



The Role of the Genre-Based Approach in Addressing Interlanguage Issues and Improving Writing for Iraqi EFL Secondary Learners

Ali Dayekh Abdul Ameer

Assistant Lecturer, Ministry of Education / Open Education College – Najaf Centre, Najaf, Iraq

* Corresponding Author: **Ali Dayekh Abdul Ameer**

Article Info

ISSN (online): 2583-8261
Impact Factor (RSIF): 8.41
Volume: 05
Issue: 03
March-April 2026
Received: 25-02-2026
Accepted: 27-03-2026
Published: 29-04-2026
Page No: 22-29

Abstract

Teaching English remains a pivotal issue in education, particularly in Iraq, where specialists and researchers strive to enhance teaching methodologies and curricula. This study aims to improve Iraqi secondary school students' writing performance through the application of the genre-based approach while examining the influence of interlanguage on their target language acquisition. The research involved 46 second-year secondary school students divided into an experimental group and a control group, each consisting of 26 participants. Data collection methods included pre-and post-questionnaires, pre-and post-tests, observations, case studies, and focus group discussions. Quantitative data were analyzed using Excel and SPSS, while qualitative data were examined through thematic analysis. Results indicated significant improvement in the experimental group's writing, with reduced grammatical, spelling, and punctuation errors. Furthermore, interlanguage interference was identified as a substantial factor affecting students' writing.

DOI: <https://doi.org/10.54660/IJSSER.2026.5.3.22-29>

Keywords: genre-based approach, interlanguage, writing skills, Iraqi EFL learners, secondary education

Introduction

Developing students' writing skills is vital for success both academically and professionally. Writing not only enhances communication and critical thinking but also serves as a lifelong tool for articulating ideas and achieving career goals. As Graham *et al.* (2016)^[18] highlight, effective writing is a critical component of literacy achievement, enabling students to convey thoughts, describe ideas, and analyze information. Despite its importance, learning to write in a foreign language presents significant challenges, particularly for Iraqi EFL learners. These learners often encounter difficulties with grammar, vocabulary, coherence, and sentence construction, which hinder their creativity and academic performance. Additionally, interlanguage—a transitional linguistic system influenced by learners' native language—further complicates the process, leading to structural and lexical errors (Nordquist, 2019)^[25].

In Iraq, the growing demand for English proficiency has underscored the need for innovative teaching strategies to address these challenges. Writing, as a critical skill, requires targeted interventions that focus on grammatical accuracy, sentence cohesion, and contextually appropriate expression. One such approach is the genre-based approach, which emphasizes teaching writing as a structured process tailored to specific contexts and purposes. This study explores the effectiveness of the genre-based approach in improving Iraqi EFL learners' writing skills and investigates the extent to which interlanguage influences their writing performance. It seeks to answer the following research questions: How effective is the genre-based approach in improving the writing skills of Iraqi EFL learners in the secondary stage? How does interlanguage affect their performance, and what strategies can mitigate its impact?

By addressing these questions, the study aims to provide practical insights into teaching methodologies while offering solutions to reduce the negative effects of interlanguage and improve writing outcomes for Iraqi learners.

Review of Literature

This section reintroduces the concept of interlanguage and its effects on the writing skills of English as a Foreign Language (EFL) learners, particularly highlighting the difficulties emerging from this phenomenon. It also examines the genre-based approach as a model to address these challenges and explores the writing difficulties identified by Iraqi researchers.

Interlanguage

Interlanguage refers to the transitional linguistic system that second or foreign language learners use while acquiring a target language. It is a dynamic system influenced by the learners' native language, developmental errors, and overgeneralization of new linguistic rules (Nordquist, 2020) [25]. Selinker (2013) [29] explains that as adults lose the innate language acquisition mechanisms of early childhood, they adopt strategies like language transfer, where elements of their first language either facilitate or hinder the learning of a second language. When this transfer results in errors, it is termed language interference (Ellis, 2015) [16]. Selinker (2013) [29] emphasizes that learners often map similar meanings onto different language units across their native language, interlanguage, and target language systems. Consequently, they may inappropriately apply native language structures in the target language, leading to errors in pronunciation, grammar, and vocabulary (Mackay, 1967) [21].

The impact of interlanguage is particularly evident in the pronunciation, grammar, and overall linguistic competence of EFL learners. Studies have shown that these errors, while part of the learning process, result from an overlap of the learners' native language structures with those of the target language (Mackay, 1967; Gass & Selinker, 2008) [21, 17, 29]. For Iraqi learners, interlanguage errors frequently manifest as grammatical inaccuracies, structural problems, and difficulties in constructing coherent texts due to the significant differences between Arabic and English (Algeo & Butcher, 2014) [6].

The Genre-Based Approach

The genre-based approach is a teaching framework that focuses on helping learners understand the structural and functional features of specific genres to improve their writing skills. Swales (1990) [31] defines a genre as a class of communicative events characterized by shared communicative purposes and conventions. This approach, rooted in Halliday's systemic functional theory and Martin's work on evaluation, was developed in the mid-1980s and has since significantly influenced language education (Routledge Encyclopedia of Language Teaching and Learning).

The genre-based approach guides students through writing processes using structured stages such as familiarization with text features, controlled and guided writing exercises, and free writing. These stages enable learners to move from basic to complex tasks while being introduced to linguistic and rhetorical conventions.

Research indicates that this approach is particularly effective in enhancing writing skills as it integrates elements of both the product approach, which emphasizes final outputs, and the process approach, which focuses on the steps involved in writing (Yulianty, 2020) [34]. However, challenges such as limited vocabulary and weak critical thinking skills can hinder its effectiveness (Dirgeyasa, 2016) [15].

Writing Difficulties

Writing in English presents significant challenges for EFL learners due to its demand for mastery of grammar, vocabulary, coherence, and cultural appropriateness. These difficulties are especially pronounced for Arabic-speaking learners, whose first language differs structurally and linguistically from English. According to Ngangbam (2016) [24], errors arise from discrepancies between the grammatical rules of the learners' first language and the target language. This is compounded by linguistic interference, incomplete knowledge, and insufficient exposure to the target language. For Iraqi learners, writing errors include grammatical mistakes such as subject-verb agreement issues, inappropriate verb forms, and structural inconsistencies (Bdaiwi & Al-Shujairi, 2017; Khalaf & Fahdil, 2020) [10, 20]. These challenges are further exacerbated by interlanguage influences, which affect learners' ability to produce accurate and contextually appropriate sentences (Abid, 2020; Rasheed, 2020) [2, 28]. Research also highlights that many errors stem from the learners' tendency to apply Arabic linguistic patterns to English writing, which results in coherence and cohesion issues (Alsamadani, 2010) [8].

Reasons for EFL Writing Errors

Numerous studies attribute Arab learners' writing difficulties to linguistic interference from their native language. For instance, Bacha (2002) [9] and Tahaine (2010) [32] argue that the structural and lexical differences between Arabic and English contribute to frequent errors in EFL writing. Additionally, these errors impact learners' confidence and motivation, further hindering their progress. Studies by Cedar (2004) [13] and Rababah (2003) [27] note that learners struggle less when there are direct equivalents between Arabic and English structures, underscoring the role of interlanguage in shaping writing difficulties.

The reviewed literature underscores the pervasive influence of interlanguage on Iraqi EFL learners' writing skills and highlights the potential of the genre-based approach to address these challenges. Future research should focus on integrating explicit grammar instruction and practical writing exercises to mitigate interlanguage effects and improve overall writing proficiency.

Summary of Related Researches

The reviewed studies collectively examine the difficulties Arab learners, particularly Iraqis, face in acquiring English as a foreign language. These challenges are predominantly related to writing and grammatical errors, significantly influenced by interlanguage interference and the impact of learners' mother tongue.

Al-Ibadi and Breesam (2021) [3] explored the grammatical and pragmatic errors of Iraqi university students, focusing on issues like incorrect use of articles, prepositions, and

inappropriate pragmatic expressions such as greetings and requests. They attributed these errors to insufficient corrective strategies employed by teachers. The researchers proposed that systematic error analysis and enhanced teacher training could mitigate these challenges.

Alhajailan (2020)^[5] studied Arabic interference in learning English among Saudi learners. The research identified errors in noun phrases, particularly in the use of articles, pronouns, and prepositions, underscoring the influence of the Arabic language on learners' struggles with mastering fundamental English grammar rules.

Khalaf and Fahdil (2020)^[20] analyzed the writing discourse errors of Iraqi EFL learners, finding that lexical and grammatical mistakes were widespread. These errors were linked to the influence of Arabic and limited exposure to English, highlighting the need for more effective teaching strategies.

Rasheed (2020)^[28] focused on writing difficulties among Iraqi university students. Issues such as poor grammar, ineffective use of writing mechanics, and limited idea generation were prominent. The study suggested solutions like providing teacher assistance, utilizing counseling materials, and adapting teaching methodologies to better meet students' needs.

Abid (2020)^[2] investigated the challenges faced by preparatory stage students in Iraq across the four language skills: writing, reading, listening, and speaking. The study revealed that students struggled primarily with writing due to an examination-focused curriculum that emphasized rote learning over comprehensive skill development.

Abbas (2019)^[1] examined mother tongue interference in the writing of Algerian learners, finding that direct translation from Arabic often resulted in errors involving prepositions, verbs, and syntax. The study emphasized the importance of targeted grammatical instruction to address these persistent issues.

Alqayssi (2018)^[7] explored interlanguage phonology among Iraqi students, noting a tendency to substitute English phonemes with their Arabic equivalents. This phenomenon was compounded by limited interaction with native English speakers, which hindered the development of accurate pronunciation.

Tahseldar, Kalso, and Sabra (2018)^[33] investigated present perfect tense errors among Lebanese learners, attributing difficulties to the absence of a corresponding tense in Arabic grammar. The research demonstrated how deeply ingrained linguistic habits impeded the acquisition of English grammatical structures.

Abu Rass (2015)^[4] addressed writing challenges faced by Palestinian first-year university students. The study found that structural issues in writing, such as overuse of long, repetitive sentences and weak topic development, were influenced by Arabic stylistics.

Benahnia (2016)^[11] highlighted the role of cultural awareness in writing for Moroccan learners, arguing that incorporating socio-cultural elements into writing curricula significantly improved learners' engagement and proficiency. This approach demonstrated the value of contextual learning in addressing language challenges.

Gaps Addressed by "The Role of the Genre-Based Approach in Addressing Interlanguage Issues and Improving Writing for Iraqi EFL Secondary Learners"

While the reviewed studies shed light on common challenges, they lack a targeted approach that integrates genre-based teaching to address interlanguage issues and improve writing for Iraqi EFL learners.

1. Limited Application of Genre-Based Approach

Most studies focus on traditional grammar correction and error analysis, overlooking how genre-based approaches can provide structured writing practice and enhance linguistic and pragmatic competence.

2. Focus on Higher Education or Specific Skills

Research predominantly targets university-level students or focuses on isolated skills, such as grammar or writing mechanics. There is a notable gap in addressing the needs of secondary school learners, particularly their holistic linguistic and pragmatic development.

3. Integration of Cultural Awareness in Writing:

Although Benahnia (2016)^[11] touches on cultural aspects, no study has combined genre-based instruction with cultural and pragmatic awareness to improve writing skills effectively.

4. Comprehensive Addressing of Writing Difficulties

Existing studies identify common errors in writing but fail to connect these errors to genre-specific requirements like coherence, purpose, and audience awareness, which are central to effective communication.

This research aims to bridge these gaps by applying a "genre-based approach tailored to secondary learners in Iraq". It will address interlanguage interference while incorporating cultural and pragmatic strategies to provide contextually relevant, structured writing practice. By focusing on genre-specific writing skills, this study seeks to holistically enhance learners' proficiency in English.

Methodology

This section outlines the methodological approaches employed in this research, including the study design, data collection methods, and sampling process. It explains how the researcher systematically structured the study to ensure valid and reliable outcomes that align with the research objectives. The primary aim of this study is to examine the influence of interlanguage on Iraqi EFL learners in acquiring a foreign language.

To address the research question and achieve the study's objectives, an integrated model combining quantitative and qualitative methodologies was adopted. The experiment was conducted with two groups of high school students in Al-An-Najaf Secondary School in Anbar. Both groups consisted of second secondary grade female students, aged 16 to 17 years. The experimental group, comprising 30 participants, was taught using active and cooperative learning strategies within the framework of the Genre-Based Approach during English language lessons. In contrast, the control group, also consisting of 30 students from the same grade, followed the traditional teaching methodology without any modifications. Quantitative and qualitative data collection methods were employed to analyze and compare outcomes between the groups, providing insights into the study's hypotheses and addressing the research questions.

Participants

The study involved 60 Iraqi students, with ages ranging from 16 to 17 years. Most participants were physically and mentally healthy, though four students wore glasses due to visual impairments, and one had a hearing impairment. All participants had approximately seven years of English language instruction in Iraqi schools. Despite this, a significant gap between the time spent learning English and their proficiency levels was observed. Many participants struggled with writing tasks, often making similar mistakes in both spoken and written English despite having a substantial vocabulary and knowledge of grammar.

The experimental group, comprising 30 randomly selected participants, received targeted instruction using the Genre-Based Approach. The remaining 30 participants formed the control group and continued their regular curriculum without modifications. The curriculum designed by the Iraqi Ministry of Education was utilized for both groups. This curriculum integrates the four language skills: reading, writing, listening, and speaking, though it emphasizes grammar and vocabulary memorization over practical writing skill development. Writing activities were limited to one lesson per week, often requiring students to describe events, people, or activities.

Learning Environment

The study was conducted in Al-An-Najaf Secondary School in Anbar, chosen for its accessibility and suitability for the target age group. The school provided a conducive learning environment with spacious classrooms equipped with necessary teaching aids, such as blackboards, display screens, and materials for interactive activities. The school's curriculum covered subjects including Arabic, English, mathematics, science, and history.

Research Plan

This study adopts Kabir's (2016)^[19] definition of research as a systematic process for answering questions, solving problems, or generating new knowledge through the collection and analysis of data. The research follows an empirical approach, relying on both quantitative and qualitative methods to explore and validate hypotheses. The study is classified as experimental, involving a pre-test, intervention, and post-test to evaluate the impact of the Genre-Based Approach on writing skills.

Course Design

The curriculum integrates the four language skills, but writing instruction is limited in scope and frequency. The experiment aimed to address this gap by applying the Genre-Based Approach to improve writing skills. The researcher supplemented the standard curriculum with additional materials and activities to enhance the learning experience.

Instructional Approach

The experimental group participated in targeted writing training aligned with the Genre-Based Approach. Instruction was divided into four phases:

1. **Familiarization:** Students were introduced to text features and common writing errors.
2. **Controlled Writing:** Writing tasks were guided under instructor supervision.

3. **Guided Writing:** Participants practiced writing with structured support.
4. **Free Writing:** Students independently composed texts based on their learning.

The control group followed traditional instructional methods, emphasizing grammar and vocabulary memorization.

Sampling

Participants were randomly assigned to experimental and control groups, with both groups consisting of 30 students each. The study incorporated 21st-century skills such as critical thinking, cooperation, and communication into its instructional design.

Procedures

The experiment spanned 16 weeks, with two 50-minute sessions each week. The process involved four stages:

1. **Introduction:** Pre-test and pre-questionnaire were conducted to establish a baseline.
2. **Theory Application:** The Genre-Based Approach was implemented through theoretical and practical activities.
3. **Training:** Participants collaboratively corrected written samples to identify and rectify errors.
4. **Presentation:** Students presented their work, receiving peer and instructor feedback. Post-test and post-questionnaire assessments followed.

Data Collection

Data collection combined quantitative and qualitative methods to measure the experiment's impact comprehensively.

- **Quantitative Data:** Questionnaires and pre- and post-tests provided numerical insights into participants' performance and progress (Bhandari, 2020; McLeod, 2018; Shuttleworth, 2009)^[12, 22, 30].
- **Qualitative Data:** Observations, case studies, focus group discussions, and participant feedback captured in-depth perspectives on the learning process and outcomes (University of Utah, 2021; Nelson, 2018; Cherry, 2021; Prasad, 2017)^[23, 14, 26].

Tools

1. **Questionnaires:** Designed to collect demographic data and participants' perspectives on the experiment (McLeod, 2018)^[22].
2. **Pre-Test and Post-Test:** These assessments evaluated the impact of the instructional approach on participants' writing skills (Shuttleworth, 2009)^[30].
3. **Observation:** Qualitative observations documented participants' behaviors and progress (Nelson, 2018)^[23].
4. **Case Studies:** In-depth analyses of selected participants provided insights into individual responses to the intervention (Cherry, 2021)^[14].
5. **Focus Group Discussions:** Group discussions facilitated the collection of diverse perspectives on the experiment (Prasad, 2017)^[26].

By employing these tools and methods, the study aims to quantify the impact of the Genre-Based Approach and provide a nuanced understanding of its effects on writing skill development.

Quantitative Data Analysis

Data Overview and Methodology

Chapter four presents an analysis of quantitative data collected through questionnaires and tests, utilizing Excel for visualization and SPSS for statistical processing.

Questionnaire Analysis

Two questionnaires were administered: one at the start and end of the experiment. Key questions evaluated participants' writing habits, frequency of writing lessons, satisfaction with the current teaching approach, and the perceived efficacy of the genre-based approach. The second questionnaire targeted only the experimental group to assess the impact of the genre-based approach.

Initial Questionnaire Findings

- **Mistakes in Writing:** Most control group participants (90%) reported making writing mistakes, reflecting their learning challenges.

Post-Test Results Analysis

One-Sample Statistics

Table 1:

Group	N	Mean	Std. Deviation	Std. Error Mean
Control Group	30	8.2667	2.71564	0.49581
Experimental Group	30	11.0667	2.79079	0.50953

One-Sample Test (Test Value = 0.05)

Table 2:

Group	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Control Group	18.589	30	.000	8.21667	8.2026	
Experimental Group	17.696	30	.000	11.01667	7.9746	

The table presents the data and results from a one-sample t-test, which compares the mean scores of two groups (control group and experimental group) with a pre-specified test value (0.05). The details are as follows:

One-sample statistics

- **Control group:**
- **N (sample size):** 30 participants.
- **Mean:** The mean score is 8.2667.
- **Standard deviation:** The variance of the results is 2.71564, indicating the spread of the data around the mean.
- **Mean standard error:** The estimated standard deviation of the sample mean is 0.49581, reflecting the accuracy of the sample mean as an estimate of the population mean.
- **Experimental group:**
- **N (sample size):** 30 participants.
- **Mean:** The mean score is 11.0667.
- **Standard Deviation:** The variance of the scores is 2.79079.
- **Standard Error Mean:** The estimated standard deviation of the sample mean is 0.50953.

- **Frequency of Writing Lessons:** Both groups reported receiving only one lesson per week, highlighting limited practice opportunities.
- **Teaching Approach Satisfaction:** Responses were divided. For the control group, 44% considered the current method beneficial, while 33% did not. The experimental group showed similar trends, with significant neutrality among responses.
- **Genre-Based Approach Expectations:** A majority (70%) of both groups expressed uncertainty, likely due to unfamiliarity with the approach.

Post-Experiment Questionnaire Findings

- 80% of the experimental group reported improved writing skills after the genre-based approach was implemented.
- 87% preferred the genre-based approach over traditional methods, underscoring its perceived efficacy.

One Sample Test (Test Value = 0.05)

This test determines whether the mean of each group is significantly different from the test value (0.05):

- **Control Group:**
- **t-Value:** 18.589 - A high t-value indicates that the sample mean is far from the test value relative to the variance of the data.
- **df (Degrees of Freedom):** 30 - Derived from sample size minus one (N - 1).
- **Sig. (Two-tailed):** 0.000 - This p-value is less than 0.05, indicating a statistically significant difference between the group mean and the test value.
- **Mean Difference:** 8.21667 - The difference between the group mean and the test value.
- **95% Confidence Interval:** ranges from 8.2026 to 10.2307, indicating high confidence that the true difference in the mean lies within this range.
- **Experimental Group:**
- **T-value:** 17.696 - Similar to the control group, a high T-value indicates a large deviation from the test value.
- **df (Degrees of Freedom):** 30 - Same calculation as for the control group.
- **Sig. (Two-tailed):** 0.000 - The result is statistically significant.

- **Mean Difference:** 11.01667 - The difference between the group mean and the test value.
- **95% Confidence Interval:** ranges from 7.9746 to 10.0588, providing a strong indication of the true difference in the mean.

Summary

- Both the control and experimental groups had significantly higher mean scores than the test value (0.05).
- The experimental group had a higher mean (11.0667) than the control group (8.2667), indicating a significant improvement or difference in conditions or interventions between the two groups.
- The low p-values (0.000 for both groups) confirm that the observed differences are statistically significant and unlikely to be due to random chance.

Observation

The researcher observed 60 Iraqi EFL students, equally divided into experimental and control groups, with an average age of 16. The experimental group applied a genre-based approach to writing, increasing weekly sessions from one to two, which led to a notable improvement in grammar, punctuation, and sentence structure. Interlanguage interference, such as long, run-on sentences influenced by Arabic writing styles, was significantly reduced in this group. In contrast, the control group, following traditional methods, demonstrated minimal progress and repeated common errors, including inconsistent verb tenses and punctuation misuse. Pre-test results revealed similar performance between the two groups, with frequent errors in grammar, spelling, and punctuation, and scores ranging from 8 to 16 out of 20. In the post-test, the experimental group showed marked improvement, with an average score approximately three points higher than the control group. This reflects better mastery of writing skills, particularly in aligning verb tense with subject agreement and reducing errors. The control group's performance remained largely unchanged, highlighting the genre-based approach's effectiveness in enhancing writing proficiency among secondary-level Iraqi students.

Focus Group Discussion (FGD)

Three FGD sessions were conducted with the experimental group, each involving ten participants to encourage active participation and individual expression. The discussions focused on the experiment's effectiveness, suitability, and impact. Key findings are summarized below:

1. Participation in the Experiment

Participants described the experiment as engaging and effective, with most finding it beneficial for improving writing skills. The genre-based approach helped participants focus on syntax, grammar, and punctuation while avoiding long, unclear sentences. Many highlighted the practical steps in the theory as instrumental in enhancing their writing. However, four participants noted occasional boredom due to the volume of written tasks, suggesting that some activities be assigned as homework.

2. Teaching Method Before the Experiment

Participants agreed that pre-experiment writing instruction lacked depth, receiving only one weekly lesson with limited focus on grammar, spelling, and punctuation. Feedback was minimal, with teachers often correcting assignments outside class due to time constraints.

Additionally, schools lacked advanced teaching tools like projectors or visual aids, relying on basic methods.

3. Effect of the Experiment on Writing Performance

Most participants (24) reported significant improvement in their writing performance, attributing this to the genre-based approach, which helped reduce errors and enhance skills. Two participants benefited but attributed their progress to other factors, while four chose not to respond.

4. Comparison of Teaching Method

Participants favored the experimental method over previous teaching approaches. The experiment incorporated systematic steps, such as familiarity with text features, controlled and directed writing, and free writing. It also emphasized pre-writing (brainstorming), drafting, revising, and editing. In contrast, earlier methods were limited to correcting a few texts and offering general feedback.

Key Outcomes

Qualitative data from FGDs, and observations, indicate the genre-based approach effectively improved Iraqi learners' writing performance. It helped reduce common errors and addressed interlanguage influences on written expression.

Discussion of Results

The study's findings indicate that the genre-based approach significantly improved the writing skills of Iraqi EFL learners. The experimental group showed a notable increase in writing proficiency, with an average score of 11.0667, compared to the control group's 8.2667. Statistical analysis (p-value = 0.000) confirmed the significance of this improvement, highlighting the effectiveness of the genre-based approach over traditional methods. This aligns with previous studies, such as those by Alhajailan (2020)^[5], which found that genre-based instruction helps address specific writing challenges, such as grammatical issues and sentence structure errors, common among Iraqi learners.

The pre-test results showed similar performances across both groups, reinforcing the validity of the post-test outcomes, where the experimental group outperformed the control group by approximately three points. This suggests the genre-based approach's effectiveness in enhancing students' mastery of writing conventions like subject-verb agreement and verb tense alignment. The focus group discussions further supported this, with participants in the experimental group expressing satisfaction with the structured writing process.

In contrast, the control group, relying on traditional methods, showed minimal progress, echoing findings by Rasheed (2020)^[28] that conventional approaches often fail to address specific writing difficulties. Moreover, both groups experienced interlanguage interference from Arabic, particularly in grammar and sentence structure,

consistent with research by Al-Ibadi and Breesam (2021)^[3]. However, the genre-based approach appeared to mitigate these issues by focusing on English-specific writing features.

Conclusion

In conclusion, the study suggests that the genre-based approach is an effective method for improving writing skills in Iraqi EFL learners by addressing interlanguage interference and providing a structured learning framework. Future research could explore its long-term impact and applicability in other EFL contexts.

References

1. Abbas A. Interference of Standard Arabic in EFL Academic Writing: Case of First Year LMD Students of English at Tlemcen University. Unpublished MA thesis. Tlemcen (Algers); 2019.
2. Abid A. Investigation of the challenges encountered by Iraqi EFL preparatory students in using the four English language skills. *Multicultural Education*. 2020;6(3).
3. Al-Ibadi QH, Breesam SS. Instructors' implications toward interlanguage fossilized grammatical and pragmatic errors at university level. *İlköğretim Online*. 2021;20(1).
4. Abu Rass R. Challenges faced by Arab students in writing well-developed paragraphs in English. *English Language Teaching*. 2015;8(10):49. doi:10.5539/elt.v8n10p49
5. Alhajailan D. A syntactic analysis of Arabic language interference in the written English of Saudi female college students. University of Roehampton; 2020. London, UK.
6. Algeo J, Butcher C. The origins and development of the English language. 7th ed. Boston (MA): Cengage Learning; 2014.
7. Alqayssi F, Alqayssi H. Interlanguage phonology of Iraqi EFL university students with reference to substitution. 2018. doi:10.13140/RG.2.2.34000.87040/1
8. Alsamadani HA. The relationship between Saudi EFL students' writing competence, L1 writing proficiency, and self-regulation. *Eur J Soc Sci*. 2010;16(1):53–63.
9. Bacha NN. Developing learners' academic writing skills in higher education: A study for educational reform. *Lang Educ*. 2002;16(3):161–177.
10. Bdaiwi Y, Al-Shujairi J, Tan H. Grammar errors in the writing of Iraqi English language learners. *Int J Educ Lit Stud*. 2017;5(4):122. doi:10.7575/aiac.ijels.v.5n.4p.122
11. Benahnia A. Teaching writing to EFL/ESP Arab learners: A socio-culturally based approach. *Sino-US English Teach*. 2016;13(4). doi:10.17265/1539-8072/2016.04.004
12. Bhandari P. An introduction to quantitative research [Internet]. Scribbr; 2020 [cited 2022 Sep 24]. Available from: <https://www.scribbr.com/methodology/quantitative-research/>
13. Cedar PS. Transferability and translatability of idioms by Thai-speaking learners of English. *Dissertation Abstracts International*. 2004;64(08):2570. (UMI No. 3101068).
14. Cherry K. What is a case study? Verywell Mind [Internet]. 2021 [cited 2022 Sep 24]. Available from: <https://www.verywellmind.com/how-to-write-a-psychology-case-study-2795722>
15. Dirgeyasa IW. What and how to assess a genre-based writing. In: *Proceedings of the 4th International Conference on Language Education*. Makassar: State University of Makassar; 2016.
16. Ellis R. *Understanding second language acquisition*. 2nd ed. Oxford: Oxford University Press; 2015.
17. Gass S, Selinker L. *Second language acquisition: An introductory course*. 3rd ed. New York (NY): Routledge; 2008.
18. Graham S, Bruch J, Fitzgerald J, *et al*. *Teaching secondary students to write effectively (NCEE 2017-4002)*. Washington (DC): National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education; 2016.
19. Kabir SM. *Introduction to research*. Curtin University; 2016. Available from: https://www.researchgate.net/publication/325846733_INTRODUCTION_TO_RESEARCH
20. Khalaf M, Fadhil R. Analysis of written discourse errors committed by Iraqi EFL learners. *Hum Soc Sci*. 2020;47(2).
21. Mackay WF. *Language teaching analysis*. Indiana: Indiana University Press; 1967.
22. McLeod SA. Questionnaire: definition, examples, design and types [Internet]. *Simply Psychology*; 2018 [cited 2021 Apr 14]. Available from: <https://www.simplypsychology.org/questionnaires.html>
23. Nelson D. Quantitative observation: definition and examples. *Science Trends* [Internet]. 2018 [cited 2022 Sep 24]. Available from: <https://sciencetrends.com/quantitative-observation-definition-and-examples/>
24. Ngangbam H. An analysis of syntactic errors committed by students of English language class in the written composition of Mutah University: A case study. *Eur J Eng Lang Ling Lit*. 2016;3(1):1–13.
25. Nordquist R. Interlanguage definition and examples [Internet]. *ThoughtCo*; 2019–2020 [cited 2022 Aug–Sep]. Available from: <https://www.thoughtco.com/what-is-interlanguage-1691074>
26. Prasad M. How to conduct a successful focus group discussion [Internet]. *Humans of Data*; 2017 [cited 2021 Apr 14]. Available from: <https://humansofdata.atlan.com/2017/09/conduct-successful-focus-group-discussion/>
27. Rababah G. Communication problems facing Arab learners of English: A personal perspective. *TEFL Web J*. 2003;2(1):15–30.
28. Rasheed A. Difficulties of writing in English encountered by Iraqi EFL learners at university level. *J Crit Rev*. 2020;7:5157–5163.
29. Selinker L. *Rediscovering interlanguage*. London: Routledge; 2013.
30. Shuttlesworth M. Pretest-posttest designs [Internet]. *Explorable.com*; 2009 [cited 2022 Sep 24]. Available

- from: <https://explorable.com/pretest-posttest-designs>
31. Swales J. *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press; 1990.
 32. Tahaine S. Arab EFL university students' errors in the use of prepositions. *Mod J Appl Linguist*. 2010;2(1):76–112.
 33. Tahseldar M, Kanso S, Sabra Y. The effect of interlanguage and Arabic verb system on producing present perfect by EFL learners. *Int J New Technol Res*. 2018;4.
 34. Yulianty A. *Genre-based approach on teaching writing* [Internet]. Scribd; 2020 [cited 2022 May 23]. Available from: [https://www.scribd.com/\(document title: Genre-Based Approach on Teaching Writing\)](https://www.scribd.com/(document+title:Genre-Based+Approach+on+Teaching+Writing))

How to Cite This Article

Abdul Ameer AD. The role of the genre-based approach in addressing interlanguage issues and improving writing for Iraqi EFL secondary learners. *International Journal of Social Science Exceptional Research*. 2026 Mar–Apr;5(3):22–29. doi:10.54660/IJSSER.2026.5.3.22-29.

Creative Commons (CC) License

This is an open access journal, and articles are distributed under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0) License, which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.