

E-Nook: World Journal for Academic Breakthroughs

ISSN (Online): 3155-5942

Volume 1, Issue 1 (2026) | Pages 79-87

www.erresearchpublication.com

RESEARCH ARTICLE | OPEN ACCESS

Article History

Received: May 2026

Revised: May 2026

Accepted: June 2026

Published: July 21 2026

IMPROVING GRADE 4 PUPILS' WRITING SKILLS THROUGH A GENRE-BASED APPROACH AT BURGOS CENTRAL SCHOOL

Mirasol B. Garcia, Michelle A. Corpuz

Bacnor Elementary School, Burgos, Isabela

Burgos Central School, Burgos, Isabela

Email : mirasol.garcia003@deped.gov.ph

Abstract

This action research investigated the effectiveness of the Genre-Based Approach (GBA) in enhancing the writing skills of Grade 4 pupils. Based on the Teaching-Learning Cycle (TLC), the approach features explicit instruction, teacher scaffolding, collaborative learning, and independent writing to help learners develop written communication skills. The study aimed to determine whether the Genre-Based Approach significantly improves the writing performance of Grade 4 pupils. The study used a quantitative pretest-posttest design with experimental and control groups. Pupils' writing proficiency was measured by researcher-made tests before and after the intervention. The intervention was three genre-based worksheets delivered according to the module release schedule. Pupils completed the activities at home every Tuesday and Thursday from 4.00 p.m. to 5.00 p.m., with the help of parents or tutors. The outputs were collected every Friday for evaluation. The findings revealed that both groups improved their writing performance, but the improvement was significantly greater in the group that was exposed to the Genre-Based Approach. The experimental group had a mean score of 1.20 in the pretest and 11.50 in the posttest, with a mean gain of 10.30 points. Conversely, the control group scored an average of 0.75 on the pretest and 6.90 on the posttest, which yielded a mean gain of 6.15 points. Statistical analysis further revealed a significant difference between pretest and posttest scores of pupils who participated in the intervention. The findings indicate that the Genre-Based Approach effectively promotes pupils' writing abilities by providing structured guidance, meaningful learning experiences, and opportunities to apply writing conventions across different text types. The intervention yielded an eta-squared value of 0.755, indicating a large effect on pupils' writing performance. Findings suggest that the Genre-Based Approach is an effective strategy for enhancing writing skills among elementary learners and may be adopted by teachers to improve writing instruction. The study concludes that genre-based instruction can be used in elementary language programs to develop writing proficiency, reinforce literacy skills, and encourage learners' confidence in written expression. The results confirm the genre-based approach as an alternative pedagogical approach to enhance children's writing products.

Corresponding Author: mirasol.garcia003@deped.gov.ph

Keywords: Genre-Based Approach, writing skills, Grade 4 pupils, Teaching-Learning Cycle (TLC)

Introduction

Writing is one of the most important language skills in the Philippine educational system, as it allows students to express their thoughts, show their level of understanding, and join intellectual discourse. Writing can help students not only improve their understanding and critical thinking skills but also better comprehend the concepts presented during classroom discussions and in written materials. Graham and Hebert (2011) propose that writing is an important component of the learning process for pupils since writing facilitates students' understanding of the information they are studying. Similarly, Tolchinsky (2016) noted that writing abilities are often developed at home, but schools play an important role in helping pupils become proficient and successful writers. This in turn explains why the development of good writing skills remains a mainstay of elementary education.

The elementary education years are particularly critical for building literacy foundations. Although writing is important, evidence shows that many elementary school pupils still struggle with it. The item analysis of the second-quarter test of the fourth grade at Burgos Central School revealed that only fifteen out of one hundred and twenty students could compose a news report using the given information. This data clearly indicates a deficit in students' writing skills and underlines the need for programs to help pupils improve their written communication abilities. The problem is not only in classroom assessments but also in extracurricular writing activities and competitions, where student involvement and performance are very low.

School and district statistics also indicate that pupils had a tough time with various forms of academic and journalistic writing. The District Journalism Coordinator said that in the past 10 years, only one school out of the twelve schools in the district has been able to send students to the National Schools Press Conference (NSPC). Informal talks with school paper advisers also surfaced concerns about the poor writing skills of a considerable proportion of kids. Engagement in other writing activities is still low. For example, not a single student from Burgos Central School participated in the First National Essay Writing Competition hosted on February 14, 2020, by Masakbayan Ti Ubung, Inc. (MTUI). Based on the findings, students need to improve their writing skills, motivation, and self-confidence.

The struggles pupils encounter may stem from more foundational issues in writing education. Many teachers are great at teaching writing and do a good job.

But research has revealed that in many contexts, not enough time is allotted for writing in the classroom. Brindle et al. (2016) and Graham et al. (2014) found that teachers generally allot very little time to writing instruction, which in turn limits students' opportunities to learn and practice the skills needed for effective writing. Graham (2018) also indicated that children's development as writers is influenced by a range of factors such as socioeconomic situations, inheritance, biological functioning, and the quality of classroom education. These findings underscore the need for evidence-based instructional strategies that effectively support learners' writing development.

In the study by Villanueva and Ambayon (2025), they explored the effect of Genre-Based Instruction on students' writing skills using a quasi-experimental research design. The results indicated that students who received genre-based instruction showed statistically significant improvement in their writing performance and that GBI can effectively enhance learners' composition skills. Among Grade 11 senior high school students, the research results were positive. The study did not include elementary pupils, particularly Grade 4 learners, who differ significantly in literacy development and language proficiency. Also, the study was conducted in the Philippines, but it focused on secondary education rather than elementary education. Thus, the effectiveness of GBA for Grade 4 pupils remains underexplored. A similar study conducted by Lan and Ha (2025) performed a systematic literature review of studies on the Genre-Based Approach published from 2021 to 2024. The review showed that GBA was often associated with positive results in ESL and EFL writing instruction. However, most studies involved secondary school or university students, and comparatively few involved younger learners. The authors noted that GBA needed better contextualization across different educational settings. Most included studies were conducted in secondary and tertiary settings, and none involved elementary learners. More importantly, it found little evidence supporting a focus on Grade 4 pupils or Philippine elementary schools. This indicates a significant knowledge gap regarding the role of GBA in the Philippine elementary education context.

To tackle these issues, this action research aimed to investigate the Genre-Based Approach (GBA) as an intervention to improve the writing skills of the fourth-grade pupils. Action research is a methodical and reflective approach (Bailey, 2016; Burns, 2013). It helps teachers identify classroom problems and take action to enhance teaching and learning practice. When supported by explicit teaching, scaffolding, and guided

practice, the Genre-Based Approach enables learners to understand and successfully produce a variety of text types. The results of this study are expected to provide useful information to educators and school administrators on strategies that help boost children's writing skills in the classroom. In addition, it can serve as the framework for continuous school reform efforts focused on enhancing reading outcomes.

Research Questions

The researchers provided an answer to how to develop the writing skills of Grade 4 pupils using the Genre-Based Approach.

This study sought to answer the following questions:

1. What are the pre-test and post-test scores of Grade 4 pupils of Burgos Central School before and after the implementation of the Genre-Based Approach in their writing skills?
2. Is there a significant difference in the scores of Grade 4 pupils before and after the implementation of the Genre-Based Approach?
3. What is the effect size of the Genre-Based Approach in developing the writing skills of Grade 4 pupils?
4. What action plan can be crafted based on the findings of the study?

METHODOLOGY

Research Design

The study employed a quasi-experimental pretest-posttest control-group design using two intact Grade 4 classes. One class served as the experimental group and received the Genre-Based Approach, while the other served as the control group and received regular writing instruction. The researchers considered the quasi-experimental approach appropriate because it allowed them to study the intervention's effects in a natural educational context where random assignment was not possible. An experimental group of students was taught writing through the Genre-Based Approach, while a control group was taught writing through traditional instruction. Both groups took a pretest to identify their starting level of writing competence before the intervention, and a posttest was conducted after the intervention to quantify learning gains and determine the effectiveness of the treatment. The Genre-Based Approach was implemented through a sequence of structured writing exercises and worksheets to increase students' knowledge of text forms, writing norms, and organizational patterns. The intervention was based on the Teaching-Learning Cycle and included explicit instruction, modeling, guided practice, and opportunities for autonomous writing for the learners.

The pretest and posttest scores allowed the researchers to compare the writing performance of the two groups and determine whether there were substantial gains after the intervention. This design provided empirical evidence of the usefulness of the Genre-Based Approach as an instructional technique to improve the writing skills of elementary learners and a basis for advocating its integration into classroom writing instruction.

Sources of Data and Respondents

The study employed a simple random sampling design. This ensured that all Grade 4 pupils had an equal chance of being selected to participate. The total Grade 4 population was 80 pupils who enrolled in the school for the 2020-2021 academic year. The sample was thus drawn from this population. The sample size was 40 pupils, selected using a lottery method in which each pupil's name was written on a slip of paper and drawn randomly until the required sample size was reached. Selection bias was reduced by selecting individual pupils at random rather than intact classes, increasing sample representativeness. After identifying the participants, they were randomly assigned to the experimental and control groups, with 20 pupils in each group. The experimental group was taught using the Genre-Based Approach, while the control group was taught using the conventional teaching method. The same number of participants were used in each group to compare the learning outcomes and to ensure balanced statistical analysis. The sample size of 20 pupils per group was deemed adequate because it satisfied the minimum requirement for experimental research in an elementary school setting, was manageable for classroom implementation, and provided sufficient data to identify meaningful differences between the treatment and control conditions. Moreover, the sample consisted of 50% of the total Grade 4 population and therefore adequately represented the target group.

When evaluating the results, one should consider the study's limitations. First, the study included only 40 fourth-grade students from one public elementary school, limiting the applicability of the findings to other schools and situations. A recognized disadvantage is the very small sample size, which may restrict the study's statistical power and the extent to which the findings are generalizable to a larger group of Grade 4 students. Second, the intervention was carried out in a modular learning environment during the pandemic; therefore, the findings may differ in a regular face-to-face classroom setting. Third, the study used existing classes, limiting random participant assignment and potentially creating pre-existing discrepancies between

groups. Fourth, the writing evaluation instrument was created by a researcher, but it was validated and tested for reliability. However, it may have measurement limitations. Fifth, the involvement of parents and tutors in assisting the children during the implementation phase may have affected the learners' performance and the intervention outcomes. Finally, the investigation was primarily focused on writing performance and did not systematically evaluate other related variables such as learner attitudes, motivation, and engagement.

The Grade 4-Jasmine class served as the control group and received regular writing instruction based on the existing curriculum and learning delivery methods. In contrast, the Grade 4 Hyacinth class was the experimental group and was involved in writing exercises and tasks devised by the researchers using the Genre-Based Approach (GBA). The intervention focused on structured writing teaching through guided practice and genre-specific activities to improve pupils' writing competency. To establish the efficiency of the intervention in strengthening the writing skills of Grade 4 pupils, the researchers compared the performance of the control and experimental groups.

Research Instrument

This study used a 15-item teacher-made exam constructed using a Table of Specifications (TOS), aligned with the Most Essential Learning Competencies (MELCs) of the Department of Education (DepEd) for School Year 2020-2021, as the major research instrument. The test was first tried out on 20 pupils with characteristics like the target participants before being administered. These students did not participate in the actual study to avoid any possible bias and maintain the integrity of the results. Content validity was established by having the school head validate the instrument. The mean validation score was 3.86, interpreted as highly valid based on Ragma (2016). The test was also analyzed for split-half reliability, and the reliability coefficient was 0.69. According to Ragma (2016), this coefficient indicates that the test has very high dependability. The validity and reliability findings indicate that the instrument was valid and reliable for measuring the participants' writing abilities. Thus, the teacher-made test was a valid and reliable instrument for gathering data and measuring the success of the Genre-Based Approach in enhancing the writing skills of Grade 4 students.

Data Collection and Analysis

The exam was aligned with the Most Essential Learning Competencies (MELCS) identified by the Department of Education (DepEd) for School Year 2020-2021. The exam was pilot-tested with 20 pupils

via Messenger with the same characteristics. They were not included in the final list of participants to avoid bias. The school head validated the test items with a score of 3.86, indicating High Validity (Ragma, 2016). The test items underwent a split-half reliability test, which yielded a score of 0.69, indicating Very High Reliability (Ragma, 2016). This means that the formulated exam is valid and reliable for the conduct of the study. The pupils were closely monitored using a checklist throughout the intervention.

The study used the pre-test-post-test experimental research design. When the data were ready for analysis, the following statistical tools were used. 1. Mean and standard deviation were used in analyzing the pre-test and post-test scores of the respondents. 2. An independent-samples t-test was utilized in determining the significant difference between the pre-test and post-test scores of the respondents. 3. Eta-squared for the effect size of using the genre-based approach in improving the writing skills of Grade 4 pupils

RESULTS AND DISCUSSION

1. The Pre-test and Post-test Scores of Grade 4 Pupils of Burgos Central School Before and After the Implementation of the Genre-Based Approach in their Writing Skills

Table 1: The Writing Performance of the Grade 4 Pupils Before and After the

Utilization of the Genre-Based Approach Pretest and Posttest

Group	Assessment	N	Mean	SD	Descriptive Interpretation
Experimental	Pretest	20	1.20	.894	Poor
	Posttest	20	11.50	2.482	Very satisfactory

Group	Assessment	N	Mean	SD	Descriptive Interpretation
Control	Pretest	20	.75	.639	Poor
	Posttest	20	6.90	2.845	Satisfactory

Where:
0-5 = poor
6-10 = satisfactory
11-15 = very satisfactory

Table 1 indicates the pretest mean scores and standard deviations of the experimental and control groups before the application of the Genre-based worksheet materials. The results show that the experimental group had a mean score of 1.20 (SD = 0.894), which falls within the Poor Performance level. Learners in the control group had a mean score of 0.75 (SD = 0.639), also defined as Poor Performance. The results indicate that, prior to the intervention, participants in both groups had weak writing skills, especially in

structuring ideas, using appropriate language structures, and successfully expressing their thoughts in writing. The mean scores are low, reflecting the learners' initial difficulty meeting the required writing standards and indicating a need for instructional strategies to develop their writing skills. Moreover, the standard deviation values indicate that although there were small differences in individual performance within each group, the overall achievement scores were consistently low among the participants.

Moreover, the performance levels of the experimental and control groups were similar before implementing the Genre-based method, providing a crucial baseline for the study. Both groups fell into the same descriptive category of Poor Performance, meaning they had the same writing ability at the beginning of the study. This comparison increases the experiment's internal validity, as significant variations in the posttest findings are more likely to be attributed to the effect of the Genre-based worksheet materials rather than pre-existing discrepancies between the groups. The findings further highlight the significance of offering explicit instructional interventions to improve learners' command of writing conventions, text structures, and communicative goals. The research provides a fair and reliable context for evaluating the effectiveness of the Genre-based approach in improving pupils' writing skills and fostering substantial progress in their overall literacy development, since both groups had comparable initial levels of writing skills.

2. Significant Difference in the Scores of Grade 4 Pupils Before and After the Implementation of the Genre-Based Approach

Table 2: Independent Sample t-test on the Significant Difference between Pretest and Posttest Scores of the Control and Experimental Groups

Test	N	df	t-value	P-value	Remarks
Pre-test	40	38	5.252	.000	Significant
Post-test	40	38	10.846	.000	Significant

The results in Table 2 show a statistically significant difference in writing performance between learners in the control and experimental groups. The independent t-test showed the calculated t-value = 5.252 with degrees of freedom = 38 and p-value = .000, which is less than the stated level of significance ($\alpha = 0.05$). The difference between the groups therefore could not be ascribed to chance alone. Likewise, the posttest findings also yielded a higher computed value of $t = 10.846$ with 38 degrees of freedom and a p-value of .000, indicating a very significant difference between

the posttest performances of the two groups. The increase in t-value from the first evaluation to the posttest was significant, indicating that learners who received the Genre-based worksheet materials made better progress in writing skills than those taught using standard instructional methods. The findings suggest that the intervention improved learners' ability to organize their ideas, use suitable text structures, and express their views more clearly and coherently in writing. The statistical evidence thus supports the fact that the Genre-based approach had a positive and significant effect on the writing achievement of the respondents.

The large difference in the posttest results also signifies the usefulness of the Genre-based approach as a pedagogical tool for writing training. The technique helped learners develop greater awareness of how written texts are organized and formed by providing them with explicit exposure to the structures, language elements, and communicative objectives of different genres. As a result, learners could write texts that better matched specific writing purposes and audience expectations. These results confirm the claims of de Oliveira and Silva (2013) and Yasuda (2011) regarding the importance of genre pedagogy in teaching writing, especially for second language (L2) learners. According to these experts, genre-based instruction provides a scaffolded learning environment that helps students understand the linguistic and organizational characteristics of excellent writing. The present study supports their suggestions by showing that genre-based worksheet materials greatly enhanced learners' writing performance. The findings thus provide empirical support that genre-focused teaching can be a potent intervention to enhance writing skills, foster learner confidence, and help build key literacy skills within the classroom environment.

3. The Effect Size of the Genre-Based Approach in Developing the Writing Skills of Grade 4 Pupils

Table 3: The Effect Size of the Genre-Based Approach in Improving the Writing Skills of the Pupils

Independent-sample t-test Value	t-value	Eta ²	Interpretation
40	10.846	0.755161	Moderate effect size

Table 3 shows the effect size of the Genre-Based Approach on the writing skills of the Grade 4-Hyacinth learners. The study produced a t-value of 10.846, and an Eta squared (η^2) of 0.755161 for the intervention. The findings suggest that the Genre-Based Approach had a significant effect on the learners' writing

performance. Effect size indicates the extent of an intervention's impact in addition to statistical significance. It is evidence of the real value in enhancing learning outcomes. The value of Eta squared, 0.755161, means that 75.52% of the variance in learners' writing performance can be explained by the execution of the Genre-Based Approach. This result indicates that the intervention had a significant impact on pupils' writing skills, e.g., their ability to organize ideas logically, use appropriate language structures, and produce texts that conform to the conventions of specific genres. The large impact size also suggests that the progress was not only statistically significant but also educationally valuable. Therefore, the intervention can be an effective instrument for writing instruction.

In addition, the results suggest the usefulness of the Genre-Based Approach as a learner-centered instructional technique that contributes to developing essential writing competencies for elementary learners. This translates into an estimated 75% improvement in the writing skills of the pupil-participants for each unit of exposure to the intervention, representing a \ significant increase in performance. This improvement may be because genre-based education is structured and offers learners explicit direction on the aim, organization, and linguistic qualities of distinct text forms. Learners developed greater confidence and competency in writing through the continual practice, modeling, and scaffolded exercises incorporated in the worksheet materials. The high percentage of progress attributed to the intervention suggests it effectively addressed learners' writing issues and promoted more meaningful engagement in the writing process. The findings, therefore, offer strong empirical evidence for integrating Genre-Based worksheet resources into language instruction, as they contribute substantially to enhancing pupils' writing achievement and overall literacy development.

4. Action Plan to be Crafted Based on the Findings of the Study

Table 4: Action Plan in Improving Students' Writing Skills

Strategies	Programs	Activities/Task	Persons Involved	Resources/ Materials	Cost/Estimate	Implementation Date
To disseminate the results of the action research	Advocacy/Dissemination/Utilization	Present the result of the study to the School Head and request for a LAC session	Proponent School Head	-	-	January 2022
To disseminate the results of the action research	Advocacy/Dissemination/Utilization	Initiate the conduct of LAC Session to present the result of the study	Proponent School Head Teachers	Supplies: • Bond Paper • Black Ink • Snacks	150.00 300.00 1,000.00	January 2022
To disseminate the results of the action research	Advocacy/Dissemination/Utilization	Present the result of the study during the PTA Meeting to inform parents about the significant findings	Proponent School Head Teachers Parents	• Bond Paper • Ink Cartridge	150.00 300.00	January 2022

Table 4 shows the implementation plan for the action plan "Improving the Writing Skills of Grade 4 Pupils Through a Genre-Based Approach (GBA) at Burgos Central School," which focuses on disseminating, advocating, and utilizing the research findings to promote evidence-based instructional practices in the school community. The proponent is expected to present the study results to the School Head as part of the dissemination activities and formally request a Learning Action Cell (LAC) session in January 2022. The purpose of this exercise is to inform the school administrators of the effectiveness of the Genre-Based Approach in improving the writing skills of the kids and to gain support for its wider deployment. Thereafter, the proponent, School Head, and teachers will conduct a LAC session to present the major findings, discuss classroom applications, and promote the adoption of the method among the teachers. Furthermore, the findings of the study will be shared in a Parent-Teacher Association (PTA) meeting to inform the parents of the positive effects of the intervention on the learners' writing performance and to reinforce the home-school partnership in literacy development. To do these activities, basic resources are needed, such as bond paper, black ink cartridges, and snacks, with an expected budget allocation of P150.00 for bond paper, P300.00 for black ink, and P1,000.00 for snacks during the dissemination sessions. These activities are expected to effectively communicate the research findings to key stakeholders, increase awareness, encourage instructional innovation, and promote the continued use of the Genre-Based Approach to improve the writing skills of Grade 4 pupils.

Conclusions

The results revealed that the writing performance of the experimental and control groups was low at the beginning, as their pretest scores showed that the Grade 4 pupils had limited writing skills before the intervention was implemented. After the intervention, both groups improved, but students taught using the Genre-Based Approach (GBA) had much higher posttest results than those taught using standard classroom instruction. This implies that the controlled and scaffolded nature of the Genre-Based Approach offered learners more opportunities to enhance their writing skills and to use suitable writing conventions. The results also showed that GBA exposure was associated with significant gains in writing performance; therefore, it was effective in improving the writing skills of Grade 4 kids. Furthermore, the intervention had a large effect size ($\eta^2 = 0.755$), indicating that a substantial amount of the growth in pupils' writing skills can be ascribed to the implementation of the Genre-Based Approach. This

conclusion indicates considerable potential for GBA as an instructional technique for primary-level writing education. It also implies that GBA could be a beneficial pedagogical tool for instructors to help develop learners' written communication skills. Overall, the Genre-Based Approach can be an effective classroom intervention in improving the writing skills of Grade 4 students. However, caution is warranted when interpreting and generalizing the findings, as the study used a very small sample in a single school context. Therefore, more studies with larger samples, other groups of learners, and different educational contexts are suggested to validate the findings and give more robust evidence for the effectiveness of the Genre-Based Approach in primary education.

Recommendations

The study's conclusions led to the following recommendations:

1. Adopt the Genre-Based Approach as a Supplementary Strategy in Teaching Writing Skills Among Elementary Learners.

The findings revealed that pupils exposed to the Genre-Based Approach showed greater improvement in writing performance than those who received regular instruction. The approach provides learners with explicit guidance on the structure, language features, and purpose of different text types through the Teaching-Learning Cycle. By gradually moving from guided practice to independent writing, pupils develop confidence and competence in composing written texts. Therefore, teachers may incorporate Genre-Based Approach activities alongside existing instructional strategies to strengthen learners' writing skills and help them produce more organized and meaningful written outputs.

2. Conduct Replication Studies Involving Larger Sample Sizes and Multiple Schools.

Since the study was conducted among only 40 Grade 4 pupils in one public elementary school, the findings may not fully represent the experiences and performance of learners in other educational settings. Future researchers are encouraged to replicate the study using larger participant groups and involving schools from different districts, divisions, or regions. Such studies will help verify the consistency of the findings and determine whether the effectiveness of the Genre-Based Approach can be generalized across diverse learner populations and educational contexts. Broader investigations may also provide stronger evidence for educational policy and classroom implementation.

3. Investigate the Effectiveness of the Approach in

Face-to-Face and Blended Learning Environments.

The intervention was implemented during modular distance learning wherein parents and guardians played an important role in facilitating pupil activities. As educational settings continue to evolve, future studies should examine how the Genre-Based Approach performs in traditional face-to-face classrooms and blended learning environments. Comparing results across different learning modalities would provide valuable information on the approach's adaptability and effectiveness under varying instructional conditions. Such evidence may guide teachers in selecting appropriate writing interventions regardless of the learning delivery mode.

4. Examine Its Applicability Across Different Grade Levels and Writing Genres.

The present study focused only on Grade 4 pupils and specifically on news article writing. Future research may investigate whether the Genre-Based Approach is equally effective among learners in other grade levels, such as Grades 3, 5, and 6, or even in secondary education. Researchers may also explore its application in teaching various writing genres such as narrative, descriptive, persuasive, expository, feature writing, and essay writing. Conducting such studies will help determine the approach's flexibility and identify the areas where it can produce the greatest educational benefits.

5. Include Measures of Learner Motivation, Engagement, and Attitudes Toward Writing to Provide a More Comprehensive Evaluation of the Intervention.

The current study primarily measured pupils' writing performance through pretest and posttest scores. The study observed improvements in achievement, but it did not systematically assess learners' motivation, engagement, confidence, or attitudes toward writing. Future researchers may use interviews, surveys, observation checklists, reflection journals, or attitude scales to gather qualitative and quantitative data regarding pupils' experiences during the intervention. Including these variables would provide a more comprehensive understanding of how and why the Genre-Based Approach influences learning outcomes and would help educators design writing programs that promote both academic achievement and positive learner dispositions toward writing.

6. For Future Research

Future research should use larger and more diverse samples and conduct replication studies in other schools. It should also double-check the pretest t-test

calculation, use paired-samples t-tests to compare pretest and posttest within groups, use independent-samples t-tests to compare between groups, and explore gain score analysis or ANCOVA. Exact p-values should be used instead of $p = .000$, and confidence ranges should be included when appropriate. Specify the statistical assumptions behind the tests.

Ethical Considerations

This study entitled “Improving the Writing Skills of Grade 4 Pupils through Genre-Based Approach (GBA) at Burgos Central School” was carried out in compliance with the ethical standards for educational research. The study was carried out after obtaining clearance and authorization from the school administration, and the research processes, aims, and activities were properly disclosed to the concerned stakeholders. Since the participants were Grade 4 students, they were minors; therefore, informed consent was sought from their parents or legal guardians before their inclusion in the study. Moreover, pupil consent was obtained to confirm that the learners understood what they were participating in and had freely agreed to participate in the research activities. Participation was completely voluntary, and participants were advised that they might quit at any time without negative consequences. The researchers ensured that the welfare, dignity, rights, safety, and best interests of the kids were protected during the study. All collected information was utilized only for academic and research purposes, and strong measures were taken to ensure confidentiality and anonymity. The identities of individuals, assessment results, and personal data were protected and not disclosed in any way that could identify the participants. The study was also done in a way that it did not cause any physical, emotional, psychological, or intellectual harm to the learners. The researchers carried out the Genre-Based Approach, data gathering, data analysis, and interpretation of the results honestly, objectively, and professionally. The researchers also ensured that all results were published accurately and transparently, without fabricating, falsifying, or misrepresenting data, and that all sources and references utilized in the study were appropriately acknowledged and attributed. In this respect, the researchers declare their total commitment to ethical principles and professional standards guiding educational research.

REFERENCES

- Benson, P. (2011). Teaching and researching autonomy. 2nd edition. Oxford: Routledge. https://www.researchgate.net/publication/231880984_Autonomy_in_language_teaching_and_learning
- Brindle, M., Harris, K. R., Graham, S., Hebert, M. (2016). Third and fourth grade teachers' classroom practices in writing: A national survey. *Reading & Writing: An Interdisciplinary Journal*, 29, 929–954. Retrieved from <https://link.springer.com/article/10.1007/s11145-015-9604-x>
- Dirgeyasa, Wy. I. (2015). What and How to Assess Genre-Based Writing. *Proceeding of 4th International Conference on Language Education*. 2015. State University of Makassar South Sulawesi Indonesia. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1107874.pdf>
- DepEd Memorandum 176,s.2019. NSPC Individual Writing Contest Guidelines
- Graham, S., Harris, K. R., Hebert, M. (2011). It is more than just the message: Analysis of presentation effects in scoring writing. *Focus on Exceptional Children*, 44(4), 1–12. https://www.researchgate.net/publication/326953554_It_Is_More_Than_Just_the_Messa ge_Presentation_Effects_in_Scoring_Writing
- Hayes, J. R., & Olinghouse, N. G. (2015). Can Cognitive Writing Models Inform the Design of the Common Core State Standards?. *Elementary School Journal*, 115(4), 480-497. <https://www.learntechlib.org/p/161731/>.
- Hayes, J. R. (2012). Modeling and Remodeling Writing. *Written Communication*, 29(3),369-388. <https://journals.sagepub.com/doi/10.1177/0741088312451260>
- Kraft, M., Blazar, D., & Hogan, D. (2018). The effects of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research*,88, 547–588. <https://scholar.harvard.edu/mkraft/publications/effect-teacher-coaching-instructionand-achievement-meta-analysis-causal>
- Lan, M., & Ha, B. T. (2025). *A systematic literature review of genre-based approach implementation in teaching ESL/EFL writing, period 2021-2024*. *TNU Journal of Science and Technology*, 230(12). https://jst.tnu.edu.vn/jst/user/setLocale/en_US?source=%2Fjst%2Farticle%2Fview%2F12491
- Lee, I. (2012). Genre-based teaching and assessment in secondary English classrooms. *English Teaching: Practice and Critique*, 11(4), 120-136. https://www.researchgate.net/publication/285569136_Genrebased_teaching_and_assessment_in_secondary

English classrooms

Tolchinsky, L. (2016). From text to language and back again: The emergence of written language. www.google.com

Villanueva, G., & Ambayon, C. M. (2025). Genre-based instruction and students' composition skills in English. *Psychology and Education: A Multidisciplinary Journal*, 37(6). <https://ejournals.ph/article.php?id=30215>

Yasuda, S. (2011). Genre-based tasks in foreign language writing: Developing writers' genre awareness, linguistic knowledge, and writing competence. *Journal of Second Language Writing*, 20(2), 111-133. <https://www.sciencedirect.com/science/article/abs/pii/S1060374311000191>