

The Impact of Genre-Based Instruction on Jordanian Basic Sixth-Grade EFL Learners' Writing Skills

Carol Nouran Mohammad AL Majali*
Prof. Majed Abdelkarim Al-Quran**

Received 26/12/2024

Accepted 9/2/2025

Abstract:

This study investigated the impact of genre-based instruction, as the independent variable, on the writing skills, the dependent variable, of Jordanian basic sixth-grade learners in English as a Foreign Language (EFL). Its primary aim is to explore whether genre-based method of teaching writing, which emphasizes the structure and conventions of different text types, enhances learners' writing abilities compared to traditional writing instruction. The study used a quasi-experimental design, involving two groups: an experimental group (20) that receives genre-based instruction and a control group (20) that follows a conventional writing curriculum. The participants, were 40 sixth-grade learners from a private school in Jordan, they were pre-tested and post-tested on their writing skills focusing on content, organization, language use, and mechanics. Data analysis showed statistically significant differences between the performance of the experimental group and that of the control group in favor of the former.

Keywords: EFL learners, genre-based instruction, writing skills, written communication.



تأثير التدريس القائم على الأنماط الأدبية على مهارات الكتابة لدى متعلمي اللغة الإنجليزية في الصف السادس الأساسي في الأردن

كارول نوران محمد المجالي*

أ.د. ماجد عبدالكريم القرعان**

ملخص:

هدفت هذه الدراسة الى استكشاف تأثير التعليم القائم على أنواع النصوص، بوصفه المتغير المستقل، في مهارات الكتابة، المتغير التابع، لدى طلبة الصف السادس الأساسي الأردنيين في مادة اللغة الإنجليزية كلغة أجنبية. لذا فإن الهدف الرئيس منها هو استكشاف ما إذا كانت طريقة التعليم المعتمدة على أنواع النصوص، التي تركز على الهيكلية والقواعد المتعلقة بأنواع النصوص المختلفة، تحسن مقدرات الطلبة الكتابية مقارنةً بأسلوب التعليم التقليدي. تستخدم الدراسة تصميمًا شبه تجريبي، يشمل مجموعتين: مجموعة تجريبية (20 طالبًا) تتلقى التعليم القائم على أنواع النصوص، ومجموعة ضابطة (20 طالبًا) تتبع المنهج التقليدي. تكونت عينة المشاركين في الدراسة من 40 طالبًا من الصف السادس الأساسي في مدرسة خاصة في الأردن، إذ تم اختبارهم قبل اجراء الدراسة وبعدها على مهارات الكتابة، مع التركيز بشكل خاص على المحتوى والتنظيم واستخدام اللغة والقواعد. تم تحليل البيانات باستخدام طرق كمية، بما في ذلك التحليل الإحصائي لدرجات الاختبارات السابقة واللاحقة، إذ أظهرت النتائج وجود فروق ذات دلالة إحصائية بين أداء المجموعة التجريبية وأداء المجموعة الضابطة لصالح المجموعة التجريبية

الكلمات المفتاحية: التعليم القائم على نوع النصوص، التواصل الكتابي، متعلمي اللغة الإنجليزية، مهارات الكتابة.

* كلية العلوم التربوية/ الجامعة الأردنية/ الأردن / Carol.alsaudi@yahoo.com
** كلية الآداب/ الجامعة الهاشمية / الأردن / majidhq@yahoo.com

Introduction

Addressing the relationship between genre variation and its impact on the writing skills of learners and their motivation towards learning a foreign language can be a major concern for classroom practitioners as well as methodologists. As articulated by (Cummins, 2009), learners of English as a foreign language often face multifaceted challenges in developing their writing skills, stemming from linguistic, cultural, and educational disparities. This proposed study aims to delve into this relationship, drawing on insights from scholars like Larsen-Freeman (2016) to illuminate effective pedagogical strategies that can enhance the writing abilities of foreign learners.

The significance of exposure to various genres in foreign language learning cannot be overlooked. According to Nguyen (2023) the processing of different text genres may affect the incidental acquisition and retention of vocabulary among individuals who are learning a foreign language.

Moreover, as Swales and Feak (2012) stated, different genres typically employ varied grammatical structures and sentence patterns. This offers learners an opportunity to grasp a range of grammatical rules and sentence structures, crucial for constructing well-formed sentences in different contexts. Each genre's unique style, tone, and rhetorical devices, as discussed by Hyland (2007), further aid learners in identifying and understanding stylistic elements, enabling them to infuse their writing with expressiveness and coherence.

The cultural dimension of genre variation, as expounded by Kramsch (2011), also plays a pivotal role. Exposure to genres closely tied to specific cultures and societies provides learners with valuable insights into the cultural nuances of language, fostering culturally sensitive and appropriate writing. Furthermore, understanding the organizational structure and format specific to each genre, helps learners organize their writing effectively, from introductions to conclusions, as (Byram and Feng, 2004) suggested.

The role of varied genres in fostering creativity is underscored by Hanauer (2010), who suggests that exposure to genres like poetry and fiction stimulates learners to experiment with language and develop their unique voice and style. This can be realized through incorporating diverse genres into foreign language learning through reading various written materials and engaging with multimedia content. (Kongpetch, 2006).

Statement of the Problem

While addressing the effect of varied genres on the development of writing skills in foreign language learning, a variety of critical factors must be considered. A paramount concern is the limited vocabulary diversity, attributed to either lack of or inadequate exposure to different genres. Upon observing traditional methods employed by teachers within the Jordanian context, it becomes evident that many do not emphasize purposeful writing where language or grammar is functionally utilized. This traditional approach further exacerbates the limitation, not only restricting vocabulary expansion but also hindering learners' grasp of contextual word usage. Consequently, learners face challenges adapting their language use across diverse contexts and genres, impairing their overall language proficiency.

Because of heavy reliance on traditional methods of teaching that focus on memorization of grammar rules, it is noticed that most learners, especially in public schools, suffer from the inability to functionally employ grammar in their writing. Once functionally utilized, grammar can be a fundamental tool in writing that enables effective communication by selecting the right language forms and structures within the right context. It allows writers to convey their ideas clearly, accurately, and coherently to their readers. Within this vein, different genres are expected to embody grammatical structures and sentence patterns which coherently contribute to the generic identity of the text, a very significant issue that foreign learners need to realize. Being denied exposure to genre and authentic material drawn from the target culture, foreign learners are bound not to fully understand nor apply correctly and appropriately the grammatical rules and structures in their writings (Grabe and Kaplan, 2014).

Moreover, insufficient exposure to varied genres may lead to a lack of insight into the cultural nuances of the language. This might inevitably lead to culturally insensitive or inappropriate language use, potentially causing misunderstanding and miscommunication, to say nothing of their expected impact on learners' motivation to learn the language because of awareness of their lack of knowledge and inability to employ the right structure as used by native speakers in different genres. Another important aspect that is not being considered well while handling the writing skills is the writers' awareness of a particular audience being addressed. Learners may not be directed to consciously address a specific group of recipients so that their writing becomes purposeful and meaningful.

Higher-order cognitive skills like critical thinking and analysis can be promoted through writing, a pedagogical practice that might be overlooked by foreign language teachers. This could be skillfully utilized in the use of a variety of text types addressing various topics that fall within the interests of the learners concerned.

Purpose and Research Questions of the Study

Including diverse genres into the teaching and learning process of foreign languages can be implemented through reading books, articles, essays, blogs, poems, and other written materials in the target language. Furthermore, exposure to multimedia content like movies, TV shows, and podcasts in various genres can have a significant input into learners' linguistic proficiency at all language levels in addition to enriching their cultural awareness of the target language which in its turn is likely to enhance their willingness to engage in the multifarious aspects of the concerned culture.

Generic diversity is tied closely to content-based texts in second language teaching, an approach that combines learning a new language with the study of specific subject matter. Rather than focusing on language skills in isolation, this method incorporates meaningful content from various academic or real-world topics, aiming for concurrent development of language proficiency and subject knowledge. Therefore, the current study aims to investigate the impact of genre-based-instruction, which is the independent variable on the writing performance, the dependent variable, of Jordanian EFL sixth graders. . It attempts to elucidate the relationship between exposure to different types of texts or genres and the development of writing skills in foreign language learning.

More specifically, the study seeks answers to the following questions:

- **What is the impact of genre-based instruction on the writing performance of EFL grade-six learners?**
- **Are there any statistically significant differences ($\alpha = 0.05$) between the mean scores of the experimental group in the writing post-test and those of the control group that can be attributed to exposure to different genres?**

Operational Definitions

- **Genre:** It refers to a specific category or type of text that follows conventions and structures based on its intended purpose and audience. Genres are characterized by their distinct forms, language features, and organizational patterns. In an educational setting, *genre* is

operationally defined as a type of writing (e.g., narrative, expository, argumentative) that students are taught to identify and produce by following specific structural and linguistic conventions associated with that genre.

- **Writing Skill:** *Writing skill* refers to the ability to effectively produce written texts that are clear, coherent, and appropriate for the intended purpose and audience. It involves a range of abilities, including grammar and syntax, vocabulary, coherence and cohesion, organization, purpose and audience awareness.
- **Systemic Functional Linguistics (SFL):** It is an approach to language that views language as a social semiotic system, where meaning is made using language in context. SFL emphasizes the functional aspects of language, focusing on how language operates to fulfill different social functions in communication. It is operationally defined as a framework for analyzing language that consists of the three ideational, interactional and textual metafunctions.

Limitations of the study

1. The national schools where the study was conducted are economically and socially similar.
2. The study was conducted in the second semester of the academic year 2023-2024.
3. The study was limited to the selected sample. The sample included 40 sixth grade learners at Al-Ramz national School, 20 learners in each class. 20 learners underwent the conventional method in their learning process while the other 20 were taught a selected content enriched with genre variation.

Significance of the study

The current study is viewed to be highly significant for a variety of reasons. First, the study seeks to emphasize the importance of diverse vocabulary usage that can be achieved through exposure to various genres. Various relevant vocabulary items and idioms were well chosen and presented to learners in different contexts and genres, which was expected to enrich their overall language competency. Second, the study aims to upgrade the subjects' cultural sensitivity when exposed to different genres handling different issues especially those related to the target culture.

Moreover, genre variation awareness can lead to a deeper understanding of the different grammatical structures and how to apply

them functionally, for different genres embody unique grammatical structures and sentence patterns. Besides, different genres can help learners tailor their writing to specific audiences and purposes, which leads to effective communication and the achievement of the writing's intended purpose.

This study also highlights the significance of critical thinking and the impact of genre variations on helping learners write critically and thoughtfully, impacting the depth and insightfulness of their writing. Finally, sufficient exposure to creative genres increases learners' creative exploration and experimentation with language through understanding the different voice and styles essential for engaging and imaginative writing.

Empirical Studies:

Albore et al. (2024) explored how a process-genre approach influences EFL learners' application of writing strategies in paragraph writing. A quasi-experimental research design was used, and strategy questionnaires were used to collect data. The experimental and control groups were assigned using the lottery method. Independent and paired sample t-tests were used to determine if there was a statistically significant difference due to treatment between the learners' before and after treatments. Before treatment, the learners completed the writing strategy questionnaires, and after 12 weeks of treatment, they were given after-treatment questionnaires. The results revealed that learners in the experiment group outperformed the control group in terms of using different writing strategies based on the process-genre approach. The study concluded that the process-genre approach could significantly improve learners' paragraph writing.

Deng et al (2024) investigated how Chinese first-year university learners acquired and developed genre awareness in collaborative academic reading. Data from multiple sources were collected, including classroom recordings, learners' written products, and semi-structured interviews, from two focal groups in a university English for Academic Purposes (EAP) reading course with a pedagogical design aimed at collaborative reading of research reports. Drawing on relevant genre and metacognition theories, data analyses revealed that these two groups of Chinese freshmen developed awareness of text structure, academic language, and academic norms, and that the development of the three types of metacognitive genre awareness followed different trajectories over a semester of collaborative academic reading. These findings contribute to

our understanding of how novice academic learners become aware of an academic genre and learn it through a collaborative approach.

Thaksanan, and Chaturongakul,(2023), attempted to figure out how genre-based instruction affected the academic writing performance of EFL learners. The study involved fifty-six undergraduate learners in Thailand. There were four research instruments, i.e., pretest and posttest, student writing, student reflection, and semi-structured interviews. Learners' writing scores were analyzed using descriptive statistics. An independent sample t-test was used to analyze the means of the two groups receiving different instruction types. Student reflection and interviews were used to explore the target learners' genre awareness and learners' attitudes toward the instruction. The results of this study showed that the learners in the control and experimental group had equal writing abilities, as seen in the pretest. However, the experimental group of learners significantly outperformed the learners in the control group in all types of academic writing. The findings also revealed that the target learners improved their genre awareness in four ways, i.e., audience awareness, purpose awareness, appropriate content, and textual features. In addition, they held positive attitudes toward genre-based instruction. This study provides a guideline for teachers and practitioners to incorporate genre-based instruction into teaching writing to improve learners' writing proficiency.

Thongchalerm, and Jarunthawatchai,(2020), evaluated the effect of the teaching cycle adapted from the genre-based approach for teaching EFL learners in Thailand. As English writing is claimed to be the most serious problem among Thai EFL learners, the instruction aimed at developing writing competence of Thai EFL learners. One-group pretest-posttest design was employed in the study. The participants were 44 undergraduate students enrolling in a course of English writing for English teachers. A semi-structured interview was used to show students' attitudes towards the instruction. Quantitative results showed that students made greater improvement in linguistic features and rhetoric organization, the majority of the students gained development at 'Moderately Improved' level. Qualitative results indicated students expressed positive attitudes towards autonomous and explicit learning. The students reflected that collaborative writing helped to improve their writing competence and increased their confidence in composing texts. The study concluded by stating the effectiveness of a genre-based approach to the development of EFL writing competence.

Mastura, et al (2020) investigated the effect of genre-based approach on learners' writing ability of recount text. This study was conducted through quasi experimental design. The population was the total of 52 second year learners of SMAN 05 Bengkulu Tengah (IPS 1 as experimental class dan IPS 2 as control class). The experimental class was taught by using genre-based approach and the control class was taught by using the conventional approach. The instrument was a written test of a recount text. Before analyzing the data by using t-test, a normality and homogeneity test were conducted, the result showed that there was significant effect of genre-based approach on learners' writing ability of recount text. The effects were on the content, organization, vocabulary, language use.

Kutay and Topkaya. (2018) investigated if genre-based writing instruction influenced learners' foreign language writing anxiety levels. The research setting was a compulsory English Literature course in an English Language Teaching (ELT) department, in which a writing module adopting a Genre-based Approach was integrated with the aim of teaching the literary analysis essay as a genre. The participants of the study were 78 2nd year undergraduate learners of ELT who were taking the course. The study employed an Embedded Mixed Methods Design and Writing Anxiety was measured by means of the Second Language Writing Anxiety Inventory. The scale was adapted to the research context using the data obtained from 153 participants from the same context, who would not participate in the intervention study. 3 measurements before (Week 1), during (Week 7) and after (Week 12) the intervention was taken from the participants for comparisons. The perceptions of the participants were also sought by means of interview sessions. Since the quantitative data was found to have been both normally distributed and spherical. The findings showed that the Genre-based writing module may have influenced the Writing Anxiety levels of the participants as the analyses revealed a declining trend with significant differences among all measurements, indicating small to medium effects.

Elashri, and Ibrahim's (2013) study aimed at developing some writing skills for second year secondary stage learners and their attitudes towards writing through using the genre based approach. The study adopted experimental design, i.e., using an experimental group and a control group. The experimental group received genre-based instruction while the control group received traditional writing instruction. The genre-based instruction

was provided to the experimental group at Satamooni Al-Azhar Secondary Institute for Girls at Satamooni whereas the traditional writing instruction was provided to the control group at Roda Al-Azhar Secondary Institute for Girls at Roda; both institutes are in Dakahlia Governorate.

Method and procedures

This section included research design and a description of the population, of the study sample, validity, reliability and tools that were used in this study. It also included a description of the procedures and statistical analyses.

Participants

The subjects of the study consisted of two sections of the sixth-grade EFL learners enrolled at Al-Ramz National Schools in the academic year 2023-2024. The participants were distributed into two sections: one section assigned randomly to be the experimental group (20 learners) and they taught their English curriculum enriched with genre variation selections, while the other section was randomly assigned to be the control group (20 learners) and they were taught English by using the assigned curriculum conventional method.

Instruments

To achieve the purpose of this study, the researcher developed a writing achievement test as a pre-test and posttest after covering each genre type.

Writing rubric

To evaluate learners' writing skills, the researcher built four genre specific writing detailed analytic rubrics: (Descriptive, narrative, expository and argumentative). The rubrics were designed analytic in order to provide detailed feedback for student and the teacher development and multiple graders -criteria descriptions to make scoring more uniform. Each rubric is built upon the common genre elements that are related to each genre type.

Writing Achievement Test:

Sixth grade learners sat for the same English writing achievement test as a pre-test and posttest after covering each genre type. The writing test included three selective titles related to each genre.

Validity and Reliability

Validity and reliability of the writing rubric:

The developed rubric was subject to validation by number of research experts in TEFL and ELT. It was sent to 10 referees who are specialized in English curriculum and instruction. Their remarks were taken into consideration. The writing rubric consists of 5 parts (ideas and content, organization, voice, word choice and sentence fluency).

Reliability of the writing rubric:

The researcher conducted the assessment. The teacher herself acted as an observer and accurately wrote notes, while another rater rechecked to judge the learners' writing skills. The reliability coefficient extracted by the retest method was (0.753), this significant figure indicates the rubrics' reliability.

Data Analysis:

To analyze the data of the study regarding the impact of genre variation on the learners' writing skills, the SPSS (Statistical Package for the Social Science) was used. This includes calculating the means and standard deviations for both groups (i.e. experimental and control).

ANCOVA was also used to show the statistical differences in the total mean scores between the two groups with regard to the teaching method (i.e. genre variation-based vs. conventional).

Results Related to Question 1: What is the impact of genre-based instruction on the learners Writing skills among Basic Sixth grade learners?

To answer this question, means and standard deviations of the sixth-grade EFL learners in the English written communication, which can be attributed to applying an instructional program based on genre-based instruction were calculated. Results are shown in Table 1 below:

Table 1: Means and standard deviations of the sixth-grade EFL learners in the English written communication Group

Table 1. Means and standard deviations of the sixth-grade EFL learners in the English written communicationGroup	N	Pre test		Post test	
		Mean	Std. Deviation	Mean	Std. Deviation
experimental	20	38.95	9.736	60.70	10.805
Control	20	37.35	11.142	44.70	11.694
Total	40	38.15	10359	52.70	13.753

Table 1 reveals that there were differences in the mean scores of both groups (experimental and control). The mean score of the experimental group on the post- test was (60.70) while that of the control group was (44.70). This notably significant difference in favour of the experimental group is attributed to the implication of the genre-based techniques to teach writing. To test if those differences were statistically significant ($\alpha=0.05$), One-way Analysis of Covariance (ANCOVA) test was applied. Results are presented in Table 2.

Table 2: One-way analysis of covariance (ANCOVA) of the English written communication

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Group	2071.025	1	2071.025	91.411	.000*	.712
Pre- test	3978.122	1	3978.122	175.587	.000	.826
Error	838.278	37	22.656			
Total	7376.400	39				

* Statistically significance at level ($\alpha = 0.05$).

Table 2 reveals that there were statistically significant differences in the mean scores of learners of both groups regarding their written communication, which can be attributed to applying a genre-based instruction. The "F" value (91.411) is statistically significant ($\alpha=0.05$). The adjusted mean scores and standard errors were also calculated. Results are shown in Table 3 below.

Table 3: Adjusted mean scores and standard errors of written communications

	Group	Mean	Std. Error
Writing skills	Experimental	59.918	1.066
	Control	45.482	1.066

Table 3 shows that the adjusted mean of the experimental group for the sixth-grade EFL learners in the English written communication (59.918) was higher than the adjusted mean score of the control group (45.482). This indicates that the differences were in favor of the learners who were taught using an instructional program based on genre-based instruction. To find out the effect size, Eta square was also obtained. As shown in Table 2, the effect size was (0.712), which means that (71.2%) of the variance in the total scores of the sixth-grade EFL learners in the English written communication score was attributed to the instructional program based on genre-based instruction.

Discussion of the Results of the First Question

These results suggest that the genre-based program had a remarkable effect on developing the writing skills of the experimental group learners and that learners do write well when they are made aware of the rhetoric structure. This result goes in line with the claim made by Elashri, and Ibrahim (2013) that the genre-based approach to language teaching seeks to help learners understand the "moves" of a genre and raise awareness of the linguistic features tied to these moves. This approach aims to address learners' challenges in writing appropriately and effectively by guiding them to make informed choices about the type of information they include in their writing, thus creating purposeful and meaningful texts.

Hyland (2013) discussed how genre-based pedagogy can support writing skills by providing learners with tools and instructions to understand the context, structure, and purpose of writing. The results of this study were in line with Hylands' study which emphasized that genre-based programs help learner's move from a focus on sentence-level accuracy to a more advanced understanding of how language works within a particular genre.

Donato (2020) explored how genre-based pedagogy, especially through scaffolding techniques, led to great improvements in learners' ability to produce academic and professional writing. By analyzing and practicing various genres, learners demonstrated improved organizational skills, better argumentation techniques, and more sophisticated use of academic conventions. This also agrees with the results of the first question of this study.

Results Related to Question 2: Are there any statistically significant differences ($\alpha = 0.05$) between the mean scores of the Sixth-grade EFL learners in the writing post-test that can be attributed to exposure to different genres and the scores of the control group taught by the traditional method of handling written communication?

To answer this question, means and standard deviations of the sixth-grade EFL learners in the English written communication, for the written communication (Descriptive, Narrative, Expository and Argumentative), which can be attributed to applying an instructional program based on Genre-based instruction were calculated. Results are shown in the related Tables below:

1. Descriptive writing

Means and standard deviations of the sixth-grade EFL learners in the

English written communication for Descriptive dimension, which can be attributed to applying an instructional program based on genre-based instruction were calculated. Results are shown in Table4:

Table 4 Means and standard deviations of the Descriptive dimension

Group	N	Pretest		Post test	
		Mean	Std. Deviation	Mean	Std. Deviation
experimental	20	9.85	4.258	14.00	4.845
Control	20	9.40	4.147	10.60	4.535
Total	40	9.63	4.155	12.30	4.942

Table 4 reveals that there were differences in the mean scores of both groups (experimental and control). The mean score of the experimental group on the post- test for the sixth-grade EFL learners' in the English written communication for Descriptive dimension, which can be attributed to applying an instructional program based on genre-based instruction was (14.00) while the mean score of the control group was (10.60) .To test if those differences were statistically significant ($\alpha=0.05$), One-way Analysis of Covariance (ANCOVA) test was applied. Results are presented in Table 5.

Table 5: One-way analysis of covariance for Descriptive dimension

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Group	85.277	1	85.277	36.012	.000*	.493
Pre-Descriptive	749.184	1	749.184	316.378	.000	.895
Error	87.616	37	2.368			
Total	952.400	39				

* Statistically significance at level ($\alpha = 0.05$).

Table 6 reveals that there were statistically significant differences in the mean scores of learners of both groups regarding their written communication for Descriptive dimension, which can be attributed to applying an instructional program based on genre-based instruction. The "F" value (316.378) is statistically significant ($\alpha=0.05$). The adjusted mean scores and standard errors were also calculated. Results are shown in Table 7.

Table 7: Adjusted mean scores and standard errors for Descriptive dimension

	Group	Mean	Std. Error
Descriptive	Experimental	13.762	.344
	Control	10.838	.344

Table 7 shows that the adjusted mean of the experimental group for the sixth-grade EFL learners' scores in the English written communication for Descriptive dimension (13.762) was higher than the adjusted mean score of the control group (10.838). This indicates that the differences were in favor of the learners who were taught using an instructional program based on genre-based instruction. To find out the effect size, Eta square was also obtained. As shown in Table 6, the effect size was (0.493), which means that (49.3%) of the variance in the total scores of the sixth-grade EFL learners in the English written communication for Descriptive dimension score was attributed to the instructional program based on genre-based instruction .

2. Narrative writing

Means and standard deviations of the sixth-grade EFL learners' scores in the English written communication for Narrative dimension, which can be attributed to applying an instructional program based on genre-based instruction were calculated. Results are shown in Table 8

Table 8: Means and standard deviations for Narrative dimension

Group	N	Pretest		Post test	
		Mean	Std. Deviation	Mean	Std. Deviation
experimental	20	9.10	3.851	13.30	4.985
Control	20	8.95	3.634	10.00	4.531
Total	40	9.03	3.697	11.65	4.990

Table 8 reveals that there were differences in the mean scores of both groups (experimental and control). The mean score of the experimental group on the post- test for the sixth-grade EFL learners' in the English written communication for Narrative dimension, which can be attributed to applying an instructional program based on genre-based instruction was (13.30) while the mean score of the control group was (10.00) .To test if those differences were statistically significant ($\alpha=0.05$), One-way Analysis of Covariance (ANCOVA) test was applied. Results are presented in Table 5 below.

Table 9: One-way analysis of covariance (ANCOVA) for Narrative dimension

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Group	97.301	1	97.301	37.976	.000*	.507
Pre- Narrative	767.400	1	767.400	299.513	.000	.890
Error	94.800	37	2.562			
Total	971.100	39				

* Statistically significance at level ($\alpha = 0.05$).

Table 9 reveals that there were statistically significant differences in the mean scores of learners of both groups regarding their written communication for Narrative dimension, which can be attributed to applying an instructional program based on genre-based instruction. The "F" value (299.513) is statistically significant ($\alpha=0.05$). The adjusted mean scores and standard errors were also calculated. Results are shown in Table 10 below.

Table 10: Adjusted mean scores and standard errors for Narrative dimension

	Group	Mean	Std. Error
Narrative	Experimental	13.210	.358
	Control	10.090	.358

Table 10 shows that the adjusted mean of the experimental group for the sixth-grade EFL learners' scores in the English written communication for Narrative dimension (13.210) was higher than the adjusted mean score of the control group (10.090). This indicates that the differences were in favour of the learners who were taught using an instructional program based on genre-based instruction. To find out the effect size, Eta square was also obtained. As shown in Table 9, the effect size was (0.507), which means that (50.7%) of the variance in the total scores of the sixth-grade EFL learners in the English written communication for Narrative dimension score was attributed to the instructional program based on genre-based instruction.

3. Expository writing

Means and standard deviations of the sixth-grade EFL learners in the English written communication for Expository dimension, which can be attributed to applying an instructional program based on genre-based instruction were calculated. Results are shown in Table 11 below.

Table 11: Means and standard deviations for Expository dimension

Group	N	Pretest		Post test	
		Mean	Std. Deviation	Mean	Std. Deviation
experimental	20	11.00	5.026	18.50	5.145
Control	20	10.15	4.568	11.75	5.533
Total	40	10.58	4.760	15.13	6.285

Table 11 reveals that there were differences in the mean scores of both groups (experimental and control). The mean score of the experimental group on the post- test for the sixth-grade EFL learners' in the English written communication for Expository dimension, which can be attributed to applying an instructional program based on genre-based

instruction was (18.50) while the mean score of the control group was (11.75) .To test if those differences were statistically significant ($\alpha=0.05$), One-way Analysis of Covariance (ANCOVA) test was applied. Results are presented in Table 12.

Table 12: One-way analysis of covariance (ANCOVA) for Expository dimension

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Group	344.551	1	344.551	65.124	.000*	.638
Pre- Expository	888.994	1	888.994	168.029	.000	.820
Error	195.756	37	5.291			
Total	1540.375	39				

* Statistically significance at level ($\alpha = 0.05$).

Table 12 reveals that there were statistically significant differences in the mean scores of learners of both groups regarding their written communication for Expository dimension, which can be attributed to applying an instructional program based on genre-based instruction. The "F" value (168.994) is statistically significant ($\alpha=0.05$). The adjusted mean scores and standard errors were also calculated. Results are shown in Table 13.

Table 13: Adjusted mean scores and standard errors for Expository dimension

	Group	Mean	Std. Error
Expository	Experimental	18.072	.515
	Control	12.178	.515

Table 13 shows that the adjusted mean of the experimental group for the sixth-grade EFL learners in the English written communication for Expository dimension (18.072) was higher than the adjusted mean score of the control group (12.178). This indicates that the differences were in favor of the learners who were taught using an instructional program based on genre-based instruction. To find out the effect size, Eta square was also obtained. As shown in Table 12, the effect size was (0.638), which means that (63.8%) of the variance in the total scores of the sixth-grade EFL learners in the English written communication for Expository dimension score was attributed to the instructional program based on Genre-based instruction .

4. Argumentative writing

Means and standard deviations of the sixth-grade EFL learners' scores in the English written communication for Argumentative dimension,

which can be attributed to applying an instructional program based on genre-based instruction were calculated. Results are shown in Table 14 below.

Table 14: Means and standard deviations for Argumentative dimension

Group	N	Pretest		Post test	
		Mean	Std. Deviation	Mean	Std. Deviation
experimental	20	9.00	4.000	14.90	4.459
Control	20	8.85	3.870	12.35	3.249
Total	40	8.93	3.885	13.63	4.062

Table 14 reveals that there were differences in the mean scores of both groups (experimental and control). The mean score of the experimental group on the post- test for the sixth-grade EFL learners in the English written communication for Argumentative dimension, which can be attributed to applying an instructional program based on genre-based instruction was (14.90) while the mean score of the control group was (12.35) .To test if those differences were statistically significant ($\alpha=0.05$), One-way Analysis of Covariance (ANCOVA) test was applied. Results are presented in Table 15 below.

Table 15: One-way analysis of covariance (ANCOVA) for Argumentative dimension

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Group	59.247	1	59.247	9.547	.004*	.205
Pre- Argumentative	348.746	1	348.746	56.199	.000	.603
Error	229.604	37	6.206			
Total	643.375	39				

* Statistically significance at level ($\alpha = 0.05$).

Table 15 reveals that there were statistically significant differences in the mean scores of learners of both groups regarding their written communication for Argumentative dimension, which can be attributed to applying an instructional program based on genre-based instruction. The "F" value (45.199) is statistically significant ($\alpha=0.05$). The adjusted mean scores and standard errors were also calculated. Results are shown in Table 16.

Table 16: Adjusted mean scores and standard errors for Argumentative dimension

	Group	Mean	Std. Error
Argumentative	Experimental	14.842	.557
	Control	12.408	.557

Table 16 shows that the adjusted mean of the experimental group for the sixth-grade EFL learners in the English written communication for Argumentative dimension (14.842) was higher than the adjusted mean score of the control group (12.408). This indicates that the differences were in favor of the learners who were taught using an instructional program based on genre-based instruction. To find out the effect size, Eta square was also obtained. As shown in Table 15, the effect size was (0.205), which means that (20.5%) of the variance in the total scores of the sixth-grade EFL learners in the English written communication for Argumentative dimension score was attributed to the genre-based instructional program.

Discussion of the Results of the Second Question

The positive results observed in the experimental group of this study are consistent with findings from other research. For example, Sharadgah et al. (2019) and Ramlal & Augustin (2020) have demonstrated that writing, particularly argumentative and reflective writing, promotes critical thinking. Writing serves as a tool that enhances learners' ability to think critically, leading to improved outcomes in language learning and positively influencing learners' attitudes toward language courses, as noted by Epçaçan (2019). This supports the idea that writing not only allows learners to express their ideas but also encourages them to engage critically with their thoughts, ultimately developing their abilities to think, reason, and communicate more effectively.

Regarding the genre or text type, the experimental group showed significant improvements in expository writing. This finding aligns with Crossley and McNamara (2012) who found that expository texts have greater conceptual overlap. This means it is easier to connect concepts across words in expository texts. Graham and Harris (2000) focused on how self-regulation strategies influenced writing skills across various genres. When learners were taught self-regulation techniques—such as setting goals, monitoring progress, and revising—their writing improved significantly, especially in the expository genre. Expository writing tasks that involved explaining, analyzing, or summarizing allowed learners to apply self-regulation strategies to better organize their thoughts and improve the coherence of their writing.

Conclusion

In conclusion, the findings from this study emphasize the significant benefits of genre-based instructional strategies in developing learners'

writing skills, particularly in argumentative, reflective, and expository writing, as well as fostering critical thinking. The results are consistent with previous research, which underscores the role of genre-based instruction in enhancing cognitive abilities and promoting improved learning outcomes in language courses. Additionally, the improvement in expository writing observed in the experimental group supports the idea that early exposure to such texts enhances comprehension and fosters the development of essential literacy skills. Overall, this study reinforces the importance of using genre-based instruction as a tool for critical thinking and effective learning, especially in early education settings, to help learners engage with and apply their knowledge across various contexts.

Recommendations

As for further research to be conducted within this general realm of genre-based instruction and its impact on the development of foreign language skills, the following recommendations are worth considering.

1. Further research is highly needed to investigate the effect of employing genre-based techniques on the development of the reading comprehension and speaking skills.
2. Tracing the effect of this type of technique on learners' performance at different school levels and target age groups.
3. Some longitudinal studies are also needed, like following learners over an extended period (e.g., a semester or academic year) while providing genre-based instruction and whether its impact persists beyond short-term improvements.
4. Comparative research is of much help and value for FL teachers and curriculum designers whereby comparing the effectiveness of genre-based instruction against other instructional methods like task-based and communicative language teaching

References

- Albore, A., Woldemariam, C, and Chali, J. (2024). Effects of process-genre approach on learners' writing strategy use in paragraphs: Second-Year Wachemo University Learners, *Education Research International*. V2024, 1-17
- Byram, M., & Feng, A. (2004). Culture and language learning: Teaching, research, and scholarship. *Language Teaching*, 37, 149-168.
- Crossley, S., & McNamara, D. (2012). Predicting second language writing proficiency: The roles of cohesion and linguistic sophistication.

- Journal of Research in Reading*, 35(2), 115-135
- Cummins, J. (2009). Multilingualism in the English-language classroom: pedagogical considerations. *TESOL Quarterly: A Journal for Teachers of English to Speakers of Other Languages and of Standard English as a Second Dialect*. 43. 10.1002/j.1545-7249.2009.tb00171.x.
- Deng, Y., Lei, J., Jin, T & Chen, J. (2024). Developing genre awareness in collaborative academic reading: A case study of novice Academic Learners. *English for Specific Purposes*. 74. 9-22.
- Devitt, A., A. Bawarshi, & M.J. Reiff (2004). *Scenes of writing: Strategies for composing with genres*. New York: Longman.
- Donato, R. (2020). *History-in-person and teacher development*. Apple Lecture Series. Teachers College, Columbia University
- Elashri, E., & Ibrahim, I. (2013). The effect of the genre-based approach to teaching writing on the EFL Al-Azhr secondary learners' writing skills and their attitudes towards writing. *Journal of Education and Practice*, 4(1), 45-60, 1-20.
- Epçaçan, C. (2019). A review on the relationship between critical thinking skills and learning domains of Turkish Language. *Educational Research and Reviews*, 14(3), 67–77.
- Grabe, W. & Kaplan, R. B. (2014). *Theory and practice of writing*. Longman.
- Graham, S., & Harris, K. R. (2000). "The role of self-regulation in writing and writing instruction, *Educational Psychologist*, 35:1, 3-12
- Halliday. & Matthiessen, C. (2014). *An introduction to functional grammar* (4th ed.). New York, NY: Routledge.
- Hanauer, D. (2010). *Poetry as research: Exploring second language poetry writing*. Amsterdam, PA: John Benjamins Publishing Company
- Hyland, K. (2007). Genre pedagogy: Language, literacy, and L2 writing instruction. *Journal of Second Language Writing*, 16(3), 148-164.
- Hyland, K. (2013). *Genre and second language Writing*. Ann Arbor Michigani University of Michigan Press.
- Kongpetch, S. (2006). Using a genre-based approach to teach writing to Thai learners: A case study. *Prospect*, 21(2), 3-33
- Kramsch, C. (2011). The symbolic dimensions of the intercultural. *Language Teaching*, 44, pp 354-367 doi: [10.1017/S0261444810000431](https://doi.org/10.1017/S0261444810000431)

- Kutay, K., & Topkaya, Z. (2018). The effect of genre-based instruction on foreign language writing anxiety. *Journal of Language and Linguistic Studies*, 14(4), 243-258.
- Larsen-Freeman, D. (2016). The dynamic interplay between context and the language learner. *TESOL Quarterly*, 50(2), 201-210.
- Mastura, D., Arsyad, S., & Koto, I. (2020). The effect of genre based approach on learners' writing ability of recount text. *Joall Journal of Applied Linguistics & Literature*. 5. 88-93. 10.33369/joall.v5i1.9403.
- Murray, D. M. (1972). "Teach writing as a process not product". *The Leaflet*, 1(2), 11-14.
- Nguyen, T. (2023). Impact of processing various textual genres on the incidental acquisition and retention of L2 vocabulary. *English Teaching*, 78(2), 139- 164.
- Ramlal, A., & Augustin, D. S. (2020). Engaging learners in reflective writing: an action research project. *Educational Action Research*, 28(3), 518–533.
- Sharadgah, T. A., Sa'di, R. A., & Ahmad, H. H. (2019). Promoting and assessing EFL college learners' critical thinking skills through argumentative essay writing. *Arab World English Journal*, 10 (4) 133 -150.
- Swales, J. & Feak, C (2012). *Academic writing for graduate learners: Essential tasks and skills*. [3rd ed.]. Ann Arbor: University of Michigan Press.
- Swales, J. (2001). EFL writing challenges and strategies: A genre-based investigation. *ELT Journal*, 55(2), 139-148.
- Thaksanan, P, & Chaturongakul, P. (2023). Enhancing EFL Learners' performance and genre awareness in academic writing through Genre-based instruction . *Arab World English Journal*, 14 (2) 295-311. DOI: <https://dx.doi.org/10.24093/awej/vol14no2.21>
- Thongchalem, S and Jarunthawatchai, W. (2020). The impact of genre based instruction on EFL learners' writing development. *International Journal of Instruction*. 13. 1-16. [10.29333/iji.2020.1311a](https://doi.org/10.29333/iji.2020.1311a)