ABSTRACT
This study enabled an understanding of how 14 novice foreign language writers at a Japanese university developed their writing competence and genre awareness during a 15-week systemic functional linguistics (SFL)-based writing lesson. To obtain comprehensive qualitative and quantitative insights into changes in learner awareness regarding genre writing knowledge and skills, this study had learners write pre- and post-survey and self-reflection texts for a peer-discussion essay analysis.

The results detailed the ability of learners to understand both generic structure and lexicogrammar, which were especially improved in the second and third paragraphs of the target genre text. These improvements were related to a raise in the self-efficacy and confidence of learners when writing these parts.

RESULTS (CONT.)
1. Non-instructional and Instructional Writing Tasks (pre 2017/04/13, post 2017/07/05)
2. Writing self-reflection analysis texts on their participation in the peer genre analysis task (2017/07/13)
3. Pre and Post-Survey (pre 2017/04/17, post 2017/07/20)

METHODS
Participants
Fourteen first-year students (F = 8, M = 6) from an ESL classroom at a large private university in Japan were selected to participate in this study, which took place over one semester of the 2017 academic year. The social practices of students in this classroom invoked the improvement of English proficiency in order to participate in a study abroad project a year later. For that purpose, they were required to write argumentative essays. Most students were at an intermediate proficiency level (CEFR B1), and had little experience with either the genre-based writing approach or peer essay analysis.

Data Sources
1. The left image depicts the Genre based approach, in which learners choose the vocabulary semiotic resources deplaning on the genre purposes. The right image depicts traditional grammar based teaching in Japan (Nishijo, 2017, p. 281).

LITERATURE REVIEW
What is Systemic Functional Linguistics?
Systemic Functional Linguistics (SFL) is a linguistic theory that clarifies the relationship between social context and linguistic phenomena. SFL enables learners to understand the patterns of lexical and grammatical resource usage in each register in the production of texts for specific purposes. Traditionally, English language education in Japan has been a bottom-up system that involves the learning of target vocabulary and grammar (Nishijo, 2017). In contrast, the SFL-based English writing classes involved in this research are part of a top-down system in which lexicogrammar resources are chosen according to the “gait” of linguistic activity (Nishijo, 2017). According to Nishijo (2017), in order to choose suitably goal-oriented lexicogrammar resources, it is necessary to understand the characteristics of each relevant resource. Since English education in Japan already places great importance on this understanding, it is possible to build on an existing foundation (Nishijo, 2017). In SFL language and position are seen as resources. That is, language and its uses are not viewed in terms of the correctness of usage relative to grammatical rules, rather, they are viewed in terms of how social activity is expressed in language, and how language is shaped by social activity (Saro, 2012).

REFERENCES

CONCLUSION
How does genre awareness change for Japanese first-year students who spend one semester in the General English for Academic Purposes writing class?
This study enabled an understanding of how 14 novice foreign language writers improved their genre awareness in terms of lexicogrammar, such as experiential and textual meaning, which was a challenge for teachers in this study. However, most learners obtained an understanding of the generic structure of the target genre. All segments of the lexicogrammatical features of the genre discussion texts were explained during the lessons. Learners tended to focus on the particular language towards modal verbs. However, they paid less attention to particular lexicogrammatical elements used in order to express the writer’s opinion/motivation, such as those in the following fixed phrases. It is possible that it is certain that this also involved explanations about the construction of conjunctions in their self-reflection analysis sheets.

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