

Introduction

Enhancing academic literacy (Lea & Street, 1998) has become an important goal in higher education worldwide (Jones, 2004). With the popularity of English for Academic Purposes (EAP) programs aiming to increase writing competence for international students at British and American universities (Cheng, 2007, 2008a; Lillis & Scott, 2007), genre-based pedagogy has also gained importance in providing knowledge of the university academic discourse to second/foreign language learners (Hyland & Hamp-Lyons, 2002; Jones, 2004). In the Australian context, genre-based teaching relies on M. Halliday's Systemic Functional Linguistics (SFL) model focusing on text types to allow students to examine the role of language in the construction of social life (Christie, 1999). In North America, genre-based instruction is used to enhance writing competence for non-native English speakers in university settings (Cheng, 2007, 2008a; Gardner, 2012; Henry & Roseberry, 1998; Jones, 2004). An example in Taiwan is the introduction of the Research Article (RA) genre to Taiwanese graduate students for succeeding in the academic community (Liou, Chang, Kuo, Chen, & Chang, 2005).

As a branch of English for Specific Purposes (ESP), EAP focused specifically on language research and instruction to meet the communicative needs and practices of learners in academic contexts. It also lays the foundation for learners' understanding on the cognitive, social and linguistic demands of specific genres in the academic community (Hyland & Hamp-Lyons, 2002). In the last decade, EAP has caught the attention of EFL practitioners in Taiwanese universities at the graduate level (Hsieh & Liou, 2005; Liou et al., 2005). However, no large-scale EAP program at the undergraduate level has been implemented. In order to help Taiwanese undergraduates produce better academic writing, it is worthwhile to consult the British academic literacy programs. Because university students in the UK specialize in specific disciplines from their first year, Genre-based Writing Instruction (GBWI) has proven

most suitable for them as they learn to write discipline-specific texts (Wingate, 2012). GBWI thus plays a vital role in improving students' academic literacy by teaching learners to identify and use linguistic resources to produce academic texts (Gardner, 2012).

Looking at Taiwan, although English-mediated instruction has become widely implemented, most undergraduates are still not equipped with necessary academic literacy skills in English (Min, 2006). It is important to familiarize students with academic genres in order to enhance their understanding of the contexts in which writing takes place (Paltridge et al., 2009). As put forth by Connor (2009), good writing quality is characterized by a fit of a text to its context, including the writer's purpose, the discourse medium, and audience. It is therefore useful to employ genre-based instruction to make students aware of the privileged forms of the academic discourse and learn about the relationships between a text's form, rhetorical functions, and community of users (Tardy, 2011). It is believed that teaching academic genres commonly used in students' undergraduate studies will make them more competent writers in higher education. This research thus bears two purposes: (1) to evaluate the current level of genre awareness for college EAP students in Taiwan; and (2) to examine the effect of genre-based writing instruction on raising genre awareness and enhancing writing quality for the argument text. The results of the academic literacy training provide relevant insights for EFL teachers and researchers who wish to improve students' academic literacy through genre-based writing instruction.

Literature Review

Traditional approaches in teaching L2 writing

Second language (L2) writing instruction is a complex task which involves teaching non-native English speakers (NNES) from various cultural and linguistic backgrounds whose textual development is greatly affected by their first language