

Investigating An Adapted Process Genre Writing Model and Its Implications for Undergraduate Thai Students

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ARTICLE INFO	ABSTRACT
<p>Keywords: Process genre model, teacher-designed materials, tertiary-level students</p> <p>DOI: http://dx.doi.org/10.21093/ijeltal.v10i1.1852</p> <p>How to cite: Samaranayake, S. W., Thienpermpool, P. & Kositchaivat, S. (2025). Investigating An Adapted Process Genre Writing Model and Its Implications for Undergraduate Thai Students. <i>Indonesian Journal of English Language Teaching and Applied Linguistics</i>, 10(1), 73-90</p>	<p><i>Teaching academic writing to English as a Foreign Language (EFL) students poses significant challenges, often requiring instructors to adapt their instructional strategies to effectively meet learners' diverse needs and contexts. This study investigates the impact of an adapted process genre writing model, enhanced with teacher-prepared materials, on improving the academic writing proficiency of tertiary-level students at a public university in Thailand. A quantitative research method was employed for this study, involving a sample of 48 participants selected through convenience sampling. Over one semester, these students received intensive instruction based on the adapted process genre writing model. Data collection involved administering pre-and post-tests to measure changes in writing performance, with statistical analyses conducted using descriptive statistics and paired-sample t-tests to determine the significance of any improvements. The results revealed statistically significant improvements ($p < .05$) in participants' writing proficiency, demonstrating the effectiveness of the adapted process genre writing model. The results suggest that integrating customized instructional resources into this framework can significantly support the academic writing development of Thai EFL undergraduates. The study's implications for EFL instruction are substantial, suggesting that a well-structured, genre-based approach, supplemented with tailored instructional materials, can significantly elevate students' writing proficiency in academic contexts. Recommendations for further research include exploring the long-term effects of this instructional model on students' writing abilities and investigating its applicability across different language proficiency levels and cultural settings.</i></p>

1. Introduction

In language education, developing academic writing skills is a crucial area of focus, particularly for undergraduate students in non-native English-speaking countries such as Thailand (Barua, 2017; Lun et al., 2021). Proficiency in academic writing is essential for students' academic success and future professional endeavors in a globalized world where English is often the communication medium. However, instructing EFL students in academic writing presents numerous difficulties, necessitating the adaptation of teaching methods to suit varied learning contexts and student requirements.

This study investigates a novel and highly innovative approach, a modified process genre writing model aimed at enhancing the academic writing abilities of university-level Thai students. The process genre approach, emphasizing structured drafting, revising, and editing stages, is tailored to address learners' specific needs and challenges in higher education environments. These challenges include the need for clear structure and organization in academic writing, the difficulty of revising and editing drafts for clarity and coherence, and adapting to higher education's academic writing style and conventions.

The primary objective of this study is to assess the effectiveness of teacher-prepared materials aligned with the adapted process genre writing model in enhancing the writing skills of undergraduate students. The research specifically aims to quantify the improvement in academic writing proficiency through pre-test and post-test evaluations. By focusing on these assessments, this study provides valuable insights into the practical implications of implementing this model in the context of Thai tertiary education, thereby contributing to the enhancement of EFL instruction in the country.

This research explores the impact of customized teacher-prepared materials, facilitated through an adapted genre writing model, on enhancing academic writing proficiency among tertiary-level students. It seeks to measure the extent of improvement by comparing pre- and post-test scores. The study aims to demonstrate the effectiveness of the adapted process genre approach and identify the specific advantages and obstacles related to its implementation in Thai higher education.

The study provides valuable empirical evidence to inform educators and curriculum developers seeking to enhance academic writing instruction for undergraduate students within similar educational frameworks globally. By integrating theoretical insights with practical applications, the research aims to advance pedagogical strategies that facilitate more proficient learning outcomes in academic writing. This approach is anticipated to provide a model that can be adapted and adopted in other non-native English-speaking contexts, thereby contributing to the broader field of language education.

Ultimately, this investigation aims to contribute to the existing body of knowledge on academic writing instruction by demonstrating the potential benefits of an adapted process genre writing model. Unlike previous studies that applied the process genre approach in broader ESL contexts, this study tailors the model specifically for Thai undergraduate students, incorporating localized instructional materials to address unique linguistic challenges.

1.1 Research Problem

Although academic writing is a crucial skill for Thai undergraduate students, current teaching methods often struggle to effectively improve their proficiency in this area. Conventional writing instruction generally focuses on language and adhering to a specific procedure, emphasizing grammatical correctness and rhetorical exercises, and it often fails to address the specific needs of non-native English speakers, particularly in higher education contexts where academic writing proficiency is crucial for success. To address this gap, exploring innovative instructional models tailored to the local educational context, such as an adapted process genre writing model, is essential.

The research problem centers on investigating whether an adapted process genre writing model can effectively improve the academic writing proficiency of tertiary-level Thai students. This model emphasizes structured stages of drafting, revising, and editing, aligned with the academic writing demands of higher education. The study aims to ascertain its potential as a viable alternative to current instructional practices by assessing the effectiveness of teacher-prepared materials delivered through this model. Additionally, the research seeks to identify the challenges and benefits of implementing such a model in a Thai educational setting.

The core issue lies in understanding how well the adapted process genre writing model addresses the unique needs of Thai undergraduate students, particularly in enhancing their ability to produce proficient academic writing (Thuong & Phusawisot, 2020). Through empirical investigation and analysis of pre-and post-test scores, the study aims to provide evidence to inform educators, curriculum developers, and policymakers on the effectiveness of this innovative approach. Ultimately, the research problem seeks to contribute to advancing pedagogical strategies that can better support the development of academic writing skills among undergraduate students in Thailand and similar educational contexts globally.

Thai undergraduate students majoring in English at this university study opinion and compare-and-contrast essays and should be able to write well-organized essays adhering to academic conventions (Hasnawati et al., 2023). They are expected to write a five-part essay with an introduction, three points of discussion (either agreeing or disagreeing with the essay topic), and an effective conclusion. The researchers taught an academic writing course to fourth-year students during the second semester of 2023 and observed that most students failed to write a well-organized five-part essay on the given topic. Consequently, given the learners' low proficiency in academic writing skills, the researchers conducted an instructional intervention with fourth-year English major students to help improve their writing proficiency.

For the intervention, the researchers followed the salient features of a process genre writing model (see Figure 1), supplemented with teacher-developed writing materials. These materials were delivered in classroom teaching, following the framework depicted in Figure 1, assuming that teacher-prepared writing materials delivered through an adapted process genre writing model would assist undergraduate students in improving their academic writing skills.

2. Literature Review

As discussed above, the researchers utilized an adapted process genre writing model derived from the process genre model of writing proposed by Badger and White (2000) to instruct the treatment group in this study. Theoretically, various scholars in L2 writing (Badger & White, 2000; Hyland, 2003; Tribble, 1996) have supported the integration of process-oriented and genre-based approaches in writing instruction for L2 learners. These scholars contend that writing is complex and that effective texts necessitate understanding linguistic features, the writing process, and the social context (Archibald & Jeffery, 2000). Each approach alone may not teach effectively, as neither offers a complete picture of writing when considered separately. Therefore, they propose that integrating essential aspects of both process-based and genre-oriented approaches will help learners grasp the intricate nature of writing. Students should also learn to plan, draft, and revise written work and develop explicit awareness of linguistic elements relevant to the social context (Badger & White, 2000).

According to Badger and White (2000), effective writing necessitates an awareness of language structures, the situational context, the intended purpose, and essential writing skills. They argue that writing development occurs when learners' potential is drawn out and feedback is provided to which the learners respond. Badger and White (2000) proposed a genre process model for teaching writing, incorporating the salient features of all approaches.

The adapted process genre writing model, shown in Figure 2 below, is better suited for tertiary-level undergraduate and graduate students studying English academic writing courses. This model guides learners through the writing process, which involves five phases: pre-writing, composing, re-reading and revising, peer-editing, and instructor feedback.

2.1 Writing instruction approaches

Unlike conventional writing instruction, the model-based approach starts with a text to analyze its form, content, and organization, requiring students to produce a similar text using their information. Although this method is widely used in the English for Academic Purposes (EAP) field, it has faced criticism for its limitations in writing instruction. It emphasizes imitating and transforming teacher-provided models, which can lead to mindless reproductions of specific organizational plans or styles. This approach neglects the writing process and results in negative average effect sizes alongside diminished motivation and self-esteem. Additionally, continuous error correction may further decrease learners' motivation and confidence in their writing abilities. Furthermore, written products often do not give teachers sufficient insight into the instructional needs of the learners (Emig, 1971; Hairston, 1982; Zamel, 1982, 1983).

Developed as an alternative to the limitations of model-based instruction, the process writing approach (Yan, 2005) highlights the creativity and communicative aspects of writing. This approach highlights the significance of communication and the creative writing process. It consists of several stages: prewriting, drafting, revising, proofreading, and publishing. However, it has faced criticism for not accounting for how writing varies with social context, leading to a genre-based approach. This genre-based approach aids students in effectively participating in academic and professional settings by considering the social and cultural

backgrounds of language use in writing (Luu, 2011). Critics argue that it does not encourage students to express their ideas freely and relies excessively on teachers to provide appropriate materials. The process-genre approach was developed to integrate both methods for more effective writing instruction, addressing these shortcomings.

Authors discussing L2 writing assert that it is essential to integrate both process-oriented and genre-based approaches when teaching students how to write (Badger & White, 2000; Hyland, 2003, 2004; Tribble, 1996). They argue that writing is complex and necessitates understanding linguistic features, the writing process, and the social context. Teaching these approaches in isolation may not provide a comprehensive understanding of writing. In real classroom settings, L2 writing instruction often blends key elements of these approaches. The process-genre approach merges knowledge of language, context, and language use, allowing writing development to flourish by tapping into learners' potential and supplying input (Badger & White, 2000). Grasping the relationship between content, purpose, audience, style, structure, and language usage is vital for students' future writing endeavors. This understanding aids them in comprehending subject matter and rhetorical conventions, alleviating stress for ESL writers. Since the current study employed a process-genre writing model, the genre process model of writing instruction proposed by Badger and White (2000) is pertinent to this research. Consequently, a brief overview of Badger and White's model is presented in the following section.

2.2 Badger and White's Process Genre Model of Writing

Badger and White (2000) describe their writing model as a social process embedded in a specific genre and context. According to their framework, writing is always purposeful and tied to the situation in which it occurs. For example, when a company writes a job advertisement to attract potential candidates, it aims to highlight the role and make it appealing to qualified applicants. The company must provide specific details about the job responsibilities, required skills, company culture, and benefits, ensuring the description is tailored to the ideal candidate. This involves using clear and engaging language, maintaining a professional tone, and structuring the advertisement in a way that is easy to read and understand. The text should also be revised and proofread to ensure it is error-free and effectively communicates the desired message to the target audience. An example of this process is illustrated in the left-hand column of Figure 1.

Badger and White (2000) argue that writing development varies among different groups of learners, as individuals may be at different stages of their writing proficiency. For learners already skilled in a particular genre, minimal guidance may be required. However, those less familiar with the genre may need more explicit instruction on appropriate language for their intended audience. Students require support selecting suitable language and identifying their potential audience to communicate effectively. The type of input necessary will depend on the learner's specific needs. This concept is illustrated in the right-hand column under "Possible Input."

Badger and White (2000) further indicate that in the absence of requisite knowledge among learners, three principal sources of input may be utilized: the instructor, fellow learners, and illustrative examples of the target genre. Educators can deliver direct instruction, whereas peer collaborative efforts during group work create a comparatively informal context for

learning exchange. Language awareness activities can also serve as a unique and valuable input source, offering learners insights into a given genre's contextual and linguistic aspects. The model uses dashed arrows to indicate that input may not always be required, depending on the learners' proficiency and task.

Ultimately, Badger and White's model presents writing as a process that progresses through multiple stages, from situational context to text production. Teachers play a key role throughout this process by offering input to help students develop the knowledge and skills needed to succeed in genre-based writing tasks.

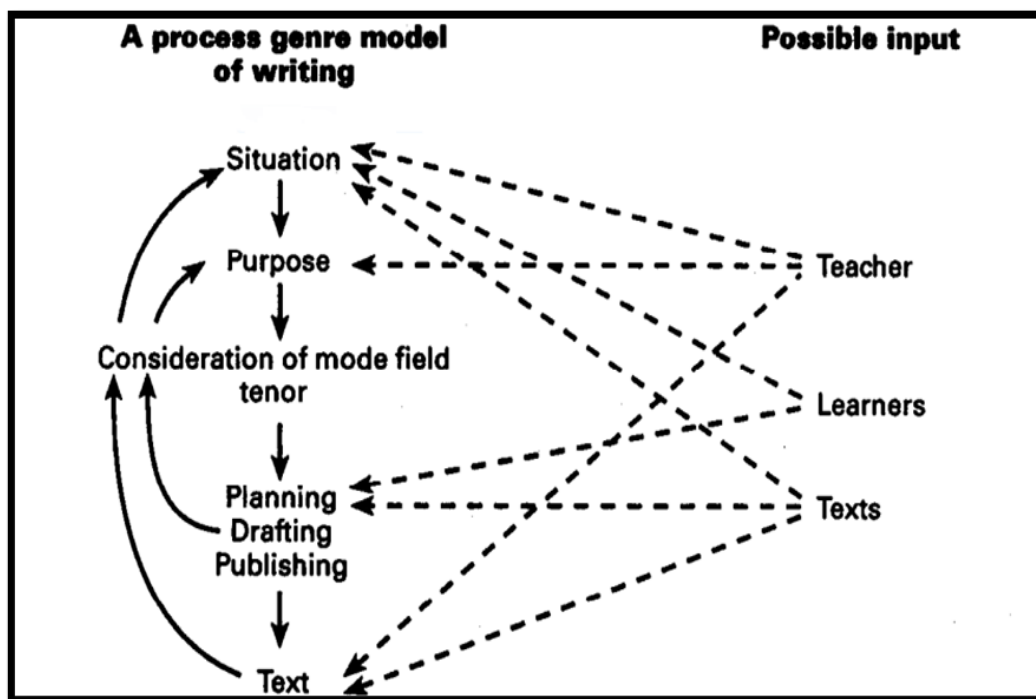


Figure 1. Badger and White's (2000) Process Genre Model of Writing

2.3. Research Evidence on the Effectiveness of the Process Genre Approach

Prior research has explored the impact of the process genre approach in improving writing skills among EFL learners. One particularly promising study is that of Maolida and Salsabila (2019), who integrated the process-genre approach with an online collaborative writing project called 'lbunka.' This project allowed students to publish their essays online, where local and international students could read and comment on them. The study involved 46 university students across two classes, with students receiving instruction in essay writing using the process-genre approach for 12 sessions divided into three cycles. The results showed significant improvement in the writing skills of both groups. Class A's average scores increased from 78.09 in Cycle One to 80.59 in Cycle Three. Class B's average score rose from 79.8 in Cycle One to 83.05 in Cycle Three. Student surveys and interviews further confirmed these improvements. The researchers concluded that the process-genre approach positively and significantly impacted students' essay-writing skills.

In a similar study, Huang (2020) utilized a quasi-experimental design involving 72 first-year undergraduate students from a Chinese university. The students were categorized into an experimental group (40 Computer Science majors) and a comparison group (32 Resource and Environmental Science majors). The experimental group was instructed using the process-genre approach, whereas the comparison group received traditional writing instruction over 17 weeks. Data were gathered through pre-, post-, and delayed post-tests, employing a marking rubric to evaluate students' writing across five categories: content, organization, language use, vocabulary, and mechanics. Results indicated that the experimental group outperformed the comparison group in content and organization, with the effects persisting for six weeks after the intervention. Although no improvement was observed in accuracy and fluency, the experimental group demonstrated significant gains in syntactic complexity and lexical diversity. Think-aloud protocols revealed that students employed metacognitive strategies and genre knowledge during their writing tasks. Huang concluded that process-genre instruction effectively enhances writing quality, highlighting the significance of genre knowledge and metacognitive strategies.

Kitajroonchai et al. (2022) conducted a quasi-experimental study with 40 Thai pre-university students at Asia-Pacific International University. The study compared the effects of the process genre writing approach (PGWA) and the process writing approach (PWA) on students' academic writing performance. Participants were divided into two groups, one receiving instruction in PGWA and the other in PWA for 12 weeks. The results indicated that both groups showed significant improvements in their writing performance, but students in the PGWA group achieved higher post-test scores than those in the PWA group. The statistical analysis revealed a significant difference in mean scores ($p < .05$, $t(38) = 3.17$, $p = .003$), suggesting that the PGWA approach had a positive impact on students' writing performance.

A recent study by Bin-Hady et al. (2020) explored the efficacy of the process-genre approach (PGA) in imparting academic writing skills to undergraduate students enrolled in a four-year English program at a College of Education in Yemen. The research employed a pre-experimental design, which included a pre-test and a 30-hour essay writing curriculum anchored in the PGA methodology. The results showed a significant improvement in students' opinion essay writing, with the post-test mean score ($M = 7.46$) higher than the pretest score ($M = 4.53$), with a mean difference of 2.29 (Wilcoxon Signed Rank Test, $z = 3.408$, $p < 0.05$). Students expressed positive perceptions of the PGA-based writing tasks, suggesting that this approach can engage learners and enhance their writing skills.

The findings from these studies illustrate that the process genre approach is an effective method for teaching writing skills across various contexts. In consideration of the strengths and limitations identified in prior research regarding the implementation of the process genre approach in English as a Foreign Language/English as a Second Language (EFL/ESL) classrooms, this study modifies the process genre writing model established by Badger and White (2000) (refer to Figure 2 below) to enhance pedagogical treatment groups.

Figure 2 illustrates the theoretical foundations of this study, highlighting the interplay between process-genre pedagogy, instructor-designed materials, and student engagement in academic writing. The adapted model is explicitly designed for tertiary-level EFL/ESL learners, with language input provided by instructors. Instructors prepare materials that align

with students' developmental writing levels, as many tertiary-level EFL students are still developing their writing skills. When designing instructional materials, writing instructors should consider students' developmental stages (Raza & Brown, 2021). These materials should include writing activities, examples of academic language, guidance on essay structure, and tasks for peer-editing and self-editing. Students can improve their writing skills in a supportive, interactive environment by engaging with the materials, their peers, and the instructor at various stages—pre-writing, composing, revising, peer editing, and receiving teacher feedback (McDonough et al., 2022).

Students participated in structured writing sessions during the intervention, including guided drafting, peer-review activities, and instructor feedback. Assignments were aligned to IELTS Task 2 descriptors.

The adapted process genre writing model, shown in Figure 2 and described below, outlines each phase the students involved in the process of writing academic essays:

Pre-writing phase: The researchers introduced the learners to the type of essay (e.g., opinion, compare-contrast, cause-and-effect) through direct instruction. They learned how to approach the essay topic and the required structure (Emig, 1971).

Composing: In this phase, students first wrote an introduction with a general statement about the topic of the essay, a focused discussion of the issue, and a thesis statement that indicated their stance on the topic (Brick et al., 2016). They then developed three points to support their position, writing several supporting sentences (reasons, examples, facts, evidence) for each point. Finally, students wrote a conclusion, following the instructor's guidance on writing it successfully.

Re-reading and revising: After completing the first draft, students re-read their work to ensure the content was relevant, the supporting details were adequate, and the essay was cohesive and coherent (Horkoff, 2021). They revised the draft before submitting it for peer editing.

Peer-editing: Students reviewed each other's work, providing feedback on content, structure, and grammar. Peer feedback often led to the addition of new ideas, though some less proficient students needed instructor support during this phase (Cheng & Zhang, 2024).

Teacher feedback: After peer-editing and revising, the teacher provided feedback on the first draft, which included suggestions for further revisions. Depending on the feedback, students were required to rewrite and resubmit their essays (Wihastyanang et al., 2020).

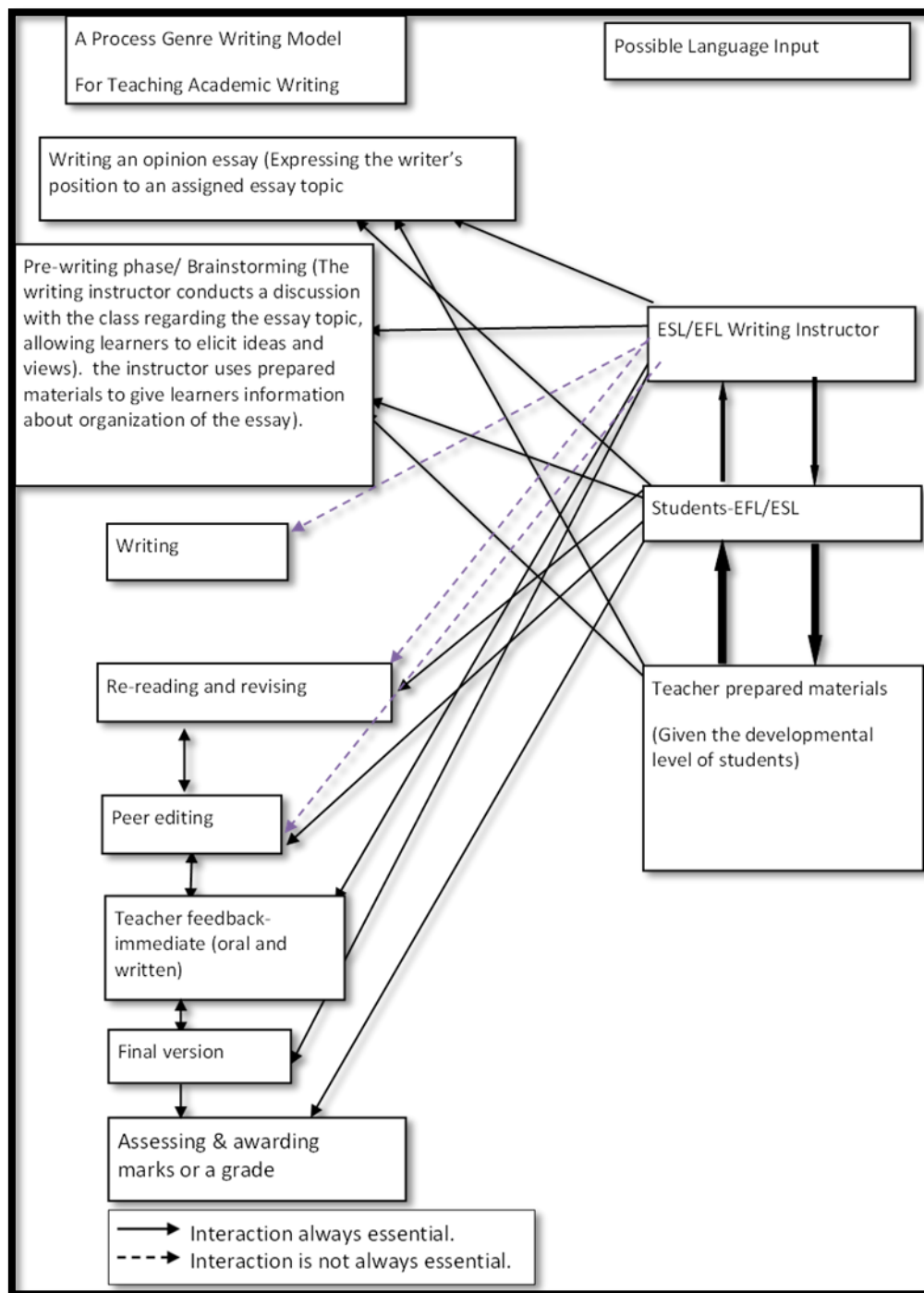


Figure 2. An adapted process genre writing model based on Badger and White (2000)

The model's depiction of two-sided arrows illustrates that the writing process does not adhere to a rigid sequence, thus permitting writers to revisit earlier stages (Badger & White, 2000). Within the adapted genre writing model, the writing instructor plays a pivotal role throughout all phases, encompassing prewriting, drafting, revising, peer editing, teacher feedback, and the final draft, as demonstrated in Figure 2. By executing this study, the researcher aims to achieve the following objective.

3. Research Methodology

3.1 Research Design

This research employed a single-group pre-test and post-test model (Nunan & Bailey, 2009), with participants chosen through convenience sampling. This research defines the dependent variable as the academic writing proficiency of fourth-year undergraduate students majoring in English. In contrast, the independent variables comprise the teacher-prepared writing materials and the implementation of the adapted process genre writing model. The study sample consisted of 48 pretested students at the outset of the research. The intervention group received instruction utilizing teacher-prepared materials from the adapted process-genre writing model. The duration of the study extended over one semester, encompassing 48 hours of instructional time. Both pre-tests and post-tests were employed to collect data.

3.2 Participants

Participants in the present study were selected from fourth-year English major students enrolled at a public university in Thailand during the second semester of 2023. The students, who were both male and female, were aged between 20 and 22 years. They had completed three years of academic study. Consequently, it is posited that their level of English proficiency corresponds to an independent user B1 level, as classified by the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2023). This classification is supported by the participant's ability to produce simple connected texts on familiar topics or personal interests. Furthermore, these students had already acquired fundamental writing skills but had not engaged in academic writing over the preceding three years.

3.3 Instruments

This research gathered data utilizing two research instruments: pre-tests and post-tests. Initially, the study group underwent a pre-test. The researchers identified a writing task 2 (Academic) from a previous examination, specifically selected from the Cambridge English Proficiency 2 Student's Book (Cambridge University Press, 2015). In the pretest, all participants in the study group wrote an essay on the following topic, "Friendships online are not as meaningful as those where people meet face to face. To what extent do you agree or disagree with this statement? Use specific reasons and details to support your answer." The participants were allotted 60 minutes to complete the essay, requiring a minimum of 250 words, under the instructor's supervision in the classroom on the initial day of the study. Two English instructors from the Department of International Language Teaching at this university evaluated the pre-test answer scripts utilizing the IELTS Writing Task 2: Band Descriptors (public version, 2023), where each descriptor was assigned a weight of five marks (Task Response - 5, Coherence and Cohesion - 5, Lexical Resources - 5, Grammatical Range and Accuracy - 5). After evaluating the answer scripts, the inter-rater reliability between the two raters was determined by employing Pearson's Product Moment correlation ($r = 0.93$, $n = 45$, $p < 0.01$). The statistical analysis revealed a substantial agreement of .93 between the two raters regarding the writing scores of the study groups. The third research instrument was teacher-prepared materials developed based on the modified process genre writing model. The researcher employed the prepared materials with the intervention group to instruct the students.

3.3.1. Teacher-prepared materials

As the independent variable, instructional materials hold significant importance in any language program and are generally regarded as the second most vital factor following the teacher (Allwright, 1990; Riazi, 2003). Numerous educators assert that materials tailored for students must align with their age-appropriateness and utilize language, visuals, and activities relevant to their knowledge and interests (Gilmore, 2027; Nguyen, 2018). The researchers meticulously designed and developed context-specific writing materials that addressed the learners' linguistic needs, proficiency levels, and interests and adhered to logical progression, facilitating learners' engagement in various stages of the writing task. These materials encompassed linguistic examples, practice activities, a peer editing checklist, and the organizational structure of essays (opinion, compare, and contrast) (Kirkpatrick & Klein, 2009). Before implementing the teacher-prepared materials in the study, they were piloted with twenty participants selected from third-year English major students during the preceding semester. Additionally, the materials were scrutinized by two English instructors from the same university, and their suggestions were integrated into the revised version.

3.4 Data Analysis Procedures

The pre-and post-test data were analyzed after the study utilizing descriptive statistics and paired samples t-tests (IBM SPSS Statistics, Version 21).

4. Results

The descriptive statistics about the treatment group are presented in Table 1 below.

Table 1 Descriptive statistics of the treatment group across the pre and post-tests

Descriptive Statistics								
		N	Min	Max	Mean	Std. Error	Std. Deviation	Variance
							Statistic	Statistic
	Pre-test	48	8.00	17.00	11.72	.309	2.14	4.585
	Post-test	48	15.00	19.00	17.47	.148	1.03	1.063
	Valid N (listwise)	48						

Table 2 Paired samples t-test results

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre - Post	-5.75	1.66	.240	-6.23	-5.26	-23.86	47	.000

According to the descriptive statistics (Table 1), the pre-test mean score is 11.72, indicating students' average academic writing proficiency before exposure to the adapted process genre writing model. The pre-test had a higher standard deviation (2.14) than the post-test (1.03), suggesting more significant score variability before the intervention. After the intervention, the scores clustered more closely around the mean, indicating a consistent improvement across the group.

With a mean difference of -5.75 (Table 2), the results indicate that students generally performed better in the post-test compared to the pre-test, demonstrating an improvement in their writing proficiency. The p-value of the paired t-test is .000, confirming that the difference between the pre-test and post-test scores is statistically significant. Using an online effect size calculator, the effect size was calculated as Cohen's $d = (17.47 - 11.72) / 1.67936 = 3.42$. Moreover, the large effect size indicated a strong relationship between the variables. The study's variables are adapted process genre writing model, teacher-prepared writing materials, and academic writing proficiency, substantially improving the study group's academic writing proficiency.

Furthermore, the paired samples t-test demonstrates a statistically significant improvement in academic writing scores following implementing the adapted process genre writing model. The mean difference of -5.75 indicates an average score increase of approximately 5.75 points from the pre-test to the post-test.

Based on these results, the researchers conclude that the adapted process genre writing model effectively enhances the academic writing proficiency of Thai undergraduate students. The statistically significant increase in post-test scores and the consistent improvement observed across the sample suggest that the model positively impacted students' writing skills for one semester.

5. Discussion

The primary research question addressed in this study was whether teacher-prepared materials delivered through an adapted process genre writing model could enhance the academic writing proficiency of fourth-year English undergraduate students in Thailand. This question was assessed through pre- and post-test evaluations of their writing performance. The results of this research aligned with its main goal, showing that teacher-created instructional resources, implemented through the adapted process genre writing approach, effectively enhanced students' academic writing skills

The pre-test scores (Table 1) initially demonstrated low writing proficiency among the study group, which is typical for EFL learners facing the complexities of academic writing. These scores highlighted the specific challenges faced by these students, such as limited vocabulary, difficulties in structuring essays, and a lack of coherence and cohesion in their writing. However, their post-test scores showed marked and statistically significant improvement following the intervention. This improvement suggests that the adapted process genre writing model addressed these issues effectively, leading to comprehensive enhancement across all four IELTS writing descriptors: Task Response, Coherence and Cohesion, Lexical Resources, and Grammatical Range and Accuracy (IELTS Writing Key Assessment Criteria, 2023)

The instructional approach used in this study incorporated several strategies within the teacher-prepared materials, following the adapted process genre writing model (see Figure 2). These strategies included pre-writing activities, composing, re-reading and revising, peer-editing, and teacher feedback (Baker, 2016). Each session was designed to engage students actively, with writing assignments on various topics and group work sessions where students brainstormed essay topics and received guidance from instructors during the pre-writing stage. For example, students were taught how to craft effective introductions, a crucial skill for engaging readers and setting the tone for their essays.

Norris and Ortega (2010) emphasize embedding L2 material in meaningful contexts to facilitate cognitive processing and accelerate learning. The researcher implemented instructional techniques in this study to foster engagement and cognitive processing. For instance, using relevant video clips or PowerPoint presentations to stimulate discussion on essay topics helped students connect abstract concepts to real-world applications, enhancing their understanding and retention.

A critical aspect of the instructional approach was providing ongoing instructor feedback. Recognizing that writing was not a daily practice for many learners, the researcher provided continuous feedback throughout the writing process, from initial paragraph construction to the final drafts. As illustrated in the adapted genre writing model, this iterative feedback loop significantly influenced skill development. It allowed students to refine their writing incrementally, addressing issues as they arose and reinforcing good practices.

Moreover, the peer-editing phase proved to be instrumental in enhancing writing proficiency. Students participated in collaborative editing sessions using a checklist that covered essential components such as the introduction, body paragraphs, conclusion, and overall coherence. Research by Halpern et al. (1982) and others (Wihastyanang et al., 2020; Huizhen et al., 2022) underscores the benefits of peer feedback in fostering self-awareness and improving writing quality. These studies suggest that peer interactions provide valuable perspectives and constructive criticism, which help students identify and rectify weaknesses in their writing.

The significant improvement in post-test scores aligns with prior research (e.g., Huang, 2020; Bin-Hady et al., 2020). However, the magnitude of improvement suggests that teacher-prepared materials played a more central role than previous interventions.

In conclusion, the descriptive and paired samples t-tests demonstrate that the teacher-prepared materials and the adapted process genre writing model effectively enhanced academic writing proficiency among the treatment group. This improvement can be attributed to the structured instructional approach, which enabled students to progress through distinct writing phases and receive constructive feedback from peers and instructors. As a result, students improved their writing mechanics and organization and developed greater linguistic accuracy over time. These findings highlight the efficacy of the adapted process genre writing model in addressing the unique needs of Thai EFL learners and offer valuable insights for educators and curriculum developers aiming to enhance academic writing instruction in similar contexts.

6. Conclusion

This research examined the effectiveness of customized instructional materials, integrated within a modified process genre writing model, in improving academic writing abilities

among English major undergraduates at a Thai university. The statistical analysis indicates a significant enhancement in the study group's writing ability between the pre-and post-tests, suggesting that the intervention approach used in the study was highly effective.

The results from the inferential tests further reveal substantial improvements in several key areas of academic writing. Specifically, students demonstrated enhanced cohesion and coherence, a broader grammatical range, and more sophisticated use of lexical items. These findings indicate that the adapted process genre writing model, supplemented by tailored teacher-prepared materials, addresses the unique challenges EFL tertiary-level students face in mastering academic writing.

Based on these findings, the adapted process genre writing model is a practical and effective instructional strategy for improving academic writing proficiency among EFL students in a Thai tertiary context. This model facilitates better writing mechanics and organization and promotes greater linguistic accuracy and expressive capability.

Moreover, the study underscores the importance of integrating innovative and contextually relevant teaching strategies in language education. The positive outcomes observed in this research provide valuable insights for educators, curriculum developers, and policymakers aiming to enhance academic writing instruction in similar educational settings globally. Future research could build on these findings by exploring the long-term impact of the adapted process genre writing model and its applicability across different language proficiency levels and cultural contexts.

Ultimately, this study contributes to the broader field of language education by demonstrating that teacher-prepared materials, when delivered through an adapted and structured instructional model, can significantly improve the academic writing skills of EFL students, thereby supporting their academic and professional success.

7. Limitations

Although the findings of this study are promising, several limitations should be acknowledged. First, the sample size was relatively small ($N = 48$), limiting the results' generalizability. This study focused on a specific group of undergraduate students at a Thai university, meaning the findings may not fully apply to broader EFL student populations in Thailand or other contexts. Second, the study only measured short-term effects, as data collection was limited to a single semester. Longitudinal research is needed to determine whether the observed improvements in academic writing proficiency persist over time. Future studies should consider larger and more diverse samples and explore the long-term impact of the adapted process genre model across different EFL learning environments.

8. Implications and recommendations

The study's main goal was to provide practical knowledge for designing and developing teaching materials for academic writing courses tailored to English major programs at the tertiary level in Thailand and other countries in the Asian region. The study emphasized the efficacy of materials prepared by educators and their implementation through an adapted process genre writing model within classroom environments (Wardani et al., 2021). It recommends developing proficient teaching and learning resources for academic writing courses to cater to a diverse array of tertiary-level students in non-native English-speaking nations globally.

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Appendix

An organizational structure of an academic essay (opinion) with an example.

Essay topic: Some people say that using a mobile phone while driving can be dangerous, while others believe that using a mobile phone carefully while driving does not lead to any danger. Do you agree or disagree with this statement? Use specific reasons and examples to support your answer.

Organize your essay according to the guidelines shown in the table.

Introduction- (general statement about the topic/Focus on the topic/thesis statement)
First paragraph- State how using a mobile phone while driving can distract the driver's attention. Topic sentence- The first reason is the distraction of the driver's attention. 1. Supporting sentence (Use examples or further explanation to support the claim made in the topic sentence.) 2. Supporting sentence (Use examples or further explanation to support the claim made in the topic sentence) 3. Supporting sentence (Use examples or further explanation to support the claim made in the topic sentence) Use joining words to connect sentences and transition words/phrases to move from one idea to another. Provide a bridge sentence to connect the first paragraph to the second.
Second paragraph- Discuss the legal status of using a mobile phone while driving. Topic sentence- Using a mobile phone while driving is illegal in most countries.

1. *Supporting sentence* (Use examples or further explanation to support the claim made in the topic sentence)

2. *Supporting sentence* (Use examples or further explanation to support the claim made in the topic sentence)

3. *Supporting sentence* (Use examples or further explanation to support the claim made in the topic sentence)

Use joining words to connect sentences and transition words/phrases to move from one idea to another. Provide a bridge sentence to connect the second paragraph to the third.

Third paragraph- Write about the consequences of vehicle accidents.

Topic sentence- Another reason can be the driver's death or physical disability.

1. *Supporting sentence* (Use examples or further explanation to support the claim made in the topic sentence)

2. *Supporting sentence* (Use examples or further explanation to support the claim made in the topic sentence)

3. *Supporting sentence* (Use examples or further explanation to support the claim made in the topic sentence)

Use joining words to connect sentences and transition words/phrases to move from one idea to another.

Conclusion - Concluding phrases: In conclusion, In summary, Overall,

(Re)state opinion: In an opinion essay, you can paraphrase your original thesis statement. In an argument essay, this is where you state your opinion, often using a phrase such as "Having considered both sides of the argument, I believe..."

Summary: Paraphrase the main idea of each body paragraph briefly. Never include examples or explanations. They should go in the body of the essay.

Concluding comment: Give the reader something to think about. Highlight the importance of the issue you have just discussed. Ask the reader to consider the future consequences if the problem is unresolved. Recommend a course of action that the reader or society should follow.