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The Impact of Genre-Based Instruction on the Academic Writing of EFL Students

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ABSTRACT

This study examines the effectiveness of genre-based instruction (GBI) in improving the academic writing skills of university students learning English as a foreign language (EFL) in a low-input environment such as Saudi Arabia. Using a quasi-experimental design, fifty second-year students at Qassim University were assigned to either a control group receiving traditional grammar-based instruction or an experimental group receiving eight weeks of intensive genre-based instruction focusing on four academic genres. The intervention included explicit genre-based pedagogy, including modeling, guided writing, peer feedback, and iterative writing, with the aim of improving students' understanding of genre structures, rhetorical moves, and language usage. Two independent raters assessed writing samples pre- and post-test using a 15-item rubric covering both higher-order writing skills (e.g., coherence and argumentative development) and lower-order writing skills (e.g., grammar and punctuation). The experimental group demonstrated statistically significant improvements in post-test scores ($t(48) = 2.75$, $p = 0.012$), particularly in rhetorical flexibility, coherence, and academic relevance. Qualitative data from student interviews and classroom observations supported these findings, highlighting reduced writing anxiety, increased cognitive awareness, and improved student autonomy. Students reported increased confidence in identifying genre conventions, using prewriting strategies, and

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meeting academic expectations. The results support the benefits of GBI over traditional methods in promoting academic literacy in EFL settings. The study recommends integrating GBI into EFL curricula and enhancing teacher training to support its implementation. Future research should examine its impact across different language proficiency levels and disciplines, along with its potential integration with digital and AI-based writing tools.

Keywords: Genre-Based Instruction; EFL; Autonomy; Academic Writing

1. Introduction

Academic writing is essential in higher education as it reflects scholarly sophistication and serves as a key form of assessment of scholarly proficiency. For English as a Foreign Language (EFL) students, the challenges of mastering academic writing are compounded by cultural and linguistic differences. Constructing well-structured, coherent, academically rigorous English texts is a requirement in today's globalized world. However, writing skills in English are often overlooked in many EFL contexts, where the focus tends to be disproportionately on grammar and vocabulary, at the expense of developing the complex organizational structures essential for academic writing. Such EFL contexts may benefit from genre-based instruction as an alternative teaching approach.

The progressive thought leads to genre-based instruction that every genre or type of writing is driven by a specific purpose, audience, and language conventions comprising shared rules and practices to ensure meaningful communication [1,2]. In other words, genre-based pedagogy feeds on the belief that writing is a communicative and social activity influenced by purpose, audience, and context.

The theoretical basis of genre-based learning establishes that each genre or type of writing is determined by a specific purpose, audience, and linguistic norms, which consist of general rules and practices that ensure meaningful communication. This pedagogical approach is grounded in Systemic Functional Linguistics (SFL) and sociocultural theory, which hold that writing is a social practice influenced by communicative intent, audience, and disciplinary norms, and are the foundations of genre-based instruction (GBI) [3,4]. To assist students in absorbing the "why" and "how" of academic discourse, GBI emphasizes the explicit modeling of genre structures, such as argumentative essays or research reports, contrasting with traditional methods that isolate grammatical drills. This method is in line with Vygotsky's theory of scaffolding, which holds that practice

under supervision helps students become proficient writers [5]. GBI helps EFL students understand the sometimes-confusing rules of academic writing in English and provides a methodical strategy to satisfy school requirements.

Emphasizing the principles of functional linguistics and sociocultural theories of language, GBI highlights the teaching of genres, their linguistic structures, specialized vocabulary, and the intended meanings they convey. In contrast, traditional writing pedagogy views writing as an exercise in grammatical applications instead of a holistic skill refinement process grounded in authentic models. Thus, GBI better meets the needs of EFL learners, who often grapple with maintaining language accuracy alongside addressing writing architecture, which is a structural consideration in academic discourse communities.

Despite its promising theoretical potential, GBI remains underutilized in EFL context such as Saudi Arabia, where curricula often prioritize grammatical accuracy over rhetorical competence [6]. Research indicates that Saudi university students struggle with coherence, critical analysis, and adherence to disciplinary conventions, deficiencies exacerbated by limited access to authentic English texts [2]. This problem is compounded by the predominance of teacher-centered teaching methods in the classroom, which hinders students' access to the diverse literary genres required in higher education (e.g., literature reviews and case studies). This study addresses these issues by examining the effectiveness of the GBI program in an environment where rigid teaching methods and low levels of language immersion are the norm.

Mastering academic writing is a significant challenge for most university students. Unlike ESL contexts, where students are typically immersed in an English-speaking environment, EFL learners often have access to language input that is severely limited and insular, devoid of real foreign exposure beyond the classroom. This lack of genuine language use poses substantial barriers to acquiring the academic literacy skills essential for success in higher edu-

cation.

Further compounding this issue is the fact that English scholarly writing follows specific conventions of a given discipline—structures, organizational frameworks, and rhetorical patterns—which are rarely taught in EFL classes. As a result, EFL students remain unable to author coherent academic texts that are contextually appropriate even after extensive years of studying English. Furthermore, academic writing in English follows discipline-specific rules—in terms of structures, organizational frameworks, and rhetorical patterns—that are rarely taught in ESL classes. As a result, ESL students often struggle to produce coherent and contextualized academic texts, even after many years of English study.

Empirical studies show that using GBI can greatly improve EFL writing results. For example, Thongchalerm and Jarunthawatchai found that Thai students who utilized GBI significantly improved their writing organization and confidence [7]. Similarly, Ghane and Mazdayasna saw that Saudi students became less anxious when using GBI [8]. A key reason for this success is the form-function approach of GBI, which teaches language structures as tools to reach communication goals. This aligns with the needs of EFL learners—skills they can use in real life [9]. This study aims to implement GBI in Saudi universities' writing courses to achieve similar positive results and contribute new knowledge about applying genre-based teaching in a manner that aligns with local cultures.

Despite the abundant literature on the use of genre-based approaches in language teaching, two gaps still remain: the lack of implementation of such approaches in EFL teaching and the absence of research exploring their applicability in contexts where language exposure is typically more limited and teaching approaches are more rigid, such as in Saudi Arabia. This gap is particularly concerning for upper-level writing courses where students are expected to create discipline-specific texts such as essays, research reports, and critical analyses tailored to their field of study. Addressing this gap is the purpose of this study.

2. Literature Review

Recent research highlights the growing efficacy of Genre-Based Instruction (GBI) in improving EFL learners' writing performance across diverse contexts. To begin with, Thongchalerm and Jarunthawatchai's study on Thai undergraduates revealed that genre-based teaching notably enhanced students' rhetorical organization and linguistic features, with most showing moderate improvement. In addition, qualitative data showed students felt more confident and valued collaborative writing [7]. Similarly, Ghane and Mazdayasna investigated Saudi students and found significant gains not only in writing quality but also in motivation-related aspects such as self-efficacy, self-concept, and reduced anxiety [8]. Notably, learners linked their motivational growth to a better understanding of rhetorical structures and genre conventions.

On another front, Liu and Chen examined Chinese EFL student-teachers' application of GBI during practicums [10]. Although teachers had theoretical knowledge, they struggled with contextualizing linguistic choices in practice, leading to instructional gaps. Therefore, the study emphasized the need for deeper professional training in genre theory. In the domain of technical writing, Ueasiriphan and Tangkiengsirisin tested GBI with Thai engineers, confirming a statistically significant improvement in writing instructions ($p = 0.002$) [11], with engineers expressing positive attitudes toward genre-focused teaching. Meanwhile, Nagao's study at a Japanese university showed how genre awareness in argumentative writing developed through a 15-week SFL-based course. Learners demonstrated improved comprehension of genre structures and lexicogrammatical elements, which in turn elevated their writing confidence and self-efficacy.

Moreover, recent literature emphasizes the integration of digital and AI-based writing tools in enhancing writing instruction. Furthermore, recent literature highlighted the importance of integrating digital and AI-based writing tools to enhance writing instruction. For example, Chan et al. highlighted how AI-based feedback can complement GBI by providing personalized support to students, thereby contributing to a more interactive and adaptive learning environment [9]. The potential synergy between GBI and AI-based feedback aligns this work with current global trends in EFL writing instruction, suggesting that technology integration can enhance the effectiveness of genre-based approach.

In contrast to older methods, such as the prod-

uct-based approach which emphasized error-free final output, and the process-based approach which favored drafting and revision, GBI offers a balanced pedagogy. It combines structural accuracy with genre conventions, helping learners produce contextually appropriate and linguistically accurate texts Al-Yahyai et al. studied the effectiveness of the GBI platform in hybrid English as a foreign language (EFL) classrooms in Oman [12], combining direct modeling with digital tools (such as text analysis software). Their results showed a 22% improvement in students' rhetorical skills in argumentative essays, which is consistent with the findings of this study on the role of the GBI platform in improving textual organization. However, although participants benefited from technical support, the success of the present study depended entirely on traditional classroom interaction, indicating the adaptability of the GBI platform to different teaching methods.

Al Mahmud and Afzal Ur Rahmanu, who focused on Saudi science, technology, engineering, and mathematics (STEM) students, found that the GBI program significantly increased awareness of academic genres and adherence to conventions [13]. Their results are consistent with the current study's focus on genre-specific structures. However, both studies highlight the cross-cutting benefits of the GBI program. Jing and Junying followed Chinese EFL students for 12 months and found that the GBI program reduced writing anxiety, a finding reflected in students' interview responses in that study, where they reported increased self-confidence [14]. However, their study emphasized that ongoing practice is necessary to maintain skills, whereas the 8-week period of the current study showed similar short-term improvements, suggesting that short-term exposure to the GBI program may provide significant benefits.

Abdel Latif et al. contrasted GBI with process-based writing in Saudi Arabia, showing that GBI participants surpassed their counterparts in lexical diversity (+ 28%) and cohesion (+ 19%), while process groups thrived in generating ideas [15]. This supports the findings of the present study, indicating that GBI students outperformed peers concentrated on grammar in terms of organization and rhetorical control, emphasizing GBI's advantage for textual accuracy compared to brainstorming-centered methods.

Bui et al. investigated Vietnamese undergraduate students' use of metacognitive strategies, such as self-editing and genre analysis [16], in the context of genre-based instruction (GBI) and found significant improvements in writing planning, organization, and confidence. Their study, along with other related studies, shows that explicit instruction in metacognitive strategies, model text analysis, and reflective exercises improves self-regulation and clarity. Similarly, a genre-based instructional approach improves students' vocabulary, structure, and motivation, although this may be difficult without adequate teacher support. Both studies concluded that combining genre-based instruction with metacognitive strategies improves academic writing by promoting structure, autonomy, and confidence. However, success depends on support, reflective pacing, and appropriateness to students' language proficiency levels.

In conclusion, genre-based instruction has consistently been shown to enhance both the writing performance and motivational dimensions of EFL learners. However, its effectiveness depends on teacher preparedness, contextual adaptation, and integration into curriculum design. The findings underscore the importance of explicit genre instruction over grammar-focused methods, especially in academic and professional writing settings. Many techniques to teach writing have been proposed to address the complexity of EFL writing. The product-based approach to writing predominated in the 1960s, with the main goal being to produce error-free writing with linguistically correct forms by copying models [17]. This method of writing was criticized for ignoring the writing process. As a result, the product-based strategy started to give way to the process-based approach promoted by Zamel [18]. This method placed more emphasis on the writing process than the finished product. But GBI seeks to strike a balance between the two approaches as it empowers students with the essential wherewithal of writing and helps them focus so that the final product does not violate the conventions of the genre in which they are composing.

Research Questions

1. What is the effect of explicit Genre-Based Instruction on EFL learners' academic writing performance over an eight-week intervention?

2. How does Genre-Based Instruction compare to grammar-based instruction in terms of improving post-test academic writing scores of EFL learners?

3. Method

The participants were 50 second-year EFL undergraduate students at Qassim University, KSA, who were divided into two groups: the experimental group that received genre-based instruction with a focus on academic essays and reports, and the control group that was taught through the conventional lecture/ grammar method. The intervention which stretched over eight weeks included explicit instruction on genre features, modelling, and guided writing exercises. Preliminary data was gathered from a writing pre-test that applied genre-specific rubrics (these are the same as used in the conventional classrooms at the university) to assess organization, coherence, and lexical appropriateness. Writing tasks were the main instrument for this study, which were analyzed using textual analysis and statistical comparisons using means independent sample t-test and percentages. Secondary data consisted of classroom observations by the researcher and learner interviews, which were later used to triangulate findings and investigate student engagement with genre conventions. The initial hypothesis is that genre awareness improves rhetorical flexibility and linguistic control in academic writing. A four-tiered data collection method was adopted in this study as elaborated below:

1. To determine the degree of influence of the GBI on participants' academic writing, pre- and post-tests were administered on literary genres. The assessment criteria were based on established academic writing standards, ensuring their validity and reliability. Inter-rater reliability was determined using Cohen's kappa coefficient, which indicated a high degree of agreement between assessments (kappa = 0.85). Questions included tasks requiring students to write argumentative essays and research reports, allowing for a comprehensive assessment of their writing skills.

2. Weekly reflective journals were maintained by the participants in the form of open-ended logs to capture individual learning processes. Participants were encouraged to record their learning journey with special emphasis on the effects of GBI on their writing ability.

3. Twelve participants were interviewed to determine their opinions on the GBI. All gave informed consent, and the study was approved by the Qassim University Ethics Committee. Confidentiality and the right to withdraw from the study at any time were guaranteed.

4. Direct observation. The researcher observed selected lessons, and classroom processes were carefully assessed for instructional practices, student engagement, and use of genre-specific teaching materials. Recurring themes, pedagogical patterns, and learner engagement and participation were thereafter recorded from these observations.

4. Data Analysis

This study aimed to examine the efficacy of Genre-Based Instruction (GBI) on the academic writing performance of English as a Foreign Language (EFL) learners at Qassim University, KSA. The study approach was quasi-experimental with a mixed-methods design wherein two groups were created from a common pool of second-year EFL learners at the university.

Before implementing GBI, the researcher used a pretest (already conducted by the university as part of the course) for both groups. The results are shown in **Table 1**.

Table 1. Performance of the Control Group and Experimental Groups in Pretest According to the University Criterion for Writing Assessment.

Criterion	Control Group Mean	Experimental Group Mean
Presenting accurate and well-chosen details to support main ideas	0.40	0.436
Presenting coherent and important information in line with the topic	0.44	0.490
Writing a strong topic sentence	0.48	0.490
Using logical and effective structure	0.52	0.510
Using smooth transitions	0.44	0.436
Writing a suitable conclusion	0.44	0.436
Using complete sentences	0.44	0.436
Using different sentence lengths	0.52	0.510

Table 1. *Cont.*

Criterion	Control Group Mean	Experimental Group Mean
Using different types of sentences	0.52	0.510
Using different sentence structures	0.52	0.510
Using correct grammar	0.52	0.510
Using correct punctuation	0.56	0.500
Using correct spelling	0.44	0.436
Using the correct layout of the form of writing	0.44	0.436
Using clearly formed letters and spacing between words	0.44	0.436

The researcher used an independent sample T-test to compare the pretest results of the control and experimental groups. The control group had a mean score of 1.4747, while the experimental group had a mean score of 1.3600. The significance *p*-value was 0.546, which indicates no significant differences in pretest performance. This lack of a significant difference is crucial for the study's validity, as it suggests that posttest performance changes can be linked to genre-based instruction rather than existing writing skills.

The experimental group was exposed to explicit GBI spread over 8 weeks of learning with an EFL session planned every alternate day. The control group received the prevalent lecture-based instruction. During the instruction weeks, formative assessments in the form of quick, cryptic five-minute quizzes were used to ensure internalization of instruction and to provide for course correction if needed. Summative assessments in the form of regular mid- and end-semester exams were relied upon to obtain data for comparative analysis and statistical treatment. These results are summarized in **Table 2**.

Once again, an independent t-test was used to interpret the results summarized in **Table 3** below.

Table 2. Performance of the Control and Experimental Groups in the Posttest Based on the University Criterion for Writing Assessment.

Criterion	Control Group Mean	Experimental Group Mean
Presenting accurate and well-chosen details to support main ideas	0.48	0.68
Presenting coherent and important information in line with the topic	0.44	0.84
Writing a strong topic sentence	0.44	0.80
Using logical and effective structure	0.52	0.84
Using smooth transitions	0.44	0.80
Writing a suitable conclusion	0.44	0.76
Using complete sentences	0.44	0.80
Using different sentence lengths	0.52	0.72
Using different types of sentences	0.48	0.72
Using different sentence structures	0.48	0.84
Using correct grammar	0.52	0.72
Using correct punctuation	0.52	0.80
Using correct spelling	0.56	0.72
Using the correct layout of the form of writing	0.48	0.76
Using clearly formed letters and spacing between words	0.36	0.64

Table 3. Group Mean Values in Post-Test.

Group	Mean	N	Std. Deviation	Sig
control group	0.4743	25	0.38514	0.008
experimental group	0.7627	25	0.35594	

The *t*-value of 2.75 indicates that the difference between the two group means (experimental vs control, or genre-aware vs not) is about 2.75 times larger than what would be expected by chance variation alone. In other words, the variation in achievement is not coincidental, and in the absence of any other factor, may be attributed to the intervention. Further, since the *p*-value is 0.0119, i.e., less than the standard alpha level of 0.05, the result is statistically significant. In other words, there is a statistically significant effect of genre awareness on academic writing. Specifically, participants who were exposed to genre instruction demonstrated significantly greater rhetorical flexibility and linguistic control compared to those who were not ($t(48) = 2.75$, $p = 0.012$).

In general, the results strongly support the idea that using genre-based instruction can help EFL students improve their academic writing. The statistically significant difference shows that genre-focused approaches can be a good way to help students learn the structure and language features they need to know for academic texts.

Regarding the analysis of interviews, interview responses showed that learning about different genres had a big impact on how the students approached their writing tasks. S1, S3, S5, and S6 said that being aware of the genre gave them a clear structure and goal that they didn't have before in their writing process. Instead of seeing each assignment as a separate task, S1, S10, and S12 reported perceiving writing as a goal-oriented activity shaped by purpose and context—all of which are basic ideas in genre theory. This change is important because EFL students often have trouble understanding tasks. S11 and S3 reported, " Knowing the rules of different genres helped me break down prompts, find the right structures, and avoid giving vague or generic answers". So, GBI was like a cognitive and structural scaffold that helped students understand and complete complex writing tasks more easily.

Some students listed some useful strategies they had learnt through GBI. The most important of these were prewriting techniques like making an outline based on the structure of the genre, using model texts as guides, and paying attention to transition signals and discourse markers. GBI supports these strategies because it stresses teaching language features and textual patterns clearly. For example, S1, S3 and S7 claimed that they learned how to use genre-specific rhetorical moves in their writings by looking at how arguments are made in expository texts or how research reports organize their findings. One student said that knowing the "building blocks" of each genre made writing less scary. This shows that teaching genres not only improves skills but also lowers writing anxiety by making things more predictable and clearer.

The most common things that almost all students talked about were organization, coherence, and academic tone. The structured nature of GBI, which gives students clear models and expectations facilitates these gains. Grammar-based writing methods focus solely on brainstorming and revision. In contrast, genre-based instruction incorporates form-function relationships that help students understand not only what to write but also why each part is significant. This aligns with the notion of genre as social action, which points out that to comprehend a genre, one must understand its function within an academic context. The feedback from students supports that genre-based teaching enhances students' understanding and control of written language.

Students found GBI particularly beneficial in managing writing tasks, especially in argumentative essays and academic reports. This approach clarifies expectations and boosts confidence, particularly for EFL learners. Students reported no longer guessing what teachers wanted after deconstructing genre-based texts, understanding the importance of genre instruction in EFL. They suggested incorporating more practice in other genres, including reflective writing, case studies, and literature reviews, and recommended adding interactive activities for better learning.

5. Findings and Discussion

The results showed significant similarities between the control and experimental groups regarding initial writing skills. At the start of the study, both groups showed comparable levels of performance, with weaknesses observed primarily in higher-level writing skills, especially in content development, coherence, and text organization. These results indicate that the students began the study with limited abilities to construct logically and meaningfully structured academic texts.

After implementing GBI, a plain divergence in per-

formance emerged in the post-test results. The control group, which continued with traditional grammar-based instruction, showed only marginal improvements. In contrast, the experimental group demonstrated substantial progress after receiving GBI over eight weeks. The greatest improvements were noted in higher-order writing skills.

Qualitative findings from student interviews reinforced these statistical outcomes. Students reported that GBI helped them view writing as a goal-oriented and purposeful activity guided by clear genre conventions. They described learning how to use prewriting strategies, model texts, and genre-specific rhetorical structures, which not only improved their writing but also reduced anxiety and confusion. Several students emphasized that GBI clarified expectations, especially in genres like argumentative essays and academic reports, which they previously found intimidating or confusing.

Furthermore, students noted improved coherence, organization, and tone in their writing due to the explicit focus on the form-function relationships inherent in genre teaching. Unlike grammar-focused instruction, GBI allowed them to understand why certain structures were used in academic writing and how to apply them purposefully. This aligns with genre theory's premise that genres function as social actions shaped by communicative purposes and academic contexts.

Overall, the experimental group found the GBI experience challenging and enriching, although their initial confusion and lack of familiarity with genre-specific writing and its norms were similar to those of the control group. As the intervention progressed, the experimental group found satisfaction in learning the structures associated with different genres and mastering the writing process. The use of supportive exercises, teacher support, clear instructions, appropriate guidance, and freewriting practice was reported to have a significant impact on this group's learning. The shift in the perception of writing from a task to a communicative endeavor allowed them to be more daring in their use of language. Participants reported that understanding the "purpose" of writing, rather than simply expressing spontaneous thoughts, was a significant advancement in their writing process. Participants in the experimental group also felt more confident thanks to GBI, believing themselves to be better prepared to complete their writing tasks. Finally, some reported that their improved and organized writing skills after GBI increased the value of their writing skills in other subjects, allowing them to use them outside of English classes.

These experiences point towards the metacognitive growth fostered by GBI. They align with Ghane and Mazdayasna's investigation into how genre-based writing training affected the standard of writing and self-efficacy of thesis proposals [8]. The study included twenty-two graduate learners specializing in instructing English as a foreign language. These researchers created a self-efficacy questionnaire based on Bandura's recommendations [19], which students completed at the start and finish of one semester. Prior to being introduced to a genre-based approach, students composed a first proposal. The general structures of the parts included in the thesis proposal were brought to the student's attention for one semester, emphasizing pertinent lexico-grammatical aspects. By the conclusion of the semester, learners' writing self-efficacy had grown substantially from its original high level. The current study also arrived at similar evidence of students' writing growth.

The findings of the current study also resonate with Zhang and Zhang's and Thaksanan and Chaturongakul's studies which used genre-based teaching to enhance college students' capacity to produce meaningful educational writing [5,20]. Debate is ongoing over whether explicit or implicit genre-based instruction is better. Few empirical studies, nevertheless, go beyond this controversy to examine how well a genre-based strategy might help university students improve their academic writing abilities. Ndoricimpa and Nduwimana investigated how genre-based training impacts the development of MBA students' capacity to formulate critical stances in their writing [21]. Their study analyzed a set of 40 essay writing assignments from pre- and post-genre-based training courses and found significant improvements in various dimensions of writing. Through manual coding using the UAM Corpus tool, data were analyzed to determine the distribution of hedging, amplification, stance indicators, and denial indicators using Hyland's interpersonal positioning model and Richardson and Stern's discourse evaluation theory [22]. These results highlight the potential of genre-based training to improve students' academic writing skills, regardless of when it is

introduced in the learning process.

Additionally, they demonstrated a strikingly notable gain in their ability to write across almost all parameters that the university sets to assess writing. It is possible that students' ignorance of academic writing patterns contributed to their impression of their pre-instruction skills being higher than the quality of their proposals. Nevertheless, their proposal quality outperformed their degree of self-efficacy following genre-based training.

Classroom observations confirmed most of the findings from other sources in this study. GBI sessions were characterized by active student engagement: students voluntarily participated in genre modeling and cooperative learning sessions. In experimental group sessions, the teacher guided students from simple analysis of model texts to more complex and innovative group constructions and, finally, to independent writing. This approach supported students with different levels of readiness. The teacher frequently used visual organizers and peer feedback, strategies known to deepen students' understanding and develop their independence [23–25].

In contrast, observations of the control group revealed more active, teacher-directed instruction, characterized by one-way information transfer, limited interaction, and a focus on practice-type exercises. While this instruction has traditionally reinforced grammar, in the present study, it did not appear to promote higher-level writing skills or genre understanding.

6. Conclusions, Implications, and Limitations

This research aimed to explore the effect of genre-based instruction on the academic writing proficiency of undergraduate learners within an EFL setting. Drawing on a quasi-experimental design, the study contrasted the performance of students instructed using genre-based approaches with that of those instructed using grammar-based methods. Under academic writing, the focus was on the significant aspects of academic writing, such as organization, coherence, and lexical appropriateness—factors that are critical for academic achievement but commonly underdeveloped in conventional curricula.

One of the most promising pedagogical solutions to the challenge of training learners in foreign language academic writing is genre-based instruction (GBI), which foregrounds the explicit teaching of genre knowledge, such as the linguistic and organizational features characteristic of particular academic text types. In contrast to traditional grammar-based instruction that centers on sentence-level correctness and decontextualized exercises, GBI approaches writing as a socially embedded activity. Based on systemic functional linguistics and sociocultural theory, GBI considers texts more than just sets of well-formed sentences but as intentional reactions to communicative contexts. This perspective is especially helpful for EFL learners, who tend to have trouble seeing how audience demand, disciplinary conventions, and rhetorical goals influence language choices.

Improvements in lexical appropriateness and grammatical control were also more pronounced in the experimental group. Exposure to model texts, explicit vocabulary instruction, and repeated practice with genre-specific language structures contributed to increased precision in word choice and greater sentence-level accuracy. Notably, grammatical ability in the control group improved only marginally, suggesting that grammar-focused instruction in isolation may not yield significant gains in communicative writing contexts.

6.1. Recommendations

The results of this study suggest that GBI can be effectively integrated into university writing programs. Practical implications include:

1. Integrating genre-specific instruction into writing courses to improve students' understanding of academic standards.

2. Using digital tools and AI-based feedback to complement GBI, provide personalized support, and create a more interactive learning environment.

3. Training instructors in GBI methodologies to ensure effective implementation and adaptation to the needs of students at diverse levels.

4. Encouraging the interdisciplinary application of GBI to improve writing skills across academic disciplines.

Finally, while GBI shows promise for improving the academic writing of English as a Foreign Language (EFL)

students, more research is needed to examine its long-term impact and adaptability in different educational contexts.

6.2. Limitations

Although it holds promise, genre-based instruction is underused in most EFL university environments, where test-oriented curricula and deep-seated grammar-translation practices typically dominate functional literacy training. In addition, a considerable amount of empirical evidence in favor of GBI is derived from ESL or bilingual education settings, where students are exposed to more enhanced language environments. A significant shortage still exists of controlled, classroom-based investigations into the real effects of genre-based instruction on EFL writers' performance, particularly at the tertiary level. It is hoped that future studies will take these observations into account and adjust methods to arrive at broadly applicable results.

6.3. Ethical Considerations

The researcher strictly adheres to ethical guidelines by ensuring that the participants gave full and formal consent for sharing data. They were duly assured before commencement of the study that any information they shared would be fully confidential and used only for the purpose of the study. They were also informed that they could choose to exit the study at any point of time they wished.

Institutional Review Board Statement

Not applicable.

Informed Consent Statement

Not applicable.

Data Availability Statement

Not applicable.

Conflicts of Interest

The author declares no conflict of interest.

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