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Classroom Research to Measure the Perceived Impact of English Writing Course on EFL Female University Students

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Abstract

This study examines how the writing proficiency of first-year EFL female university students are affected by a genre-based English writing course. Three main topics will be addressed in this study using a quantitative research approach to inquiry and students' self-reported data: (1) how well the course design supports students' effective assignment submission, (2) how beneficial the support mechanisms built into the course, (3) and how skilful students are in writing overall after finishing the course. The study incorporated a sample of 119 first-year female university students selected using a convenience sampling strategy. A survey was used to gather data and measure the perceived impact of teaching writing using a genre-based approach—using genres found in the student's assigned textbooks. The course framework was designed to meet the practical needs of EFL learners, and it provides clear teaching and assistance to master particular writing genres. The results show that the genre-based writing course enhances task submission, offers strong support, and improves writing skills. However, challenges like group dynamics, deadlines, and writing anxiety were highlighted. By demonstrating the value of genre-based teaching strategies and pointing out areas for improvement, the findings of this study would advance the field of EFL instruction.

Keywords: EFL female university students, genre-based, learning English, perceived impact, writing course

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Introduction

In an increasingly globalized world where English is the primary language of communication in academia and beyond, university student's ability to write in English is essential to their academic achievement. While writing is essential to academic success, it can be difficult for non-native students. University students are required to create texts that are academically sound, well-structured, and grammatically accurate, whether they are writing essays, reports, or research papers. However, the necessity for enhancing their writing skills in English is often overlooked, which can hinder their academic progress.

Moreover, previous studies have shown that there is a complex relationship between the attitudes, beliefs, and writing experiences of English as a Foreign Language (EFL) students and the development of academic writing. Scholars such as Johns (1991), Leki (1995), and others emphasize how important it is for tutors, course designers, and writing instructors to take students' viewpoints into account more carefully when teaching academic writing to second language learners. Writing is an essential ability for both second-language learners and native speakers, particularly in academic settings. Weigle (2002) provides a comprehensive examination of the methods and approaches for the assessment of writing in second language contexts and emphasizes that effective writing has become more and more important in today's globalized society. Similarly, Harmer (2004) emphasizes its significance for foreign language learners. Thus, writing instruction is becoming increasingly important in foreign and second-language contexts.

At the tertiary level, students come from diverse linguistic backgrounds with varying proficiency levels in English which can affect their ability to write effectively. Common challenges include difficulties in grammar, syntax, vocabulary use, and academic style. Additionally, many students struggle with skills that are essential to producing high-quality written work such as structuring arguments, organizing thoughts logically, and avoiding plagiarism. The complexity of these challenges is further amplified when students lack targeted support and resources designed to address individual needs in developing writing proficiency.

Developing effective writing skills is a critical component of language learning, particularly for EFL students navigating academic and professional environments. Writing courses play a significant role in equipping learners with the skills required to communicate effectively and succeed in diverse contexts. Several researchers highlight the importance of exposing ESL students to diverse genres (Hinkel, 2004; Hyland, 2004; Ferris & Hedgcock, 2005). This study focuses on evaluating the impact of a genre-based English writing course designed specifically for EFL university students.

The course adopts a genre-based approach, emphasizing the teaching of writing through the analysis and practice of specific text types featured in the students' assigned textbooks. This method aims to provide students with a structured framework for understanding and producing various forms of writing, while also incorporating targeted support mechanisms to address their challenges. By conducting classroom research, this study aims to examine the effectiveness of the course in three areas: successful task submissions, the provided support, and the overall improvement in students' writing competence. The findings from this research will offer valuable insights into the strengths and limitations of genre-based writing instruction, contributing to the development of more effective teaching strategies for EFL learners.

Despite efforts given by universities to provide writing support services, such as writing centres and workshops, these interventions may not always align with the specific difficulties faced by students. Therefore, identifying the precise needs of students in learning English writing skills

is crucial to developing tailored pedagogical approaches that can more effectively support their academic growth. Moreover, addressing these needs through curriculum design, faculty support, and personalized learning interventions can significantly enhance students' ability to express themselves academically, thereby contributing to their overall success.

This research is significant as it explores the effectiveness of genre-based writing course design in enhancing the writing skills of EFL university students. By examining how well the course design supports task completion, the study can provide valuable insights into creating effective writing curricula that align with learners' needs. Additionally, the research evaluates the role of embedded support techniques within the course, offering a better understanding of how these elements contribute to students' active participation and progress in writing. Furthermore, the study assesses the competence of EFL students in writing after completing the course. This evaluation is critical in determining whether the course successfully equips learners with essential skills for academic and professional contexts. The findings will not only benefit educators and curriculum developers but also contribute to improving instructional practices in EFL education and ultimately foster more successful language acquisition outcomes.

The objective of this study is to evaluate the effectiveness of a writing course for EFL students by:

1. Examining the effectiveness of the writing course design in enabling EFL female students to complete assigned tasks.
2. Evaluating the usefulness of the support mechanisms integrated into the writing course.
3. Assessing the writing competence of EFL female students upon completion of the writing course.

These goals are addressed through the following guiding research questions:

1. To what extent does the design of the writing course help EFL female students submit tasks successfully?
2. To what extent is the support incorporated in the writing course helpful?
3. How competent EFL female students are in writing after taking the writing course?

Literature review

Studies related to writing skills in general

English teachers should creatively apply effective techniques to enhance students' motivation and skills in English writing. Various approaches and strategies have been suggested by experts from time to time to overcome the challenges faced by EFL learners. Several studies emphasize the importance of understanding attitudes toward writing to enhance writing skills. Hayes and Flower (1986) described writing as a complex cognitive process that requires the simultaneous coordination of three key skills: planning, sentence construction, and revision. All these skills must be synchronized effectively within the same timeframe. According to Johnson and Johnson (2009), cooperative learning involves using small groups in instruction, allowing students to collaborate to enhance both their own and their peers' learning. They highlight challenges in group dynamics, particularly difficulties in distributing leadership and coordinating efforts, which can reduce group effectiveness. Moreover, Storch (2013) presented a comprehensive exploration of collaborative writing in second-language classrooms and focused on strong theoretical, empirical, and pedagogical justifications for its benefits in language learning. Recognizing challenges in implementing in-class and online collaboration, she offers practical guidance on task selection and productive group dynamics. Furthermore, McCutchen (2011)

suggested that writing skills can be improved through explicit instruction, consistent practice, and feedback provision. Strategies to enhance writing include reading extensively, practicing regularly, obtaining feedback, and participating in writing workshops or classes. Cennetkuşu (2017) emphasized grammar, transitions, vocabulary, and clarity as key challenges in academic writing.

Henceforth, Anderson and Cuesta-Medina (2019) noted that students struggle with L2 rhetorical aspects due to inadequate writing training. Similarly, Shakib Kotamjani and Hussin (2017) found that postgraduate students at the University of Putra Malaysia face challenges in critiquing research, identifying gaps, and writing sections like introductions and conclusions. Akhtar et al. (2020) and Mahmood (2020) have also revealed that issues like citations, cohesion, coherence, and topic selection hinder L2 writing. Additionally, Petric (2002) argued that writing pedagogy should address students' beliefs and create growth opportunities through courses or tutorials. Researchers like Ismail (2011) have examined ESP students' perceptions of an Academic Writing Course, finding positive attitudes toward ESL writing and a good awareness of writing needs. Parker and Erarslan (2015) have studied the attitudes of Turkish EFL students toward a university writing course, noting a slightly insignificant decline in their positive attitude towards the course after completing it. Mai and Bao (2020) have explored integrating blogs into Vietnamese EFL writing classes, revealing positive attitudes despite challenges like limited use and reluctance to post publicly. Muliyah et al. (2020) have identified a discrepancy between teachers' and students' perceptions of feedback, emphasizing the need for clearer error correction in the feedback given by teachers. Khadawardi (2022) has identified Saudi students' mild positivity toward writing assignments despite the challenges they encounter and offered insights for curriculum design. Farooqui (2023) has examined teachers' perspectives on the difficulties facing ESL students in pre-writing, writing, and post-writing. Key issues include writing an outline, structuring sentences, and editing. Teachers recommended providing students with training, guidance, and digital tools to improve their writing skills. Additionally, Tanjung and Sari (2024) have found that peer feedback fosters critical thinking, creativity, and motivation in essay writing. Overall, these studies underscore the need for tailored pedagogical strategies to address student attitudes and perceptions and to enhance writing instruction across diverse contexts.

Studies related to genre-based writing instructions

Genre-based writing instruction has attracted a lot of interest as a successful strategy for improving students' writing capabilities. This approach gives students the necessary skills to understand and create writing texts with particular language and structural patterns by explicitly teaching a variety of genres. The goal of exposing students to a variety of genres—from academic essays to casual correspondence—is to increase their writing proficiency and confidence. In addition to helping students improve their writing skills, the structured approach in genre-based instruction fosters critical thinking and comprehension of language use in many situations. The theories and research discussed in this section contribute to the development of the framework for the current study. Systemic Functional Linguistics (SFL) is the basis of genre theory and was developed in Australia by Halliday (1994) and his followers. The work of the British linguist J.R. Firth, who worked from the 1930s to the 1950s, serves as the foundation for SFL. The basis for SFL was established by Halliday's work on systemic grammar and his introduction of the idea that language is a social semiotic system. The foundation of SFL was established in 1985 with the release of "An Introduction to Functional Grammar".

Systemic Functional Linguistics saw substantial growth in the 1970s and the 1980s. This framework started to be used in a variety of linguistic fields, such as sociolinguistics, discourse

analysis, and language instruction. The concept of language as a tool for meaning-making was developed by Halliday and his associates, who emphasized the usefulness of language in social settings. During the 1990s and 2000s, SFL continued to grow and diversify. Scholars like Ruqaiya Hasan, Christian Matthiessen, and others have contributed to the theoretical and practical aspects of SFL.

Eggins (1994) explained that SFL helps us understand how people use language to achieve their goals. This theory focuses on how language creates meaning (Halliday, 1994; Halliday & Martin, 1993). According to Hyland (2007), genre-based approaches to L2 writing emphasize communication and show that writing serves a clear purpose in communication.

Recently, the genre-based approach to teaching second language writing has become increasingly popular (Caplan & Farling, 2017; De Oliveira & Lan, 2014; Hodgson-Drysdale, 2016). Unlike the process approach which often lacks a clear focus, this method gives students specific writing goals and a clear purpose (Hyland, 2003, 2004). Furthermore, Hyland (2007) discussed how genre-based approaches support student writing development and how technology can aid instruction. Hence, teachers using this approach can design lessons that help students achieve small, targeted goals. Many theoretical works on genre-based approaches to teaching second language writing highlight numerous perceptions.

Current studies have emphasized the growing recognition of Genre-Based Writing Instruction (GBWI) as an effective method for improving EFL learners' writing proficiency. Bizami and Raftari (2013) underscored the complementary nature of the product, process, and genre approaches, advocating for a comprehensive understanding of these methods to optimize writing instruction. This reinforces the idea that a well-rounded pedagogical strategy can better meet diverse learner needs.

Building on this foundation, Bruce (2013) proposed a dual social/cognitive genre model for EAP writing, emphasizing how genre awareness fosters discourse competence—an essential component of academic writing. Such frameworks lay the theoretical groundwork for investigating how genre instruction impacts learner development.

Empirical studies, such as those by Kuiper et al. (2017) and Thongchalerm and Jarunthawatchai (2019), provide strong evidence of genre-based approaches enhancing writing quality and learner engagement. Their interventions showed measurable improvements in genre-specific linguistic and rhetorical features, while learners expressed positive attitudes and increased confidence—key psychological factors in language learning.

These outcomes are echoed in more recent works. Pham and Bui (2021) highlighted ongoing struggles with genre structures among EFL students, stressing the need for more targeted support and research, particularly in local contexts. Similarly, Yunus et al. (2022) revealed how the structured stages of the process genre-based approach (e.g., BKOF, JCOT) support systematic writing development, although they called for more exploration in varied learning environments. Using the Wilcoxon Test and textual analysis, He (2022) discovered that genre-based instructions greatly enhanced the ability of EFL students majoring in business to write persuasive online advertisements. These students also showed considerable improvements in vocabulary, organization, and persuasive strategies.

Utami et al. (2023) and Nguyen and Truong (2024) further demonstrated that scaffolding and instructional design significantly affect writing outcomes and student attitudes. These studies reinforce the importance of understanding not only what works in writing instruction, but how learners perceive and experience these approaches. Lately, Alhammad (2025) introduced a critical

institutional perspective, showing how instructor knowledge shapes the effectiveness of genre instruction. Despite limited awareness of contemporary methods, teachers recognized the value of genre training in improving student outcomes—particularly in confidence and performance.

Therefore, our study seeks to contribute to this growing field by focusing on female university students in an EFL context, examining how they perceive the impact of a structured English writing course. This perspective is especially important in regions where gender, educational policies, and cultural factors may shape learning experiences uniquely. By exploring both performance and perception, our research aims to provide nuanced insights into the effectiveness of writing instruction, informing future curriculum design and teaching strategies in similar contexts.

Methodology

This study employs a quantitative research design to examine the impact of a genre-based English writing course on EFL university students. The study aims to measure the course's effectiveness in facilitating successful task submission, providing support to students, and enhancing students' writing competence. Quantitative data was collected through a structured survey.

Participants

The sample comprised 119 first-year female university students enrolled in an English writing course. The participants were assigned to the researchers, who served as their English language instructors during the first semester of the 2024–2025 academic year at Umm Al Qura University in Saudi Arabia. The selection was based on convenient sampling, including students available and willing to participate in the study during the semester. All participants were first-year students with no previous exposure to university-level writing instruction, ensuring a uniform baseline in writing experience.

Course Design

The writing course was designed using the genre-based approach. This pedagogical framework focuses on helping students recognize and practice various writing genres aligned with the course textbooks. The genres included are 'giving and responding to opinions' and 'writing suggestions'. Key features of the course design include:

1. Collaboration in Group Writing: Students work in groups of four to complete assigned writing tasks. This structured approach ensures that writing skills are systematically developed while fostering collaboration and individual accountability among students.
2. Technology Integration: Platforms such as Blackboard facilitate task submission and provide transparency in task scoring.
3. Time-Structured Assignments: Writing assignments are scheduled progressively, with group tasks submitted in weeks 3 and 7 and an individual task at the end of the semester in week 8. Each genre is introduced and explored for 3-4 weeks before moving on to the next one. This structure allows students to engage deeply with each genre, practice writing in that style, receive feedback, and refine their skills before transitioning to another genre. The gap of 3-4 weeks ensures that students have enough time to understand the characteristics, techniques, and conventions of each genre before moving on to the next one.

Survey Instrument

A structured survey was developed using a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). Reverse-coded items were included to ensure response validity. The data was collected on three key dimensions:

1. Course Design (14 items): Focuses on the effectiveness of the course structure, collaborative writing, resource availability, and technology integration.
2. Support (6 items): Measures the clarity of instructions, instructors' support, and the facilitation of collaboration during group writing sessions.
3. Competence (6 items): Assesses students' confidence, perceived improvement, and preparedness in writing various genres.

Data Collection

The survey was administered at the end of the semester to capture students' experiences and perceptions after completing the writing course. Responses were collected anonymously to encourage honesty and reduce response bias. The study adhered to ethical standards for research involving human participants. Informed consent was obtained from all participants before the survey. Participation was voluntary, and respondents were assured of the confidentiality of their data.

Data Analysis

Survey responses were analyzed using descriptive and inferential statistical methods. All analyses were conducted using statistical software, and results were reported with significance levels ($p < 0.05$):

1. Descriptive Statistics: Descriptive statistical measures, such as means, standard deviations, and medians were calculated to summarize students' responses for each item.
2. Inferential Statistics: One-sample t-test was performed to determine whether mean scores for each survey item differed significantly from the neutral point (score of 3). Reverse-coded items were appropriately transformed before analysis.

Research Procedures

This study followed a quantitative research design to investigate students' perceptions and experiences in a genre-based English writing course. Data were collected using a structured survey administered to participants at the end of the course. The survey included both closed-ended and Likert-scale questions designed to assess areas such as task completion, perceived support, writing competence, and confidence. Before distribution, the survey was reviewed by the researchers to ensure content validity. The finalized survey was distributed electronically to all participants during class time. The researchers were present to guide students through the process and assist with any technical or content-related questions. Participation was voluntary, and students were informed of the study's purpose and assured of their anonymity and confidentiality. Once the data were collected, responses were coded and entered into SPSS (Statistical Package for the Social Sciences) for analysis. Descriptive statistics (means, standard deviations, and frequencies) were used to summarize students' responses. To examine significant differences or improvements in students' perceptions and skills, inferential statistical tests, including paired-sample t-tests, were conducted. These tests helped identify meaningful changes related to course elements and writing development.

Findings

This section outlines the main findings from the survey, based on the study's research goals. The results show how the genre-based English writing course helped EFL female university students complete their tasks, receive support, and improve their writing skills.

Survey Results

Survey data reveals students' perceptions of the genre-based writing course and its impact on their ability to complete tasks, receive academic support, and develop writing skills. Descriptive and inferential analyses were used to evaluate the impact on students' perceived performance and confidence before and after completing the course.

R Q 1. To what extent does the design of the writing course help EFL female students submit tasks successfully?

The survey items related to 'Course Design' were analyzed to determine how effectively the course supports task submission. The results revealed that students perceive the design of the writing course as generally helpful, with specific strengths in technology integration and collaborative writing techniques. (See Figure One)

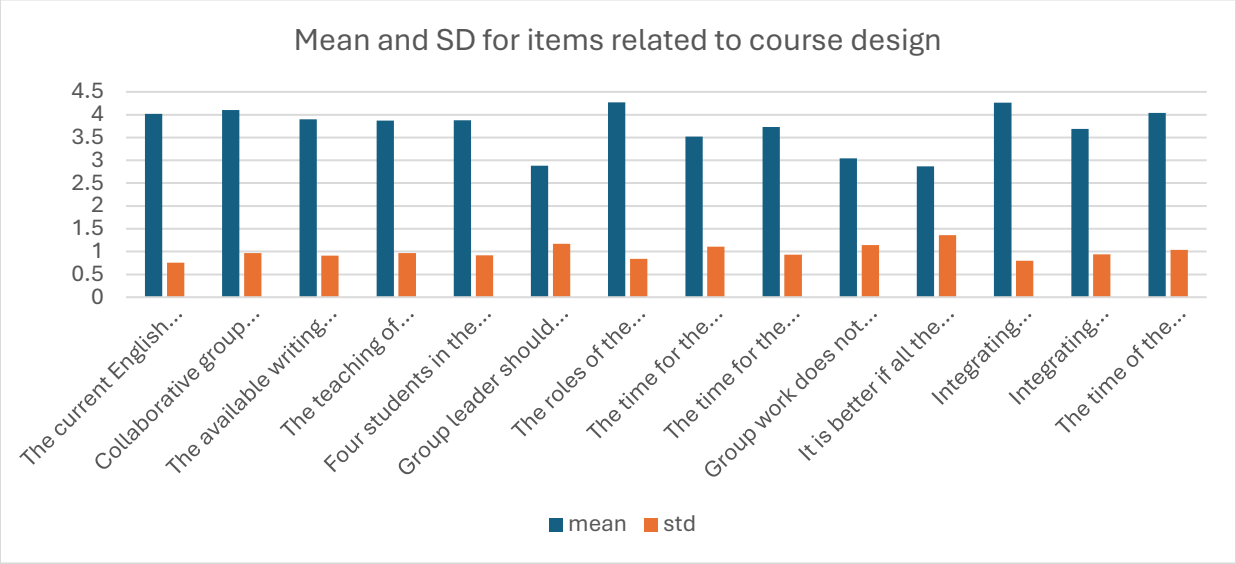


Figure 1. Mean and SD for items related to course design

Descriptive Findings:

- Students rated the integration of technology (e.g., Blackboard) for task submission highly, with mean scores of 4.36 (SD = 0.65) for facilitating submissions and 4.25 (SD = 0.71) for promoting transparency in scoring.
- The value of collaborative group writing also received high ratings (M = 4.12, SD = 0.75), as did the adequacy of writing resources (M = 4.05, SD = 0.79).

Inferential Analysis:

One-sample t-tests showed that the mean scores for most items in this category were significantly greater than the neutral score of 3 ($p < 0.05$). For example:

- Integration of technology for submission: $t(118) = 18.98$, $p < 0.001$

- Collaborative group writing: t (118) = 13.57, p < 0.001

Conversely, reverse-coded items showed significant disagreement with the neutral point:

- Group leadership responsibility: t (118) =−5.44, p<0.001
- Deadline for first group task: t (118) =−4.87, p<0.001

These findings suggest that the course design provides substantial support for students in completing and submitting writing tasks successfully. However, items related to group leadership dynamics and task deadlines highlighted areas for potential improvement.

RQ 2. To what extent is the support incorporated in the writing course helpful?

Survey items related to 'Support' focus on the clarity of instructions, instructor's feedback, and the collaborative environment. Overall, students rated the support positively, with mean scores ranging from 3.62 to 4.20. (See Figure Two)

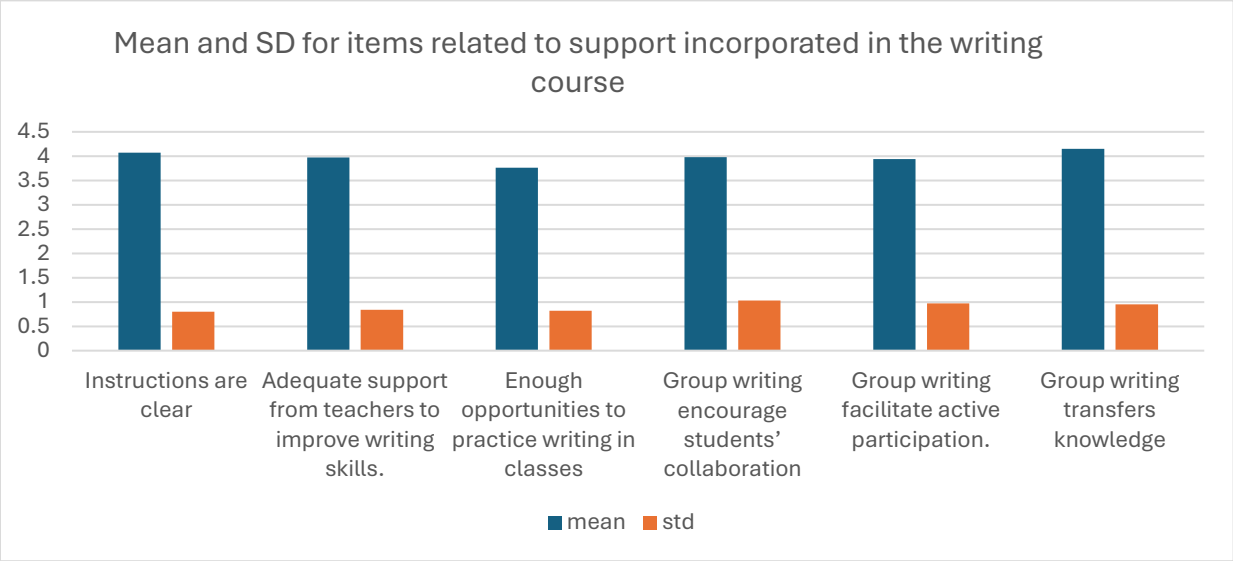


Figure 2: Mean and SD for items related to the support incorporated in the writing course

Descriptive Findings:

- Students found the instructions provided during classes clear and easy to follow (M = 4.20, SD = 0.68) and felt adequately supported by their instructors (M = 4.15, SD = 0.71).
- Group writing during scheduled class sessions was rated as facilitating collaboration (M = 4.10, SD = 0.75) and active participation (M = 4.05, SD = 0.78).

Inferential Analysis:

Items in this category were also significantly higher than the neutral score of 3 (p < 0.05) as shown in Table One.

Table 1. *Results of t-tests for students' perceptions of course elements*

Variable	t-value	df	p-value
Clarity of instructions	18.73	118	p < 0.001
Instructor's support	17.90	118	p < 0.001
Group collaboration	16.02	118	p < 0.001

The significant results showed that there is a difference between the responses of the students and the neutral responses. The findings showed the effectiveness of the support provided in the course, particularly in terms of clear instructions, active collaboration of students, and engagement.

RQ 3. How competent are EFL female students in writing after taking the writing course?

The 'Competence' category evaluated students' confidence and perceived improvement in writing skills. The mean scores indicated moderate competence, with some variability. (See Figure Three)

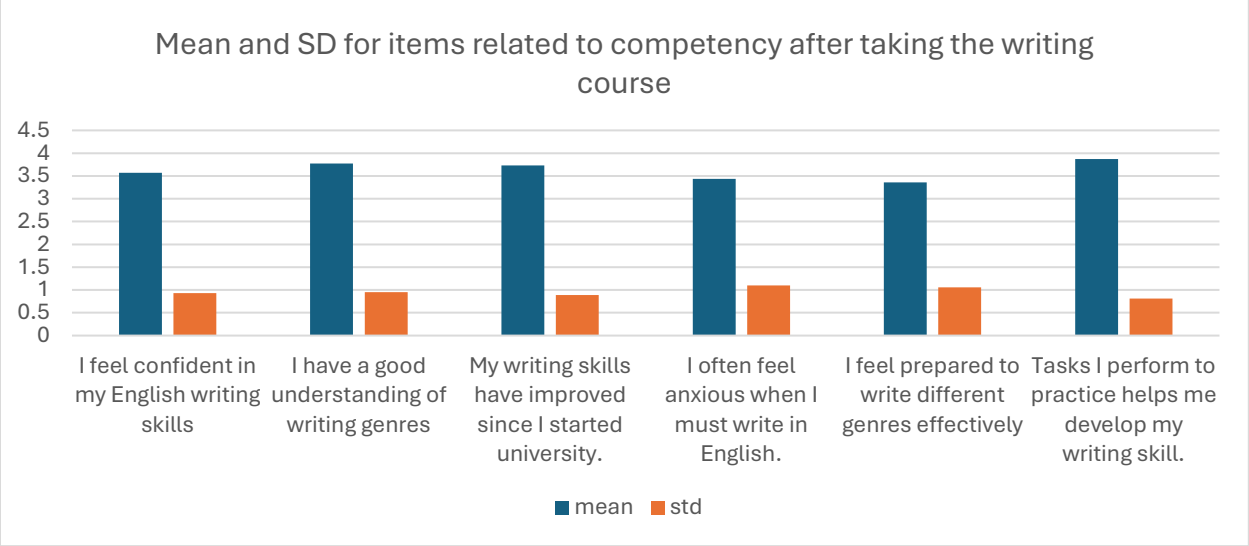


Figure 3. Mean and SD for items related to competency after taking the writing course

Descriptive Findings:

- Students reported a good understanding of writing genres (M = 3.77, SD = 0.95) and improvement in their writing skills since starting university (M = 3.73, SD = 0.89).
- Confidence in writing skills was rated moderately (M = 3.57, SD = 0.93), while the reverse-coded item on writing anxiety indicated some lingering concerns (M = 3.44, SD = 1.10).

Inferential Analysis:

One-sample t-test showed significant positive deviations from the neutral score for the items shown in Table Two.

Table 2: *Results of t-tests for students' perceived improvements in writing skills*

Variable	t-value	df	p-value
Understanding of writing genres	11.58	118	$p < 0.001$
Writing improvement	10.68	118	$p < 0.001$
Confidence in writing	8.59	118	$p < 0.001$

The course significantly enhanced students' perceived competence in writing with notable improvement in understanding genres and writing skills. However, writing anxiety remains an area of concern that may benefit from future targeted interventions.

Discussion

The following section provides a detailed discussion of the main findings.

The findings related to the first research question highlight the extent to which the design of the writing course supports EFL students in successfully submitting their tasks. Overall, students perceive the course design as effective, with notable strengths in technology integration and

incorporation of collaborative writing. These elements appear to contribute significantly to students' ability to complete and submit their assignments efficiently.

One of the most positively rated aspects of the course design is the integration of technology, particularly the use of Blackboard for task submission. With mean scores of 4.26 (SD = 0.8) for facilitating submissions and 3.69 (SD = 0.94) for promoting transparency in scoring, it is evident that students found the technological tools beneficial. The statistical significance of these findings ($t(118) = 18.98$, $p < 0.001$) suggests that digital platforms play a critical role in streamlining submission processes and fostering clarity in assessment criteria. This aligns with previous studies that emphasize the importance of technology in enhancing students' learning experiences and reducing barriers to task completion (e.g., Hyland, 2007).

Collaborative writing is another well-received component of the course, as indicated by a mean score of 4.1(SD = 0.97) and a significant t-test result ($t(118) = 13.57$, $p < 0.001$). These results suggest that the group writing technique fosters peer engagement, improves writing proficiency, and enhances motivation among students. Research in EFL contexts has frequently underscored the benefits of collaborative learning, particularly in improving writing skills through peer feedback and shared accountability (Storch, 2013). The high rating of collaborative writing indicates that this instructional approach is well-aligned with students' needs and preferences. This result aligns with the findings of Thongchalerm and Jarunthawatchai (2019) which indicate that students develop a positive attitude toward the learning cycle through explicit and collaborative learning. Moreover, responses to the item stating – 'It is better if all the writing tasks are to be done and submitted individually' show that there is no strong preference for completing and submitting writing tasks individually, as opinions are quite diverse. A mean of 2.87 (SD =1.36) suggests a neutral to slightly negative stance. This implies that students- on average- lean towards disagreement with this item. Some students may prefer individual work for accountability, while others might favour collaborative learning.

Furthermore, the adequacy of writing resources is positively evaluated ($M = 3.9$, $SD = 0.91$), suggesting that students found the provided material supportive of their writing development. This aspect of the course design is essential, as access to comprehensive writing resources can reduce cognitive load and enable students to produce written work with higher quality (Weigle, 2002). The availability of structured writing material is likely to have contributed to students' confidence in completing assignments successfully.

Despite these strengths, the findings also reveal areas for improvement, particularly in group leadership dynamics and task deadlines. Reverse-coded items show that students disagreed with the neutral point regarding group leadership responsibility ($t(118) = -5.44$, $p < 0.001$) and the deadline for the first group task ($t(118) = -4.87$, $p < 0.001$). These results suggest that some students may struggle with unclear leadership roles within groups or find the deadlines for group assignments challenging. Assigning tasks and coming up with and revising ideas require the identification of members' roles and leadership. Group growth may be hampered by ambiguous or poor leadership positions, which could result in unequal involvement and less successful genre learning. Issues with group dynamics are well-documented in collaborative learning research where difficulties in leadership distribution and coordination can hinder group effectiveness (Johnson & Johnson, 2009). Addressing these challenges by implementing clearer leadership structures and providing more flexibility in deadlines may enhance the overall effectiveness of the course design.

Some students felt that submitting their work in week 3 was too early, which may suggest that they needed more time to fully understand, practice, and refine their writing in that genre. Three weeks might not have been enough for students to grasp the genre's conventions, structure, and techniques before producing an individual well-prepared submission. They may have felt rushed.

Thus, the writing course design appears to facilitate task submission among EFL students, particularly through the integration of technology, collaborative writing techniques, and the provision of sufficient writing resources. However, areas related to group leadership and task deadlines require further refinement in the course design to optimize student experiences. Future course revisions should consider structured leadership training for group work and adapted deadline policies to accommodate diverse student needs. By addressing these areas, the course can further enhance student engagement and overall writing proficiency in an EFL context.

As for the findings to answer the second research question of this study, they indicate that the support incorporated into the writing course is perceived positively by students, as reflected in the mean scores ranging from 3.76 to 4.15. The analysis focused on three key areas: clarity of instructions, instructor feedback, and the collaborative environment. Firstly, one of the most positively rated aspects of the course is the clarity of instructions, with a mean score of 4.07 (SD = 0.8). This suggests that students found the guidance provided during classes to be clear and easy to follow, which may have contributed to their overall engagement and comprehension. The inferential analysis further supports this finding as the clarity of instructions was significantly higher than the neutral score ($t(118) = 18.73$, $p < 0.001$). Clear instructions are essential in writing courses to ensure students understand assignment expectations and writing techniques effectively.

Secondly, instructors' support also received a high rating ($M = 3.97$, $SD = 0.84$), indicating that students felt adequately guided throughout the course. This result is reinforced by the statistical significance in the inferential analysis ($t(118) = 17.90$, $p < 0.001$), showing that students' experiences with the instructors' support were notably more positive than neutral. Effective instructor feedback is crucial in writing courses as it helps students identify areas for improvement and enhances their writing skills through targeted guidance.

Thirdly, students' collaboration played a vital role in their engagement, with group writing sessions rated as facilitating collaboration ($M = 3.98$, $SD = 1.03$) and active participation ($M = 3.94$, $SD = 0.97$). The inferential results further confirmed that students significantly benefited from the collaborative environment ($t(118) = 16.02$, $p < 0.001$). This suggests that structured group activities helped students exchange ideas, receive peer feedback, and enhance their writing skills collectively.

Hence, the findings demonstrate that the support techniques integrated into the writing course are effective in promoting students' learning and engagement. The positive ratings across all support-related items suggest that students felt well-supported through clear instructions, constructive instructor feedback, and collaborative activities. The statistically significant differences from neutral responses further confirm that students' experiences were not merely average but rather substantially positive. This study revealed that the design of activities is largely dependent on the instructors. Some learners require more time to grasp linguistic features and acquire new knowledge. Practicing these features is a vital step in improving their writing competence. However, the findings indicated that students had a positive attitude toward this stage, as it contributed to the development of their writing skills.

In addition, the findings in answering the third research question indicate that EFL students demonstrated moderate competence in writing after completing the writing course. Their perceived improvement in writing skills and understanding of writing genres suggest that the course effectively contributed to their academic development. However, while students reported gains in confidence, writing anxiety remains a notable concern.

The descriptive statistics show that students feel they have a good understanding of different writing genres ($M = 3.77$, $SD = 0.95$) and have improved their writing capabilities since starting university ($M = 3.73$, $SD = 0.89$). Confidence in writing, while moderately high ($M = 3.57$, $SD = 0.93$), suggests that some students still experience self-doubt. This is reinforced by the writing anxiety measure ($M = 3.44$, $SD = 1.10$), which indicates that despite progress, some apprehension remains.

The inferential analysis supports these findings, as the one-sample t-test results show significant positive deviations from the neutral midpoint for understanding writing genres ($t(118) = 11.58$, $p < 0.001$), writing improvement ($t(118) = 10.68$, $p < 0.001$), and confidence in writing ($t(118) = 8.59$, $p < 0.001$). These results confirm that students perceive meaningful progress in their writing abilities due to the genre-based writing course. These findings align with previous research conducted on the effectiveness of the genre-based approach in different contexts, including studies by McCutchen (2011), Kuiper et al. (2017), Uthami et al. (2023), and Nguyen & Truong (2024).

Despite these positive outcomes, the presence of writing anxiety suggests that some students still struggle with confidence. This may stem from factors such as language barriers, high academic expectations, or limited exposure to practical writing exercises. To address these issues, future research on writing could incorporate targeted interventions, such as anxiety-reduction strategies, peer feedback mechanisms, and confidence-building exercises.

Thus, the writing course has significantly enhanced students' perceived competence in writing, particularly in understanding genres and improving writing skills. However, the lingering issue of writing anxiety highlights the need for additional support to ensure that students not only develop technical skills but also gain confidence in their writing abilities.

Conclusion

The results demonstrate that the genre-based writing course effectively supports students in successful task submission, provides clear and collaborative instructional support, and improves their writing competence. However, the findings also highlight specific challenges, including group dynamics, task deadlines, and writing anxiety, which should be addressed in future course implementation or interventions designed to improve these challenges. To address these challenges, instructors might consider extending deadlines, offering more structured drafting activities, or ensuring clear expectations about submission timelines from the start. These results highlight the importance of maintaining and potentially enhancing these support structures in the future implementation of the course. Future research could explore additional factors influencing students' perceptions of support, such as individual learning styles or additional instructional resources. Overall, the supportive framework adopted in the writing course appears to contribute significantly to students' success and engagement.

Limitations

The study had a small sample size, consisting of 119 all-female students who were selected non-randomly. Thus, the findings may not be generalized and applicable to the broader population.

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