

Meanwhile, in Uzun and Topkaya's (2020) research, Genre-Focused Feedback (GFF) refers to Hand Holding and Bridging forms of feedback. Uzun and Topkaya (2020) state that Genre-Based Instruction (GBI) and GFF are effective in developing mastery in the literary analysis essay. This integrated approach helps the learners acquire both content and genre knowledge. It also improves "preplanning skills in writing due to the analytical nature of GBI and the focused, metalinguistic and indirect components of GFF" (Uzun & Topkaya, 2020).

Metadiscourse. Metadiscourse, as defined by Hyland (2017), is a property of textual organization. Further, Hyland (2005, p. 49) introduces a metadiscourse interpersonal model. The text can be categorized into two distinct types: interactive, which serves to assist the reader through the content, and interactional, which aims to engage the reader in the text. The interactive category can be further divided into several subcategories. The first subcategory is transitions, which are used to express relations between main clauses. Examples of transitions include "in addition," "but," "thus," and "and." The second subcategory is frame markers, which refer to discourse acts, sequences, or stages. Examples of frame markers include

"finally," "to conclude," and "my purpose is." The third subcategory is endophoric markers, which refer to information mentioned in other parts of the text. Examples of endophoric markers include "noted above," "see Fig," and "in section 2." The fourth subcategory is evidentials, which refer to information obtained from other texts. Examples of evidentials include "according to X" and "Z states." The fifth subcategory is code glosses, which elaborate on prepositional meanings. Examples of code glosses include "namely," "e.g.," "such as," and "in other words."

The interactional category can be further divided into subcategories, namely hedges, boosters, attitude markers, self-mentions, and engagement markers. Hedges are used to withhold commitment and promote open dialogue, employing terms like "might," "perhaps," "possible," and "about." Boosters, on the other hand, emphasize certainty and close dialogue, employing phrases such as "in fact," "definitely," and "it is clear that." Attitude markers are utilized to express the writer's attitude towards a proposition, employing words like "unfortunately," "I agree," and "surprisingly." Self-mentions involve explicit references to the author(s), using pronouns like "I," "we," "my," "me," and "our." Lastly, engagement markers are employed to explicitly establish a relationship with the reader, using phrases like "consider," "note," and "you can see that."

Suksawas' (2018) study mentions that metadiscourse enables the learners as the writers to structure their text cohesively using interactive and interactional markers (which in line with the social purposes of the genre) and thus create writers-readers interaction.

Process Approach. According to Nunan (1991), Process Approach in writing emphasizes the various stages involved in the creation of a written work. Process writing acknowledges that achieving perfection in a text is unattainable but posits that a writer can approach perfection by engaging in the production, reflection, discussion, and revision of successive drafts. Process-Genre Approach effectively integrates the advantages of both Genre-based and Process Approaches, and this integration results in instruction

that significantly improves L2 learners' writing on five dimensions (content, organization, vocabulary, language, and mechanics). The greater effects are on the content and organization of the learners' written texts (Huang & Zhang, 2020). This finding is in line with the study of Deng et al. (2014) saying that Process-Genre Approach enables students to examine the correlation between purpose and form within a specific genre while engaging in the iterative stages of prewriting, drafting, revision, and editing.

Online (academic) writing tutorial system. EJP-Write is an instance of an online tutorial system for academic writing, initially introduced by Lo et al. (2014). EJP-Write is an online writing system with a Chinese interface that was primarily developed based on the concepts of the Genre-Based Approach. Its major purpose is to instruct and assist users in composing English academic papers (Lo et al., 2014). According to Hsu and Liu (2019), *EJP-Write* is a comprehensive writing system that integrates conventional classroom instruction with an online learning and writing environment.

Dugartsyrenova (2020) highlights the advantages of using online (academic) writing tutorial system in Genre-Based Instruction. They are effective "in raising their genre awareness and helping them develop the skills related to the rhetorical organization of target genre texts, appropriate use of move-related language, and citation of sources" and able to support and enhance "self-regulated learning efforts compared as to print materials" (Dugartsyrenova, 2020, p. 13). In contrast, Hsu and Liu (2019) argue that despite the enhancement of the learners' knowledge of genre structure and language use, this integration of the online writing tutorial system and Genre-Based Instruction may not completely meet their needs and expectations if there are inadequate opportunities to use the system.

3.3 The Impacts of Intervention

Even though the duration of the intervention and the influencing factors are various, 78.6% of the studies (11 out of 14 studies) reveal positive

results. The positive results here are stated in different ways: "significant", "effective", and "positive". One study (7.14%) arises both positive and negative results, 7.14% reports negative – "insignificant" result, and 7.14% does not state positive nor negative impact (Figure 3).
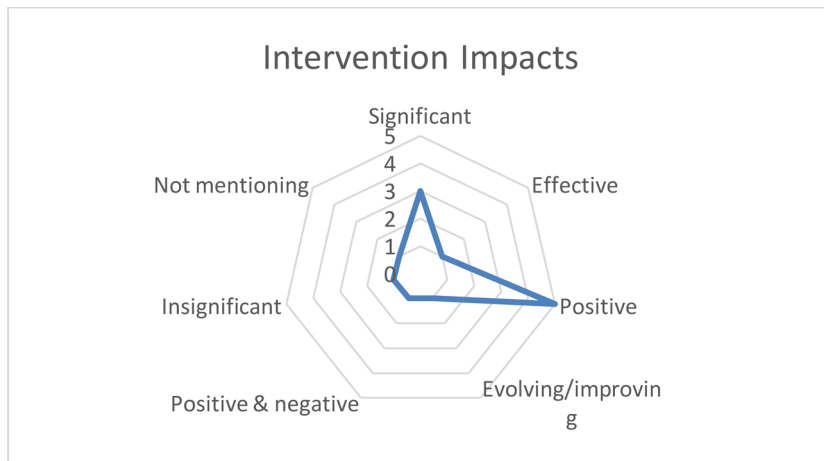

Figure 3. Intervention impacts

Although the online (academic) writing tutorial system in Hsu and Liu (2019) has an insignificant impact, in Dugartsyrenova (2020), it reveals a positive impact. Han and Hiver (2018) have both positive and negative impacts since two of the writing-specific psychological factors (writing self-regulation and writing self-efficacy) improve positively, but the writing anxiety also increases which means negative improvement. Li et al. (2020) do not mention the impact since the nature of the study is to compare the teaching practices of two teachers.

3.4 L2 Writing Performance

The L2 learners' writing performance features of the studies are delineated in Table 2. It is categorized based on Brown's (2007) four components of communicative competence: grammatical competence,

discourse competence, sociolinguistic competence, and strategic competence. Those components are represented in the nine studies discussed here.

The grammatical competence includes some impacted features like vocabulary, spelling, mechanics, discourse markers, grammar, tense, and sentence types (Almacıoğlu & Okan, 2018; Ganapathy et al., 2022; Hsu & Liu, 2019; Huang & Zhang, 2020; Nagao, 2019b; Suksawas, 2018; Uzun & Topkaya, 2020). The discourse competence features affected are text structure/organization and moves (Almacioglu & Okan, 2018; Dugartsyrenova, 2020; Ganapathy et al., 2022; Hsu & Liu, 2019; Huang & Zhang, 2020; Nagao, 2019a, 2019b; Uzun & Topkaya, 2020). Then, sociolinguistic competence features such as content, writer-reader relationship, interpersonal learning, mood, and modalities, thesis statements (purpose of text), accurate information, and communicative achievement are also influenced (Almacıoğlu & Okan, 2018; Ganapathy et al., 2022; Hsu & Liu, 2019; Huang & Zhang, 2020; Nagao, 2019b; Uzun & Topkaya, 2020). Next, language use, citation use, and language style are the features of strategic competence involved (Almacıoğlu & Okan, 2018; Dugartsyrenova, 2020; Ganapathy et al., 2022; Hsu & Liu, 2019; Huang & Zhang, 2020; Uzun & Topkaya, 2020).

In addition to the communicative competence that portrays L2 writing performance, Table 2 displays a unique result, i.e. L2 learners' individual differences which also perform as aspects that influence the learners' writing performance. Among the four individual differences mentioned by Shih (2019), three features appear in Han and Hiver (2018); they are writing self-regulation, writing self-efficacy, and writing anxiety.

Moreover, Table 3 exhibits four studies (Li et al., 2020; Nazari & Oghyanous, 2022; Shi et al., 2019; Worden, 2018) that are not explicitly coherent with the results of learners' communicative competence and individual differences. Those studies are in accordance with teachers' competence, i.e. PCK, that have great impact on learners' performance. Those studies then analysed further with PCK constructs (Jones & Moreland,

2015) and they represent all the seven constructs of PCK: (1) subject's nature and characteristics (Nazari & Oghyanous, 2022; Shi et al., 2019; Worden, 2018); (2) conceptual, procedural, and technical aspects of the subject (Li et al., 2020; Nazari & Oghyanous, 2022; Shi et al., 2019; Worden, 2018); (3) curriculum knowledge (Li et al., 2020; Nazari & Oghyanous, 2022; Shi et al., 2019; Worden, 2018); (4) knowledge of learners (Shi et al., 2019; Worden, 2018); (5) specific teaching and assessment practices of the subject (Li et al., 2020; Shi et al., 2019; Worden, 2018); (6) understanding the function and significance of context (Shi et al., 2019; Worden, 2018); and (7) classroom environment and management (Nazari & Oghyanous, 2022; Shi et al., 2019; Worden, 2018).

Table 2

L2 learners' writing performance features

No.	Study	Communicative competence					Features
		Grammatical competence	Discourse competence	Sociolinguistic competence	Strategic competence	Individual differences	
1	Almacıoğlu and Okan (2018)	v	v	v	v		Content, organization, discourse markers, vocabulary, sentence variety, language use, spelling, mechanics
2	Han and Hiver (2018)					v	Writing self regulation, writing self efficacy, and writing anxiety
3	Suksawas (2018)	v					Interactive metadiscourse markers (transitions, frame markers, endophpric markers, evidentials, and code glosses) and interactional metadiscourse markers (hedges, boosters, attitude markers, self-mentions, and engagement markers)
4	Worden (2018)*						
5	Nagao (2019b)	v	v	v			Field (ideation, vocabulary, grammar, and tense), tenor (writer–reader relationship, interpersonal learning, mood, and modalities), and mode (organization, theme, and rheme)

Study						Aspects assessed
6 Hsu and Liu (2019)	v	v	v			Text structure/organization, moves/steps, sentence types, thesis statements, grammar use, and citation use
7 Nagao (2019a)		v				Structural stage/move
8 Shi et al. (2019)*						
9 Dugartsyrenova (2020)		v	v			Language (style), move
10 Huang and Zhang (2020)		v	v	v	v	Content, organization, vocabulary, language, mechanics, and overall aspects
11 Li et al. (2020)*						
12 Uzun and Topkaya (2020)	v	v	v			Accurate information, vocabulary, grammar, formality style, organization
13 Ganapathy et al. (2022)	v	v	v			Content; communicative achievement; organization; and language
14 Nazari and Oghyanous (2022)*						

Note. Among the 14 studies, Worden (2018), Shi et al. (2019), Li et al. (2020), and Nazari and Oghyanous (2022) are the ones that do not explicitly explain the learners' communicative competence and individual difference.

Table 3
Teachers' PCK features

No.	Study	PCK constructs							Features
		Nature of the subject and its characteristics	Conceptual, procedural and technical aspects of the subject	Knowledge of the curriculum	Knowledge of student learning in the subject	Specific teaching and assessment practices of the subject	Understanding the role and place of context in relation	Classroom environment and management o the subject	
4	Worden (2018)	v	v	v	v	v	v	v	Teachers' content knowledge, knowledge of students, knowledge of curriculum, knowledge of pedagogy, and underlying pedagogical values
8	Shi et al. (2019)	v	v	v	v	v	v	v	Teaching practices and genre pedagogy implementation, teachers' knowledge of curriculum, writing pedagogy, students, educational background, professional experiences, and perceptions towards genre pedagogy
11	Li et al. (2020)	v	v	v		v			Teaching goal, strategies, how effective the strategies are
14	Nazari and Oghyanous (2022)	v	v	v				v	Teachers' belief, practical aspects, challenges and positive aspects, and solution/innovation, time they devoted, classroom situation

4. Discussion

This current study investigates (1) the influencing factors on the use of Genre-Based Approach in improving the learners' L2 writing performance and (2) the impact of Genre-Based Approach intervention on L2 writing performance.

4.1 The Influencing Factors on the Use of Genre-Based Approach in Improving the Learners' L2 Writing Performance

Across the studies, it was found that learners' factors (the learners' L2 proficiency level; metacognitive awareness; and writing-specific psychological factors), teachers' factors (teachers' beliefs; knowledge of the required curriculum, learners' needs, and underlying pedagogical values; and pedagogical practices), and integrated approach/technique (Genre-Focused Feedback; metadiscourse; Process Approach; and online (academic) writing tutorial system) have become the influencing factors in the implementation of Genre-Based Approach in improving learners' L2 writing performance.

With the intervention of Genre-Based Approach, those three learners' factors impress different communicative competences proposed by Brown (2007). This was proven in Table 2 that learners with high English proficiency levels are likely to develop their discourse and sociolinguistic competence, while learners with low English proficiency level are likely to develop their grammatical competence (Nagao, 2019b). When they possess metacognitive awareness, the learners improve all their four communicative competences (Almacıoğlu & Okan, 2018), if they do not possess metacognitive awareness, it is predictable that they will not improve those competences. Additionally, psychological factors such as "internal struggle", "striving for success", and "productive mindset" (Han & Hiver, 2018, pp. 50-54) increase the level of learners' individual differences factors, i.e. writing self-regulation, writing

self-efficacy, and writing anxiety (Han & Hiver, 2018). Increasing levels of writing self-regulation and writing self-efficacy means positive progress, whereas increasing level of writing anxiety are considered regression.

From another side, the teachers' factors discussed in Li et al. (2020); Nazari and Oghyanous (2022); Shi et al. (2019); and Worden (2018) that influence the use of Genre-Based Approach fulfill Jones and Moreland's (2015) seven constructs of PCK (Table 3). PCK is a framework that encompasses the integration of both Content Knowledge (CK) and Pedagogical Knowledge (PK). In addition to possessing a comprehensive grasp of subject matter and objectives, educators must possess the capacity to effectively convert their topic knowledge into pedagogically potent forms (Jones & Moreland, 2015).

PCK is specifically developed to reflect teachers' aptitude for effectively transforming their content knowledge while also catering to the diverse abilities and backgrounds of their learners (Faisal, 2015; König, 2016; Kultsum, 2017; Xu, 2015). According to Jones and Moreland (2015), teachers who possess an adequate level of PCK are capable of effectively and constructively addressing learners' needs and concerns.

Certain characteristics of teachers' professionalism may have a good association with learners' academic progress. The current factors that contribute to learners achieving positive outcomes include general academic ability and intelligence, subject matter knowledge (content knowledge), certification status, and knowledge of teaching and learning (pedagogical content knowledge) (Darling-Hammond, 2000; Kultsum, 2017; and Stronge, 2007). Accordingly, it has been suggested that teachers who possess a strong PCK domain are more likely to facilitate effective teaching practices and positively impact learners' academic performance (Kultsum, 2017). It can be inferred that L2 writing teachers with adequate level of PCK are positively impactful on L2 learners' writing performance.

In addition, the integrated approach/technique may affect the learners' communicative competences. For example, the implementation of Genre-

Based Approach which is integrated with Genre-Focused Feedback (GFF) (Uzun & Topkaya, 2020) is able to persuade the learners' grammatical, discourse, sociolinguistic, and strategic competence. Following that, the metadiscourse framework (Suksawas, 2018) employed in Genre-Based Approach class helps the learners to cultivate their grammatical competence. Afterwards, the interspersed Process Approach and Genre-Based Approach (Huang & Zhang, 2020) nurture the grammatical, discourse, sociolinguistic, and strategic competence of the learners. After all, the online (academic) writing tutorial system (Dugartsyrenova, 2020 and Hsu & Liu, 2019) used within Genre-Based Approach lesson is able to affect the learners' discourse and strategic competence.

4.2 The Impact of Genre-Based Approach Intervention on L2 Writing Performance

The interventions with Genre-Based Approach mostly have positive impacts on L2 writing performance. Meanwhile, the intervention duration does not determine the impact of the intervention. Long-term intervention does not always result positive impact, or vice versa. Hsu and Liu (2019) have an insignificant impact although it has long duration intervention. Han and Hiver's (2018) study also has a semester (two hours per week), considered as long duration. They reveal both positive and negative impacts. On contrary, in Ganapathy et al. (2022), the intervention is short, but the impact is significant. Still and all, most of the influencing factors have a positive impact on the L2 writing performance of the learners. This fact reveals that Genre-Based Approach is flexible as it is able to be collaborated with various factors in any intervention duration schema yet grow positive impacts.

Since the studies reviewed in the present study were conducted in an L2 setting, the influencing factors discussed are in an L2 context (in this context, English). None of the studies involve the interaction with L1. Meanwhile,

Cummins (1984) proposes an interdependence hypothesis of L1 and L2,

> *to the extent that instruction in Lx is effective in promoting proficiency in Lx, transfer of this proficiency to Ly will occur provided there is adequate exposure to Ly (either in school or environment) and adequate motivation to learn Ly.* (p. 41)

The hypothesis implies that if there is leverage of L1 instruction towards L1 language proficiency, then there will be a transfer of proficiency from L1 to L2 if the learners are exposed to L2. In line with that, Mehrabi (2014) states that if learners have a high level of L1 proficiency, it can help their L2 acquisition, and vice versa, their high proficiency in L2 can have a positive effect on their L1 development. This influence also happens in writing. L1 development has a direct impact on the L2 writing process. The writers will transfer their L1 writing abilities and strategies to L2 (Friedlander, 1997; Madriñan, 2014). It is because "the process used for specific skills is the same no matter what language is used" (Madriñan, 2014). Ding (2011) affirms that commonality of different languages does exist, and the commonness makes the language transfer from L1 to L2 possible.

The above point of view about the interaction between L1 and L2 might become a suggestion for future studies involving L1 in the implementation Genre-Based Approach to maximize the impact on the learners' L2 writing performance. For example, in L2 writing class, L1 can be used when explaining crucial concepts or when having group discussions (Nation, 2003) since "the use of first language in the second-language classroom helps students make connections with their existing knowledge of the mother tongue, facilitating the process of understanding" (Madriñan, 2014, p. 53). Nevertheless, L1 functions only to support, not to replace L2 in the classroom. Another way, teachers can use the commonness of L1 and L2 and do contrastive analysis of those two languages to know their differences (Ding, 2011). By doing this, L1 will help the learners gain the knowledge

that is needed to achieve a higher level of L2 performance (Nation, 2003). Moreover, further future research may investigate the L2 writing performance with L1 implementation in Genre-based Approach (learners' domain), investigate the teachers' Pedagogical Content Knowledge or their belief of L1 to L2 transfer (teachers' domain), or propose a strategy for involving L1 in the L2 writing classroom (integrated approach/technique domain).

5. Implications

The evidence obtained from the fourteen studies attests that learners' L2 proficiency level is not the only factor that succeeds in the implementation of Genre-Based Approach and that is essential in making a positive difference in their writing performance. Rather, there are some other factors that play a part in developing L2 writing proficiency. Those other factors that influence Genre-Based Approach intervention are learners' factor (metacognitive awareness and writing-specific psychological factors), teachers' factor (teachers' belief; knowledge of the required curriculum, learners' needs, and underlying pedagogical values; and pedagogical practices), and integrated approach/technique (Genre-Focused Feedback; metadiscourse; Process Approach; and online (academic) writing tutorial system). With those factors, the impacts resulted are mostly positive.

When employing an intervention based on the Genre-Bases Approach, the length of the intervention period is not prescriptive with regard to the effect it will have on the L2 writing proficiency. A more prolonged exposure does not necessarily result in a more favorable influence, and vice versa. In point of fact, it is conceivable for an event of either a long or short duration to have a good impact.

In addition, the Genre-Based Approach is an approach that does not have an exclusive character in any way. It is possible to use a collaborative strategy in addition to a stand-alone one. To put it another way, the Genre-Based Approach can be effective whether it is used alone or in conjunction

with other approaches or techniques.

Regarding the Bilingual 2030 policy in Taiwan, this current study implies that Genre-Based Approach can be a potential approach to be employed by the English teachers in boosting the learners' English communication skills, especially in writing. National Development Council (2021) mentions that the Taiwan government intends to improve the learners' "key professional fields" and "English communication ability' (p. 1). For learners, for example those majoring in Business are expected to increase not only their mastery in the business fields as their main field, but also their English business communication skills. For teachers, they need to design a learning instruction using Genre-Based Approach by considering the learners' English proficiency level, metacognitive awareness, and writing-specific psychological factors. Even more, the teachers may also collaborate Genre-Based Approach with other appropriate approaches that may support the learning goals. In the implementation of the instructional design, the teachers are supposed to activate their PCK during the teaching learning process so that the learners are able to enhance their communicative competences, especially in English writing. By possessing better English communicative competence, Taiwan young generations are expected to "be able to use the language as a tool for absorbing knowledge, broadening their international outlook, and bolstering their global competitiveness" (National Development Council, 2021, p. 4).

Moreover, some implications of this study emerge, particularly for future research and theoretical fields. First, three domains (learners, teachers, and integrated approach/technique) are important to be considered simultaneously in the future research of Genre-Based Approach implementation. Second, an interesting theoretical implication is that the length of the intervention does not control L2 writing proficiency when using the Genre-Based Approach. It is possible for an intervention, regardless of its length, to have a positive effect.

Since there are only fourteen studies that meet the selection criteria,

there are some limitations to this current study. It lacks quantitative data that could provide a more in-depth discussion. Thus, it cannot provide meta-analysis of the reviewed studies. Furthermore, the fourteen studies reviewed has various genre, research method, research design, and intervention duration. This condition causes high heterogeneity which might results in imprecise summary effects.

6. Conclusion

Genre-Based Approach is an impactful approach for L2 learners' writing performance. The implementation of Genre-Based Approach is affected by three factors: learners, teachers, and integrated approach/technique. The impact of Genre-Based Approach intervention is predominantly positive, since it is undeniable that there are few reviewed studies reported negative impacts. Meanwhile, the positive impact on for L2 learners' writing performance is performed by the learners' communicative competence, which consists of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

Genre-Based Approach, Pedagogical Content Knowledge (PCK), communicative competence, writing performance, and English as a Second Language (ESL) learners are interconnected with each other. Genre-Based Approach intervention in the classroom developed or managed by teachers who have a comprehensive awareness of these connections is in a better position to develop relevant learning experiences and improve the L2 learners' writing performance within a variety of genres and settings. Moreover, interactions between L1 and L2 are suggested for intervention and investigation in future research since they might have better impact.

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【學術評論】

文體教學法對二語學習者寫作表現的影響：
系統化文獻回顧

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摘要

　　提升二語學習者的寫作能力，是二語教學的重要議題。近年來，以文體為基礎的二語寫作教學取向（Genre-Based Approach）漸受重視。本研究針對文體為基礎的二語寫作教學研究，以系統性回顧的方法回答兩個研究問題。首先，有哪些因素會影響文體為基礎二語寫作教學成效？其次，文體為基礎的二語寫作教學，對二語學習者的寫作能力會有什麼影響？經標題摘要與全文檢視兩階段篩選，共納入14篇文獻。經質性綜整分析，發現學習者因素、教師因素及教學方式，都是影響文體為基的二語寫作教學成效之重要因素。針對研究問題二，本研究發現以文體為基的二語寫作教學取向，有助提升學習者的文法能力、言談品質、社會語言能力及寫作策略。值得注意的是，本研究所回顧的14篇研究，並未探討學習者第一語言的寫作能力是否影響第二語言的寫作能力。未來可進一步關注第一語言與第二語言發展間的關係，做為第二語言寫作教學設計之參考。

關鍵詞：溝通能力、文體教學法、L2、 PCK、寫作表現