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Kamla-Raj IJES 2026

PRINT: ISSN 0975-1122 ONLINE: ISSN 2456-6322

Int J Edu Sci, 53(3): 233-243 (2026)
DOI: 10.31901/24566322.2026/53.3.1458

Genre-Based Instruction in Language Teaching for Enhancing College Students' Writing Skills

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KEYWORDS Academic. Assessment. Coherence. Literacy. Pedagogy. SFL (Systemic Functional Linguistics)

ABSTRACT This study aimed to investigate the effectiveness of Genre-Based Instruction (GBI) in enhancing paragraph writing skills among college students. The research employed a mixed-methods approach using a pre-test and post-test design with 120 students over one academic semester, focusing on explicit instruction in academic genres and effective paragraph features. The principal observation revealed a significant quantitative improvement in student performance, confirmed by a paired-samples t-test showing a substantial mean score increase from pre-test ($M=16.77$) to post-test ($M=24.82$), with high statistical significance ($p < 0.001$). Additionally, qualitative analysis indicated enhanced student engagement, genre awareness, and writing confidence. The findings underscore the pedagogical value of Genre-Based Instruction in improving academic writing skills. The study recommended the integration of GBI into writing curricula, the provision of sustained teacher training in genre pedagogy, and further research into its effectiveness across diverse student populations and disciplinary contexts.