






Teaching Mode of Middle School English Writing under the Perspective of Genre

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Abstract

This study aimed to examine the effectiveness of genre writing as a teaching method for enhancing pupil engagement in English writing classes in middle schools in Shenzhen, China. The study also investigates the role of perceived writing skill benefits as a moderator of the relationship between genre writing instruction mode and student engagement. The data was collected from 208 middle school pupils in Shenzhen, China, and PLS-SEM analysis was used to test the hypotheses. The findings indicate that genre writing instruction significantly affects student classroom engagement, which is mediated by the perceived value of writing abilities. The study also found that writing time significantly moderates the relationship between genre writing instruction mode and student engagement. The findings of this study have important implications for teaching English writing in middle schools in Shenzhen, China, and can also be applied to other educational contexts. The research emphasizes the significance of using a genre-based approach to teaching writing in middle schools and the benefits of emphasizing the perceived benefits of writing skills to increase student engagement. In addition, the research highlights the significance of contemplating the amount of time spent on writing activities as a significant factor in enhancing student engagement. This study contributes to the corpus of knowledge on English writing education in middle schools by providing evidence-based recommendations for enhancing student engagement through genre writing as a teaching mode. In addition, the study suggests potential research directions for investigating the efficacy of genre writing as a teaching method in other educational contexts and the factors that may affect student engagement in writing classes.

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Keywords: Genre Writing, Teaching Mode, Middle School Education, Student Engagement, English Writing Skills, Perceived Benefits, Time Spent on Writing.

Introduction

Writing is an important aspect of language acquisition, particularly in English language education (Seltzer, 2019). However, teaching writing can be challenging, particularly in middle school, when students transition to a more independent and critical learning style (Gunawardena & Wilson, 2021). Under these circumstances, it is essential to consider innovative teaching strategies that can engage and motivate students to improve their writing skills (Ali, 2019). One such mode is the genre writing teaching mode, which emphasizes the significance of understanding and implementing different types of writing in a given context (Pham & Bui, 2022). This study investigates the influence of genre writing instruction mode on

student engagement in middle school English classrooms. The context of the study is Shenzhen, China, where the emphasis is shifting toward student-centered teaching methods that foster critical thinking and problem-solving abilities.

This study is significant because it fills a void in middle school writing instruction literature. While numerous studies have examined the effect of various writing strategies on student engagement, relatively little research has focused on the use of genre writing as a teaching mode in middle school English classrooms (Cheng & Zhang, 2022; Koltovskaia, 2020; Yu, Gao, & Wang, 2021). By investigating the effectiveness of genre writing as a teaching method for student engagement in the context of Shenzhen, China, this study contributes to closing this divide. Previous research has demonstrated a positive relationship between student engagement, academic achievement, and learning motivation (Olivier, Archambault, De Clercq, & Galand, 2019). In addition, writing skills are essential for academic success, and it has been suggested that students must understand the purpose and conventions of different genres (Yundayani & Ardiasih, 2021). However, there is a paucity of research on how genre writing instruction can increase student engagement in the middle school English classroom (Panjaitan & Hasibuan, 2022). In this study, student engagement is the dependent variable, perceived benefits of writing skills are the mediator variable and time spent writing is the moderator variable. The teaching procedure for genre writing is an independent variable.

Mercer (2019) defines student engagement as the extent to which students are motivated and invested in their learning experience. Time spent on writing refers to the time students devote to writing tasks (F. Teng, 2020b). The importance of student engagement in promoting academic achievement and lifelong learning has been acknowledged (Peters & Romero, 2019). Similarly, perceived benefits of writing skills are positively correlated with writing success (Rose, Curle, Aizawa, & Thompson, 2020), whereas writing time has been shown to enhance the quality of writing tasks (Graham, 2019). The genre writing teaching mode is an innovative teaching approach that emphasizes the significance of understanding and employing various writing genres, which has been shown to improve writing skills and learning motivation (Mauludin, 2020). This study was conducted in the context of Chinese middle school English education in Shenzhen. Shenzhen is a rapidly developing city that increasingly emphasizes innovative education strategies that foster critical thinking and problem-solving skills. The study aims to investigate the effectiveness of genre writing as a teaching method in this context and contribute to the growth of effective writing instruction in the region. This study aims to investigate the effect of genre writing instruction mode on student engagement in an English classroom for middle school students in Shenzhen, China. The research aims to cover a gap in the literature on effective middle school writing instruction and contribute to developing innovative teaching methods that foster critical thinking and problem-solving abilities. The following section will discuss the study's research methodology.

Literature Review and Hypotheses Development

Genre Writing Teaching Mode

Genre writing teaching mode is an instructional approach that focuses on teaching writing through the lens of various disciplines. In recent years, genre-based writing instruction has acquired popularity in language education as an effective method for enhancing students' writing skills (Gomez-Laich, Pessoa, & Mahboob, 2023). The genre method emphasizes exposing students to various writing genres and teaching them the characteristics of each genre to help them develop writing skills and strategies specific to each genre (Tardy et al., 2022).

Numerous studies have investigated the effectiveness of genre writing as a teaching method. Y. Huang and Jun Zhang (2020) found that pupils who received genre-based writing instruction improved significantly more than those who received conventional instruction. Similarly, Mastura, Arsyad, and Koto (2020) discovered in a study on the effect of genre-based instruction on writing skills that students who received genre instruction had a better understanding of the writing process and could apply the skills they learned to various writing situations.

In addition, the genre method has been demonstrated to increase student participation in writing activities. In a study on the effectiveness of genre-based instruction, Rahimi and Zhang (2022) discovered that genre instruction had a significant positive effect on students' attitudes toward writing and engagement in writing activities. In a study on the effect of genre instruction on student engagement, Brisk, Tian, and Ballard (2021) discovered that students who received genre instruction were more engaged in writing activities and exhibited more enthusiasm for writing. Literature suggests that genre writing instruction effectively teaches students writing skills and can increase student engagement in writing activities.

The literature review concludes that teaching middle school English writing from a genre perspective significantly impacts student classroom engagement (Shi, 2021). Furthermore, perceived benefits of writing

skills and time spent on writing may play significant mediating and moderating roles in the relationship between genre writing teaching mode and student engagement (Mohamadi Zenouzagh, 2020). Keeping this in mind, the next section will discuss our research findings on the genre-based teaching method for English composition in middle schools in Shenzhen, China.

Student Engagement

Student involvement is a crucial factor in increasing the efficacy of classroom instruction and learning. El-Sabagh (2021) argues that student engagement is crucial in the context of language learning for enhancing language proficiency and developing communication skills. Amalia (2022) states that student engagement is a multidimensional construct with behavioral, affective, and cognitive components. The behavioral aspect of student engagement is characterized by active participation, task completion, and tenacity in the face of obstacles. Examples of the emotive dimension include positive affective reactions such as interest, enjoyment, and zeal. The cognitive component concludes with applying critical thinking, analysis, and problem-solving to learning assignments (Y.-M. Huang, Silitonga, & Wu, 2022).

In English writing instruction, student engagement is a crucial factor influencing writing performance and skill development (Tsao, Tseng, Hsiao, Wang, & Gao, 2021). Research indicates that students more engaged in writing tasks generate better writing, are more likely to revise their work, and have greater confidence in their writing skills (Graham, Kiuahara, & MacKay, 2020). Consequently, it is essential to investigate the factors that affect student engagement in English writing classrooms.

Perceived Benefits of Writing Skills

Perceived benefits of writing skills are the students' perspectives on the positive outcomes associated with writing proficiency. In the context of English writing instruction, perceived benefits of writing skills are significant predictors of student motivation and engagement (Bai & Wang, 2021). Individuals are motivated to engage in activities that satisfy their psychological requirements for autonomy, competence, and relatedness, according to the Self-Determination Theory of Haukås, Pietzuch, and Schei (2022). Consequently, students who view writing skills as advantageous are more likely to be motivated to engage in writing assignments and persist in facing challenges.

Previous research has demonstrated a correlation between the perceived value of writing skills and writing performance and motivation (Chen & Yu, 2019). Students who view writing as a valuable skill are likelier to engage in writing activities, take risks, and persevere throughout the writing process (Williams & Beam, 2019). Therefore, research into the role of perceived benefits of writing skills as a mediator between genre writing instruction mode and student engagement is crucial (Esmaeil Nejad, Izadpanah, Namaziandost, & Rahbar, 2022).

Time Spent on Writing

Time spent on writing refers to the amount of time students devote to writing assignments outside the classroom (Fathi & Rahimi, 2022). Time spent writing is a crucial factor affecting writing performance and skill development in English writing instruction (F. Teng, 2020a). According to Bai, Wang, and Nie (2021), students who devote more time outside of class to writing activities generate higher-quality writing, are more likely to revise their work, and are more confident in their writing skills. Therefore, it is essential to investigate the factors that influence how much time students spend on writing duties outside of class (Aziz & Kashinathan, 2021).

Previous research has demonstrated that the amount of time students spend outside of class on writing tasks is influenced by several variables, including writing self-efficacy, interest in writing, and perceived value of writing skills (L. S. Teng, 2021). Consequently, it is essential to investigate the function of writing time as a moderator of the relationship between genre writing instruction mode and student engagement (Rahimi & Zhang, 2022).

Hypothesis (H1): *Genre writing teaching mode significantly affects student engagement in the classroom.*

Hypothesis (H2): *Perceived benefits of writing skills significantly mediate the relationship between genre writing teaching mode and student engagement in the classroom.*

Hypothesis (H3): *Time spent on writing significantly moderates the relationship between genre writing teaching mode and student engagement in the classroom.*

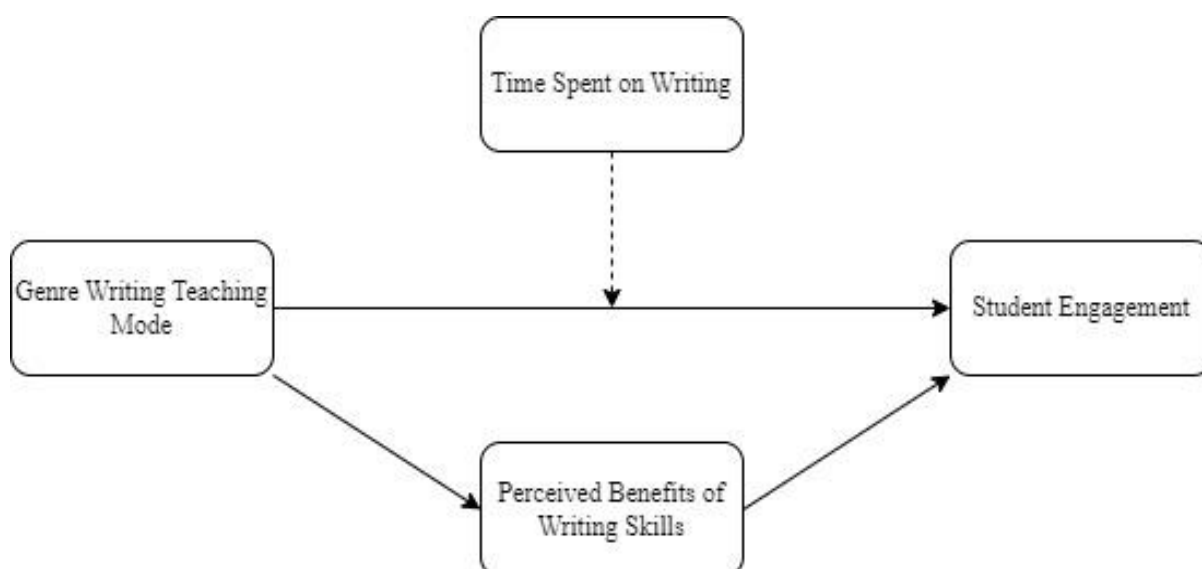


Figure 1: Conceptual Model

Methods

Included in the research were 208 middle school students from Shenzhen, China. The students were selected using a convenience sample. The participants' ages ranged from 13 to 15, and both males and females were included. A structured questionnaire was used to collect information from study participants. The questionnaire consisted of four sections. In the first segment, demographic data, including gender and grade level, were presented. In the second section, adapted from Alavi, Nemati, and Dashtestani (2015), five items were used to measure the perceived benefits of writing skills. Alavi et al. (2015) used seven queries to collect data on the Genre Writing Teaching Mode in the third section of their study. In the fourth segment, five questions were adapted from Lin (2006) regarding the time spent writing. The final query in section eight asked about Student Engagement, as adapted by Bertolani, Mortari, and Carey (2014). Participants were also asked to report their average weekly writing time.

During typical class hours, self-report questionnaires were distributed to collect the data. Participants were informed of the purpose of the study and assured that their responses would be kept private. Data analysis was conducted in the investigation using Partial Least Squares-Structural Equation Modeling (PLS-SEM). PLS-SEM is a multivariate statistical analysis technique for analyzing complex variable interactions. The study adhered to ethical requirements for research involving human subjects. Participants, along with their parents or legal guardians, gave informed consent. Participants were informed that their participation was voluntary and that they could withdraw from the study without repercussions. The confidentiality of the participants was maintained throughout the investigation.

Data Analysis and Results

The Cronbach's alpha analysis results suggest that all variables in this study have adequate internal consistency reliability coefficients (see Table 1). The Genre Writing Teaching Mode alpha coefficient was 0.801, indicating that the items used to measure this variable are reliable. Similarly, the Perceived Benefits of Writing Skills Cronbach's alpha coefficient was 0.753, indicating that the items used to measure this variable are also internally consistent. Student Engagement had the highest alpha coefficient of 0.844, indicating that the items used to measure it are extremely reliable. The Time Spent in Writing Cronbach's alpha coefficient was 0.738, indicating that the items used to measure this variable are consistent. Cronbach's alpha analysis validates the reliability of the variables used in this study. Strong alpha coefficients for all variables indicate that the items used to measure them are consistent and reliable, thereby increasing confidence in the study's findings.

Table1: Cronbach's Alpha

	Cronbach's Alpha
Genre Writing Teaching Mode	0.801
Perceived Benefits of Writing Skills	0.753
Student Engagement	0.844
Time Spent in Writing	0.738

Table 2 displays the extracted loadings, composite reliability, and average variance for the four study variables: Genre Writing Instructional Mode, Perceived Writing Skills Benefits, Student Engagement, and Time Spent Writing. The variable Genre Writing Teaching Mode contained eight items with loadings ranging from 0.537 to 0.761, with an average of 0.642. The composite reliability was 0.844, indicating that the items accurately measured this construct. The extracted average variance was 0.508, indicating that the construct accounts for 50.8% of the observed variables' variance.

The variable Perceived Benefits of Writing Skills contained five items with loadings ranging from 0.508 to 0.810, with an average of 0.701. If the composite reliability exceeds 0.70, the items were extremely reliable in measuring this construct. The extracted average variance was 0.581, indicating that the construct accounts for 58.1% of the observed variables' variance. Eight items were utilized for the variable Student Engagement, and the loadings ranged from 0.528 to 0.844, with an average of 0.681. The composite reliability was 0.877, indicating that the items accurately measured this construct. The extracted average variance was 0.57, indicating that the construct explains 57.7% of the observed variables' variance.

Time Spent in Writing contained five items with loadings ranging from 0.382 to 0.822, with an average of 0.673. The composite reliability was 0.813, indicating that the items accurately measured this construct. The extracted average variance was 0.578, indicating that the construct explains 57.8% of the observed variables' variance. Overall, the extracted loadings, composite reliability, and average variance indicate that the items used in the study to measure the variables were highly reliable and valid. These results validate the metrics used in the study to evaluate the hypotheses.

Table 2: Loadings, composite reliability, and average variance extracted

		Original Sample	Composite reliability	Average variance extracted
Genre Writing Teaching Mode	GWTM1	0.761	0.844	0.508
	GWTM2	0.738		
	GWTM3	0.696		
	GWTM4	0.553		
	GWTM5	0.621		
	GWTM6	0.618		
	GWTM7	0.537		
	GWTM8	0.540		
Perceived Benefits of Writing Skills	PB1	0.810	0.877	0.577
	PB2	0.773		
	PB3	0.508		
	PB4	0.731		
	PB5	0.682		
Student Engagement	SE1	0.528	0.813	0.578
	SE2	0.635		
	SE3	0.601		
	SE4	0.837		
	SE5	0.746		
	SE6	0.607		
	SE7	0.662		
	SE8	0.844		
Time Spent in Writing	TS1	0.382	0.813	0.578
	TS2	0.790		
	TS3	0.647		
	TS4	0.822		
	TS5	0.724		

The results of the study's model fit and predictive validity are presented in Table 3. The Q2predict value of 0.420 for Perceived Benefits of Writing Skills indicates that the model explains 42.0% of the variance in Perceived Benefits of Writing Skills. RMSE and MAE values of 0.064 and 0.071, respectively, indicate that the model's prediction accuracy was acceptable. The R-square value for Student Engagement was 0.783, indicating that the model explains 78.3% of the variation in Student Engagement (see Table 4).

Overall, the findings corroborate H1 by demonstrating that the Genre Writing Teaching Mode substantially positively affects student engagement. In addition, the results indicate that Perceived Benefits of Writing Skills mediate the relationship between Genre Writing Teaching Mode and Student Engagement, thus supporting Hypothesis 2. Lastly, the results affirm H3 by showing that Time Spent on Writing significantly moderates the relationship between Genre Writing Teaching Mode and Student Engagement.

Table 3: Model Fit Predictive Relevance of Model

Q²predict	RMSE	MAE
0.420	0.064	0.071

Table 2's extracted loadings, composite reliability, and average variance analyses reveal that all variables have acceptable internal consistency and validity. Table 1's Cronbach's Alpha scores also show that all variables have strong internal consistency.

Table 4: R-Square

	R-square
Perceived Benefits of Writing Skills	0.260
Student Engagement	0.783

Figure 2 provides a summary of the study's findings. The findings highlight the significance of including genre writing as a teaching mode in middle school English writing curricula, the necessity of designing such curricula with student engagement, and the perceived value of writing skills in mind.

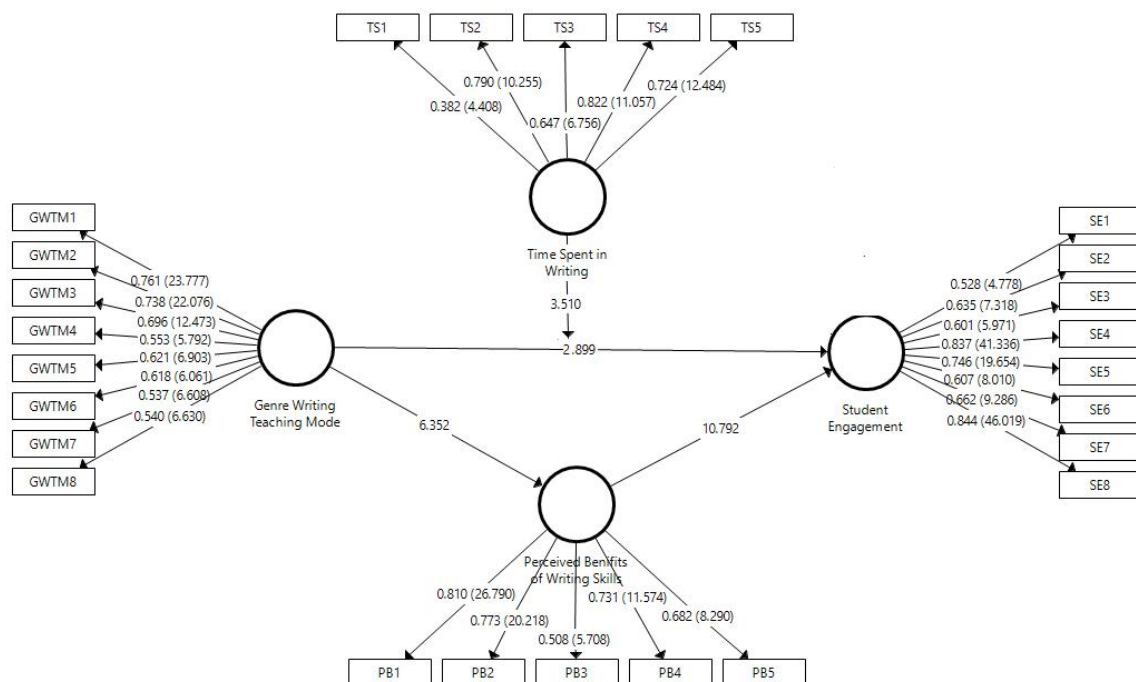


Figure 2: Structural Model

The Heterotrait-Monotrait (HTMT) analysis evaluates the discriminant validity of the measurement model by analyzing how distinct the components are. The HTMT values are calculated by dividing the correlations between constructs by the correlations within constructs. The HTMT values must be less than 0.90 to establish the discriminant validity of the constructs.

Table 5: HTMT Discriminant Validity

	1	2	3	4
Genre Writing Teaching Mode				
Perceived Benefits of Writing Skills	0.552			
Student Engagement	0.688	0.766		
Time Spent in Writing	0.717	0.544	0.572	

All constructs have HTMT values less than 0.90, indicating discriminant validity. The absence of the HTMT value for Genre Writing Teaching Mode and Perceived Benefits of Writing Skills indicates no correlation between these domains. Student Engagement and Genre Writing Teaching Mode have an HTMT value of 0.688, less than the recommended threshold of 0.90, indicating that these constructs can be distinguished. Both Times Spent in Writing and Genre Writing Teaching Mode have discriminant validity, as their HTMT values are less than 0.90. Similarly, the HTMT value for Time Spent in Writing and Student Engagement is 0.544, below the 0.90 threshold, indicating that these constructs can be differentiated.

Table 6: Discriminant Validity

	1	2	3	4
Genre Writing Teaching Mode	0.639			
Perceived Benefits of Writing Skills	0.510	0.709		
Student Engagement	0.591	0.859	0.691	
Time Spent in Writing	0.717	0.534	0.537	0.691

In general, the discriminant validity analysis supports the discriminant validity of the measuring model by demonstrating that the Genre Writing Teaching Mode, Perceived Benefits of Writing Skills, Student Engagement, and Time Spent in Writing constructs are distinct and do not overlap (see Table 6).

Table 7 displays the correlation coefficients and statistical significance of the variables in the study. The first column illustrates the relationship between Genre Writing Instructional Mode and Student Engagement. The coefficient of data is 0.137, indicating a positive relationship between these variables. This link is statistically significant, as indicated by the T statistic 2,899 and the p-value of 0.005.

The second row illustrates the relationship between Genre Writing Instructional Mode, Perceived Writing Skills Benefits, and Student Engagement. The data indicate a positive relationship between Genre Writing Teaching Mode and Student Engagement, mediated by Perceived Benefits of Writing Skills. This link is statistically significant, as indicated by the T statistic 8.802 and the p-value of 0.000.

The third row illustrates the interaction between Genre Writing Teaching Mode and Time Spent Writing on Student Engagement. The coefficient of data is -0.071, indicating a negative relationship between these variables. This indicates that as writing time increases, the effect of Genre Writing Teaching Mode on Student Engagement will diminish. This link is statistically significant, as indicated by the T statistic 3.510 and the p-value of 0.000.

The data indicate that Genre Writing Teaching Mode positively affects Student Engagement, mediated by the Perceived Benefits of Writing Skills. However, Time Spent Writing mediates the relationship between Genre Writing Teaching Mode and Student Engagement.

Table 7: Data Coefficient

	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values
Genre Writing Teaching Mode -> Student Engagement	0.137	0.136	0.072	2.899	0.005
Genre Writing Teaching Mode -> Perceived Benefits of Writing Skills -> Student Engagement	0.380	0.385	0.043	8.802	0.000
Genre Writing Teaching Mode * Time Spent in Writing -> Student Engagement	-0.071	-0.071	0.020	3.510	0.000

The study aimed to investigate the relationships between genre writing teaching mode, perceived benefits of writing abilities, student engagement, time spent writing, and their predictive validity. All variables demonstrated high levels of internal consistency (as determined by Cronbach's Alpha) and constructed reliability (as determined by composite reliability and average variance extracted scores). In addition, the HTMT ratios exhibited adequate discriminant validity between factors. The model fit for perceived benefits of writing skills was adequate, with a Q2predict score of 0.420 and RMSE and MAE scores of 0.064 and 0.071, respectively. With an R-square value of 0.783, the model fit for student participation was outstanding. The regression coefficients revealed a significant and positive relationship between genre writing instruction mode and student engagement, as well as a significant and positive relationship between genre writing instruction mode and perceived benefits of writing skills, which had a significant and positive relationship with student engagement. The interaction effect of genre writing instruction mode and time spent writing on student engagement was significant and negative. Overall, the study contributes to our understanding of the significance of genre writing as a teaching modality, the perceived benefits of writing skills, student engagement, and writing time for effective writing instruction.

Discussion

This study sought to determine whether the perceived benefits of writing skills and time spent on Writing regulated or mediated the effect of genre writing teaching mode on student engagement in middle school English writing classes in Shenzhen, China. The results of this study demonstrate the effectiveness of genre writing instruction in increasing student engagement in the classroom.

This study tested the first hypothesis that genre writing instruction significantly impacted student engagement in the classroom. According to the findings, there was a significant positive association between Genre Writing Teaching Mode and Student Engagement. This finding is consistent with previous research

indicating that genre-based writing instruction can effectively enhance students' writing abilities. Slamet et al, 2022). The genre approach emphasizes that writing is a social activity and that students must understand the conventions of multiple genres to produce excellent writing. Teachers can help students understand what is expected of them and produce more effective and engaging writing by instructing them in specific writing genres.

The second hypothesis stated that Perceived Benefits of Writing Skills moderate the relationship between Genre Writing Teaching Mode and Student Engagement in the Classroom. The findings support this argument, which indicates that Perceived Benefits of Writing Skills mediate the relationship between Genre Writing Teaching Mode and Student Engagement. This finding is consistent with previous research highlighting the importance of perceived rewards in determining students' writing motivation. Teachers can increase their students' willingness to participate in writing activities by demonstrating the benefits of writing, such as improved communication and idea expression.

This study examined the third hypothesis that Time Spent on Writing significantly modifies the relationship between Genre Writing Teaching Mode and Student Engagement in the Classroom. The results support this hypothesis by showing that Time Spent Writing moderates the relationship between Genre Writing Teaching Mode and Student Engagement. When students spend more time on writing tasks, the positive effect of Genre Writing Teaching Mode on Student Engagement is magnified. This result is consistent with prior research emphasizing the significance of practice in enhancing writing skills. By providing additional opportunities for writing practice, teachers can assist students in acquiring the skills and self-assurance necessary to engage in writing activities with greater vigor.

In conclusion, the findings of this study indicate that adopting Genre Writing Teaching Mode in middle school English writing classes in Shenzhen, China is an excellent method for boosting Student Engagement. Furthermore, the study highlights the importance of Perceived Benefits of Writing Skills and Writing Time Spent in influencing students' motivation to engage in writing activities. Teachers can use these findings to create more effective writing instruction programs that help students comprehend the benefits of writing and provide more opportunities to practice writing skills. However, it should be noted that the scope of this study was limited to a single context, and additional research is required to determine the applicability of these findings to other settings.

Theoretical and Practical Implications

In conclusion, this study aimed to examine the impact of genre writing instruction on student engagement in middle school English writing classes, the mediating role of perceived benefits of writing skills, and the moderating role of writing time. The findings validated All three hypotheses, which provided valuable insights into how English writing instruction in middle schools can be enhanced.

It was determined that the first hypothesis significantly influences the level of student engagement in middle school English composition classes. According to the findings, this teaching method, which focuses on instructing students in writing through genre-based analysis, has a positive effect on student engagement because it provides a clear framework and objective for writing assignments. This, in turn, can increase students' desire to learn and their level of subject matter interest.

The results of testing the second hypothesis confirmed that the perceived benefits of writing skills influence student engagement. This suggests that students who value writing skills more are more likely to partake in writing tasks and benefit more from genre writing as a teaching method. To increase students' interest in their writing assignments, instructors must emphasize the usefulness of writing skills.

According to the third hypothesis, the amount of time spent writing modifies the relationship between the mode of teaching various writing genres and student engagement. This suggests that the amount of time students spend on writing assignments may influence the effectiveness of the genre writing teaching method. Teachers are, therefore, responsible for ensuring that students have sufficient time to practice writing and that their writing assignments are of an appropriate level of difficulty.

The findings of the study indicate, in general, that genre writing instruction is an effective strategy for increasing student engagement in middle school English writing classes. Teachers should prioritize teaching writing through genre-based analysis and emphasizing the practical benefits of writing skills if they want their students to be more engaged in their assigned writing tasks. Teachers must also ensure that students have sufficient time to practice writing for the genre writing instruction method to be effective.

Limitations and Recommendations

Even though this study's findings cast light on the relationship between genre writing instruction modality and student engagement, it is important to note that this study had certain limitations. Given the limited scope of this study to Shenzhen, China, it is conceivable that the findings cannot be generalized to

other cities or countries. To evaluate the generalizability of these findings, it is recommended to conduct additional research in various educational settings and cultural contexts. Second, the research relied exclusively on the students' self-reported data, opening the door to response and social desirability biases. In a potential future investigation, data may be collected from various sources, such as teacher observations, parent reports, and objective assessments of students' writing abilities.

Thirdly, all of the participants in this study were middle school students; future research could include participants of various ages to ascertain whether or not these findings apply to higher academic levels. This study did not consider the influence of other factors on student writing engagement, such as the level of student motivation, the qualities of the instructor, or the classroom environment. If future research aims to understand better the relationship between the mode of instruction for teaching genre writing and student involvement, these factors may be considered. Different approaches to teaching writing genres may be investigated in future research to determine which ones are most effective in developing students' writing skills and sustaining their engagement. In addition, the research could focus on developing strategies to increase student writing engagement, such as implementing technology or participating in collaborative writing activities. This study provides new information regarding the relationship between the type of instruction students receive for writing disciplines and their engagement level. However, future research must account for these limitations to increase the generalizability and validity of the findings.

Conclusion

This study examined the efficacy of genre writing instruction in middle school English writing classes, the mediating effect of perceived writing skill benefits, and the moderating effect of writing time. The data supported all three hypotheses and provided helpful insights into how to enhance English writing education in middle school. It was discovered that the first hypothesis significantly affects student engagement in middle school English composition classes. This teaching style, which emphasizes teaching writing through genre-based analysis, has a positive effect on student engagement because it provides a clear structure and purpose for writing tasks, which can increase student motivation and interest in learning, according to the findings. The second hypothesis was supported by the finding that the perceived benefits of writing skills affect student engagement. Students who value writing skills are more likely to partake in writing projects and gain more from a genre-based approach to writing instruction. To increase student participation in writing assignments, instructors must emphasize the usefulness of writing skills to students.

The third hypothesis established that writing time modifies the relationship between genre writing instruction modality and student engagement. This indicates that the quantity of time students devote to writing projects may influence the effectiveness of the genre writing teaching approach. Therefore, educators must ensure that students have sufficient time to practice writing and that writing assignments are sufficiently challenging. In general, the study's findings indicate that using genre writing as a teaching method effectively increases student engagement in middle school English writing classes. Educators should emphasize genre-based analysis and the practical benefits of writing skills to encourage student participation in writing projects. In addition, instructors should provide sufficient time for students to practice writing to ensure the success of the genre writing instruction method.

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