



## Computer-Assisted Process-Genre Approach in EFL Writing: University Students' Practices and Challenges

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Abstract	Article Information
<p><i>The study examined students' practices and challenges of the computer-assisted process-genre approach in EFL writing. A descriptive survey research design with mixed methods of data collection and analysis was used. The overall (twenty-two) third-year English language and literature department students participated in the study. Data was collected through a questionnaire and an interview. Quantitative data were organized and analyzed statistically using SPSS, 25. Descriptive statistics were used to analyze the mean score and standard deviation. Qualitative data were analyzed in a qualitative way and narrated and interpreted to support the findings. The study concluded that students rarely practice a computer-assisted process-genre approach in EFL writing, with the average mean of <math>M=2.69</math> and <math>SD=.563</math>. The average mean score (<math>M=2.87</math>, <math>SD=.591</math>) indicates that students' purpose of using a computer-assisted process-genre approach in EFL writing inclines towards the sometimes scale. The average mean (<math>M=4.41</math>, <math>SD=.499</math>) suggests that students' practice of the computer-assisted process-genre approach in EFL writing is interrupted by various challenges. Institutional, pedagogical, and student-related challenges hinder their practice of a computer-assisted process-genre approach in EFL writing. Thus, adequate facilities, training, and support are expected to be at hand to assure students' intellectual abilities in writing.</i></p>	<p><b>Article History:</b> Received: 13-01-2026 Revised: 24-02-2026 Accepted: 23-03-2026</p> <p><b>Keywords:</b> Computer-Assisted, Process-Genre Approach, Feedback, Practices, Challenges</p>
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### INTRODUCTION

Writing is frequently considered to be one of the hardest abilities to learn in an EFL situation. Proficient and independent authors have frequently not been produced by traditional product-oriented techniques, which place an emphasis on imitation and rote memorization (Aljahdali & Alshakhi, 2021). The process-genre approach, which blends the advantages of genre analysis and process writing, has therefore become a viable substitute. Huang & Zhang (2020) revealed that in addition to guiding students through the recursive writing

process (planning, drafting, rewriting, and editing), the process-genre approach increases their knowledge of genre-specific elements, including language, structure, and purpose. EFL training has been further improved by the incorporation of Computer-Assisted Language Learning (CALL), which provides new resources for publication, feedback, and collaboration (Abdelrahman, 2020).

The process-genre approach combines a recursive and writer-focused approach with a clear emphasis on the audience, structure, and rhetorical

goal of particular genres (Hsu & Chen, 2023). In contrast to the strictly process-oriented method, which may undervalue the significance of textual form, the process-genre approach teaches students how to write in a way that is both thoughtful and compliant with the academic and social norms of a given genre (Pratiwi & Waluyo, 2022). In order to comprehend the context, intent, and linguistic characteristics of particular genres, students examine model texts. This gives them a precise structure within which to build their writing. Students participate in collaborative text creation and peer review through CALL tools, such as wikis or online platforms, which fosters a social, communicative approach to writing (Ghufron & Nurdianingsih, 2021). Because it makes it simple for students to edit their work, technology promotes contemplation. Commenting platforms promote self-correction and a feeling of control over one's content (Setiawan & Widodo, 2024).

Research indicates that integrating the process-genre approach with CALL results in quantifiable improvements in a number of writing-related areas, including performance (Rachawong & Phusawisot, 2025). With noticeable gains in areas like task responsiveness and lexical resource, students frequently attain far higher writing scores than those in conventional courses. The planned method and collaborative online exercises frequently boost students' enthusiasm and involvement by assisting them in overcoming the common challenges of learning to write in a foreign language (Aljahdali & Alshakhi, 2021). By creating their own writing techniques and being more self-reliant in their educational journey, students gain greater autonomy.

Writing is seen as requiring linguistic awareness, contextual knowledge, purpose, and language abilities under the process-genre approach (Abdelrahman, 2020). It places a strong emphasis on helping students reach their full potential and offering feedback on their writing (Aljahdali & Alshakhi, 2021). By including key components from both approaches, this integration seeks to enhance students' writing skills. It encourages students' creativity while maintaining a balanced

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emphasis on writing processes, social context, text structure, and language understanding.

The skill of writing is viewed as a sequence of steps that start with a particular social environment and end with the creation of a text. By giving students the requisite information and abilities, teachers play a critical role in supporting students (Galegane & Ntereke, 2022). Students are encouraged to review and refine their work several times through this recursive process (Ghufron & Nurdianingsih, 2021). Students who take lessons using a process-genre approach frequently exhibit higher levels of growth in their overall writing quality, especially in the areas of organization and substance (Ha et al., 2021). Therefore, the current study examined students' practices, purposes, and challenges of computer-assisted genre-approach of writing in EFL classrooms.

### **Statement of the problem**

Students who use the process-genre method frequently run into a number of difficulties (Huang & Zhang, 2020). Even if they grasp the method and genre well, linguistic limitations such as a lack of vocabulary and grammatical control can make it difficult for them to communicate ideas clearly (Hsu & Chen, 2023). Because they may be used to a more linear, product-focused writing process, some students also find it difficult to manage several recursive stages (Panmei & Waluyo, 2021). Peer feedback can also vary in quality, and some students may rely too much on teacher input, which hinders their ability to become more independent.

Students' internal growth of grammatical and lexical knowledge may be hampered by their over-reliance on internet grammar checkers and translators (Aljahdali & Alshakhi, 2021). Grammarly and similar tools occasionally overcorrect or provide suggestions that are not acceptable for the context (Setiawan & Widodo, 2024). If academic integrity training is not provided, the ease with which information can be copied and pasted from online sources may increase the likelihood of unintentional or deliberate plagiarism (Ghufron & Nurdianingsih, 2021). The size of the internet creates a continual stream of

distractions, from social media to other apps, which can disrupt the long-term focus needed for in-depth writing (Pratiwi & Waluyo, 2022). Some students do not trust their peers' opinions because they think they're too enthusiastic, too generic, or just not trustworthy. Since the instructor is thought to be more knowledgeable, they could favor their input. Peer review exercises may be less successful in some cultures because students are reluctant to provide their peers with harsh criticism (Rachawong & Phusawisot, 2025). This may result in the absence of helpful criticism that is necessary for real progress. Despite gains in vocabulary and substance, students may still have trouble with writing's more complex components, like rationally arranging ideas and employing coherent devices. This is especially difficult when faced with difficult academic assignments, like those on the IELTS test (Galegane & Ntereke, 2022).

Besides, locally done studies (Getachew, 2018, & Kidane et al., 2024) have shown the effectiveness of the process-genre approach in developing students' skills of writing. Conversely, the above studies neglected to incorporate what the university students practiced with the computer-assisted platforms, for what purpose they practiced, and the challenges that impeded the students during the computer-assisted writing process-genre approach. In addition, the process-genre approach was their focus of investigation regardless of the computer-assisted writing, which is essential to develop students' ability to produce effective write-ups. Apparently, the researchers' experience has shown that no study has been conducted to analyze students' practices, purposes, and challenges of a computer-assisted process-genre approach in EFL writing in the local context.

Thus, this study could potentially fill these gaps and recommend possible solutions for the better practice of the computer-assisted process-genre approach of writing to heighten students' intellectual abilities of writing in the EFL context. The computer-assisted process-genre approach has pedagogical advantages, but many EFL classrooms face challenges when implementing it. Students may encounter a variety of challenges that impede

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their advancement. This research, therefore, examined students' practices, purposes, and challenges of the computer-assisted process-genre approach in EFL writing.

### Research questions

1. To what extent do the students practice a computer-assisted process-genre approach in EFL writing?
2. For what purpose do the students practice a computer-assisted process-genre approach in EFL writing?
3. What are the challenges impeding students' practice of the computer-assisted process-genre approach in EFL writing?

## MATERIALS AND METHODS

### Research design

The study was an examination of students' practices, purposes, and challenges of a computer-assisted process-genre approach in EFL writing at Salale University, Fitcha, Ethiopia. The researchers utilized a descriptive survey research design with mixed methods of data collection and analysis. Here follows: EFL students' practices, purposes, and challenges of the computer-assisted process-genre approach to writing were examined. Furthermore, the researchers employed mixed methods to collect sufficient and relevant data through questionnaires and interviews and analyzed it quantitatively and qualitatively. Collecting data through various tools supported the researcher in gaining sufficient data (Creswell, 2014; Clark & Creswell, 2018).

### Participants

The study was conducted at Salale University, Fitcha, Ethiopia, 114 km away from the capital, Addis Ababa (north of Addis Ababa through Gojjam Street). The overall (twenty-two) third-year English language and literature department students participated comprehensively in the current study. Among them, there were four female students and eighteen male students. All participants provided information on the questionnaire, and five of them

were selected for an interview. Students' practice of the computer-assisted process-genre approach and possible challenges hindering their practice were studied.

**Instruments**

**Questionnaire**

24 closed-ended items were prepared by the researchers and administered to the students. Among the items, six were concerned with the students' practice of the computer-assisted process-genre approach in EFL writing, and six items focused on their purpose of using the computer-assisted genre approach in EFL classes, respectively; whereas, twelve items were intended to gain data on the challenges impeding students' practice of the computer-assisted process-genre approach in EFL writing. The students were requested to rate their response on a five-point Likert scale, ranging from always (5) to never (1). The rating scale was composed of five points, mainly 5=Always, 4=Usually, 3=Sometimes, 2=Rarely, and 1=Never. The questionnaire was collected and analyzed to meet the research objective. Using a questionnaire helps the researchers collect adequate data on a research problem (Clark & Creswell, 2018).

**Interview**

In the course of this study, interviews were conducted with five participants. Five items were prepared and used to collect the relevant data on the research problem. Five participants were requested to respond to the interview items. The respondents were asked to give a reflection on their practices, purposes, and challenges of the computer-assisted process-genre approach in EFL writing. The respondents' identification was coded as 'S1,' 'S2,'

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 'S3,' 'S4,' and 'S5,' where 'S' stands for student. Then, their response was narrated and interpreted to strengthen the data. The interview items were constructed in clear and concise language that ensured ease and clarity of understanding.

**Data analysis**

The researchers used both quantitative and qualitative methods of data analysis in the current study. The quantitative data gained through a closed-ended questionnaire were organized and analyzed statistically using the Statistical Package for the Social Sciences (SPSS) version 25. In the quantitative session, descriptive statistics were used to analyze the mean score and standard deviation. Then, the mean score and standard deviation were computed to arrive at the finding.

The qualitative data collected through interviews were analyzed in a qualitative way, and narrated and interpreted to support the findings. The qualitatively analyzed data supported the data that were analyzed quantitatively by providing more examples and detailed descriptions for data clarification. Finally, conclusions were provided on the basis of the data, and recommendations were suggested on the basis of research questions and conclusions. It is long agreed that using mixed methods of data collection and analysis helps a study to gain sufficient and objective data (Clark & Ivankova, 2015).

**Validity and reliability**

To secure validity in the current study, the researchers developed data collection tools and provided them to two TEFL instructors who are working at Salale University, and the researcher edited them based on comments given by the instructors.

**Table 1**

*Reliability analysis*

Variables	Cronbach's Alpha	Number of Items	Remark
1. Practices	.814	6	Good
2. Purpose	.862	6	Very good
3. Challenges	.857	12	Very good

Besides, the validity measure utilized in this study was secured via the collection of data from questionnaires and interviews. Reliability of items of the questionnaire was also carried out, as presented in Table 1.

In Table 1, the primary purpose of Cronbach's Alpha is to measure the internal consistency of a scale. As per DeVellis' (2003) guidelines, a Cronbach's alpha value of 0.7 is considered acceptable, whereas values above 0.8 suggest very good internal consistency reliability. A high alpha value indicates that respondents answered similarly to related questions, showing that the scale is reliable. Thus, a Cronbach's alpha of .814 for a 6-item scale indicates a good level of internal consistency reliability among items of students' practices of the computer-assisted process genre approach of writing.

Besides, a Cronbach's alpha of .862 for 6 items clearly depicts a strong level of internal consistency on the items related to the students' purposes of the computer-assisted process genre approach of writing. Thirdly, a Cronbach's alpha of .857 for a 12-item scale indicates a strong and very good level of internal reliability on the items related to the challenges of practicing the computer-assisted process genre approach of writing in EFL classrooms. After all, the reliability analysis suggests that the items used in the questionnaire are measuring the same underlying construct and are

*Sci. Technol. Arts Res. J., Jan. –March, 2026, 15(1), 56-66* closely related to one another. Thus, the above data offers room for further analysis.

## RESULTS AND DISCUSSIONS

### Results

The study examined third-year EFL students' practices and challenges of the computer-assisted process-genre approach in EFL writing at Salale University, Fitcha, Ethiopia. A descriptive survey research design was utilized. Data were collected through a questionnaire and an interview. Quantitative data were analyzed statistically using the Statistical Package for the Social Sciences (SPSS) version 25.

### Descriptive statistics

In Table 2, the average mean ( $M=2.69$ ,  $SD=.563$ ) indicates that third-year EFL students at Salale University *rarely* engage in a computer-assisted process-genre approach in EFL writing. Besides, the students revise multiple versions of their writing based on feedback received, with a mean score of  $M=2.45$  ( $SD=.596$ ), which is a rare usage of the platform in EFL writing scenarios. Furthermore, the students use online dictionaries or thesauruses while drafting to find appropriate vocabulary with a mean score of  $M=2.82$  ( $SD=.501$ ), also indicating a moderate usage. They use basic word processing to write the first draft ( $M=2.77$ ,  $SD=.685$ ).

**Table 2**

<i>Students' practice of the computer-assisted process-genre approach</i>			
	Items	Mean	SD
1.	I use computer-assisted tools to plan my writing.	2.64	.518
2.	I use search engines to gather information and examples relevant to my writing topic.	2.73	.550
3.	I use word processing software to write my first draft.	2.77	.685
4.	I use online dictionaries or thesauruses while drafting to find appropriate vocabulary.	2.82	.501
5.	I use the comments feature in word processors to give or receive feedback from teachers and peers on my draft's content.	2.77	.528
6.	I revise multiple versions of my writing based on feedback received.	2.45	.596
	Average	2.69	.563

The mean score for using the comments feature in word processors to give or receive feedback reaches  $M=2.77$  ( $SD=.528$ ), which is also moderate, indicating that digital feedback exchange is not a deeply embedded practice. They use computer-assisted tools to plan their writing ( $M=2.64$ ,  $SD=.518$ ) and search engines to gather information

*Sci. Technol. Arts Res. J., Jan. –March, 2026, 15(1), 56-66* and examples relevant to their writing topic, with a mean reaching ( $M=2.73$ ,  $SD=.550$ ), respectively. In sum, the students' practice of the computer-assisted process-genre approach in EFL writing is *rarely* scaled. The results reflect that university students infrequently participate in a computer-assisted process-genre approach in EFL writing.

**Table 3***Students' purposes of using the computer-assisted process-genre approach*

Items	Mean	SD
1. I try to find appropriate vocabulary via online dictionaries or thesauruses.	2.82	.501
2. I write a joint text collaboratively with my peers on a shared document (e.g., Google Docs).	3.59	.503
3. I try to improve the flow of my writing via text and paragraph reorganization features (e.g., cut and paste) in computer software.	2.18	.664
4. I find and correct errors via the spell-check and grammar-check functions of word processors.	2.45	.596
5. I check errors in my writing via automated writing evaluation tools.	2.77	.612
6. I correct word usage and common phrases via online corpus resources.	3.50	.673
Average	2.87	.591

**Table 3** depicts the data analyzed on the third year EFL students' purposes of using the computer-assisted process-genre approach. As can be seen from the above Table, the average mean ( $M=2.87$ ,  $SD=.591$ ) indicates that university students' purpose of using computer-assisted process-genre approach in EFL writing slants to the *sometimes* scale. With the lowest mean score ( $M=2.18$ ,  $SD=.664$ ), students use text and paragraph reorganization features (e.g., cut and paste) in computer software to improve the flow of their writing.

Besides, they use the spell-check and grammar-check functions of word processors to find and correct errors with a mean ( $M=2.45$ ,  $SD=.596$ ), and they revise multiple versions of their writing based on feedback received ( $M=2.45$ ,  $SD=.596$ ), respectively. Likewise, the studied students showed their purpose of collaborating with their peers on shared documents (e.g., Google Docs) with a mean of ( $M=3.59$ ,  $SD=.503$ ). Moreover, the students use online corpus resources to check for correct word usage and common phrases with a mean score of

( $M=3.50$ ,  $SD=.673$ ). The students analyze model texts on a computer to understand the structure and linguistic features of a specific genre (e.g., formal letter, essays) with a mean of  $M=2.18$  and  $SD=.733$ . After all, the average mean ( $M=2.87$ ,  $SD=.591$ ) suggests that students' purpose of using the computer-assisted process-genre approach in EFL writing inclines to the *sometimes* scale. This value implies that students *sometimes* engage in a computer-assisted process-genre approach for various purposes in EFL writing.

In **Table 4**, the average mean ( $M=4.41$ ,  $SD=.499$ ) indicates that the challenges are usually experienced in the study area. Besides, the difficulty of using software became the most challenging ( $M=4.90$ ,  $SD=.683$ ). A usual scale indicates that nearly all participants struggled with the new computer software or online platforms. Lack of genre knowledge ( $M=4.90$ ,  $SD=.750$ ) is also another challenging issue, which means students are challenged when applying genre-specific features like register and structure. Shortage of time ( $M=4.18$ ,  $SD=.795$ ) is usually

found to be a challenging issue in the study area. Moreover, teachers' instruction is unclear with the mean score of (M=4.18, SD=.732). Another problems include, poor internet access (M=4.77, SD=.428), distraction by other applications and internet (M=4.77, SD=.428), integrating computer feedback (M=4.68, SD=.476), lack of peer feedback (M=4.86, SD=.351), outdated computer

*Sci. Technol. Arts Res. J., Jan. –March, 2026, 15(1), 56-66* (M=3.04, SD=.213), anxiety about feedback (M=3.06, SD=.210), and lack of confidence on a computer assisted writing (M=4.81, SD=.501), respectively. This finding, in general, suggests that students *usually* encounter various difficulties in the computer-assisted process-genre approach in EFL writing.

**Table 4***Descriptive statistics on challenges of the computer-assisted process-genre approach*

Items	N	Mean	SD
1. Poor internet access	22	4.77	.428
2. Outdated computers or software	22	3.04	.213
3. Difficult to use new computer software or online platforms for writing.	22	4.90	.683
4. Lack of knowledge on how to apply the features of a specific genre (e.g., register, structure) in my writing.	22	4.90	.750
5. I find it hard to balance focusing on the writing process (pre-writing, drafting, etc.) with the features of the target genre.	22	4.77	.428
6. I struggle to integrate the feedback received via computer comments into my revised writing.	22	4.68	.476
7. I am easily distracted by other applications or the internet	22	4.77	.428
8. I feel less confident writing on a computer than writing with a pen and paper.	22	4.81	.501
9. I feel anxious about receiving feedback on my writing through the computer-assisted platforms.	22	3.06	.210
10. The teacher does not provide clear instructions on how to use the computer tools for writing tasks.	22	4.18	.732
11. Shortage of time to complete the entire computer-assisted writing process.	22	4.18	.795
12. I do not receive enough constructive feedback from my peers on their computer-based reviews.	22	4.86	.351
Average	22	4.41	.499

**Analysis of the interview**

In the qualitative chamber, interviews were used to triangulate the data after data had been collected through a questionnaire. Five third-year EFL students were selected and required to respond to the items related to the research questions. The interview data depicted that the students rarely practice a computer-assisted process-genre approach in EFL writing. Likewise, they use a computer-assisted process genre approach of

writing for different purposes. Among the mentioned practices, students use text and paragraph reorganization features (e.g., cut and paste) in computer software to improve the flow of their writing. Among the aforementioned practices, spell and grammar checks could be indicated here. In the interview session, S1 reported that "I try to check spelling errors and the correctness of grammar in the word processor to improve the quality of my write-up." " Thus, students can get

online feedback so that they can easily ensure the quality of their writing and lower the anxiety of committing written errors.

In addition, the students stated they utilized basic word processing to write the first draft. Conversely, the interview data depicted that students are less participatory in collaborating with their peers on shared documents, like Google Docs. They mentioned some of the challenges that impeded their collaboration, such as fear of committing mistakes and lack of motivation. In respect, S4 depicted that "...Most of the time, I work alone because students, including me, are less motivated to work collaboratively in the computer-assisted process-genre approach of writing. We fear not committing an error, and we face a shortage of time to work together." In sum, students' practice of the computer-assisted process-genre approach of writing is more rhetorical than practical in the writing setting.

Likewise, students mentioned tremendous impending factors in the interview. Most of the challenges are experienced usually and sometimes, which indicates a critical follow-up from concerned bodies to heighten students' writing ability in the digital platform of the 21<sup>st</sup> century. Here, S4 reported that "...I have poor internet access, which makes it difficult to use online writing tools." In addition, the students mentioned that the computers or software available to them were outdated and slowed down their writing process. Some of the challenges include difficulty in using new computer software or online platforms for writing. With regard to this, S5 pointed out that "...I am unsure how to properly apply the features of a specific genre (e.g., register, structure) in my writing."

This indicates a need for adequate training and exercise of computer-assisted writing on a regular basis so as to meet the needs of 21<sup>st</sup>-century academic requirements. Some of the students find it hard to balance focusing on the writing process (pre-writing, drafting, etc.) with the features of the target genre. Besides, basic computer skills could be a challenge in the study area. S2 revealed that "...I struggle to integrate the feedback received via computer comments into my revised writing." Also,

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S3 stated that "...I am easily distracted by other applications or the internet when using a computer for writing." Lack of confidence to write on a computer compared to writing with pen and paper, being anxious about receiving feedback on their writing through computer-assisted platforms, and inaccessibility of support were found to be the aforesaid challenges.

## Discussions

The study is an examination of students' practices, purposes, and challenges of the computer-assisted process-genre approach in EFL writing at Salale University, Fitcha, Ethiopia. A descriptive survey design was utilized. Data were collected through a questionnaire and an interview. Both quantitative and qualitative methods were used to analyze the data. The first research question was aimed at gaining data on the extent of students' practices of the computer-assisted process-genre approach of writing.

The findings indicated that university students *rarely* engage in a computer-assisted process-genre approach in EFL writing. Besides, the analysis indicates that university students use a computer-assisted process-genre approach in EFL writing for various purposes, which suggests a *small* scale. Students use text and paragraph reorganization features (e.g., cut and paste) in computer software to improve the flow of their writing. They use the spell-check and grammar-check functions of word processors to find and correct errors. Students use online corpus resources to check for correct word usage and common phrases with the lowest mean score. The average mean score of the findings suggests that students' practice of computer-assisted process-genre approach in EFL writing is *rarely*.

Similar to the above finding, [Huang and Zhang \(2020\)](#), [Pratiwi and Waluyo \(2022\)](#), [Hsu and Chen \(2023\)](#) and [Rachawong and Phusawisot \(2025\)](#) revealed that students use computer assisted tools to plan their writing, analyze model texts on a computer to understand the structure and linguistic features of a specific genre (e.g., formal letter,

essay), use search engines to gather information and examples relevant to writing topic, and use the comments feature in word processors to give or receive feedback from teachers and peers on draft's content.

The third research question sought to examine the challenges impeding students' practices of the computer-assisted process-genre approach of writing. The study further found that students in the study area face several constraints during the computer-assisted process-genre approach of writing. They have a problem with the software. Almost all participants had trouble with the new computer software or online platforms. Lack of genre knowledge is another difficult problem that makes it difficult for students to apply genre-specific features like register and structure. Lack of time is found to be difficult most of the time, and teachers' instructions are unclear. The following are additional issues: inadequate internet access, internet and application distraction, integrating computer feedback, lack of peer feedback, outdated computer, feedback anxiety, and lack of confidence in computer-assisted writing, in particular.

Consistent with the above finding, [Abdelrahman \(2020\)](#), [Pratiwi and Waluyo \(2022\)](#), [Galegane and Ntereke \(2022\)](#), and [Setiawan and Widodo \(2024\)](#) reported that poor internet access, lack of pedagogical knowledge, time constraints, lack of motivation, less access to updated applications, and inaccessibility of clear instructions provided on how to use computer tools for writing tasks hinder students' practice of the computer-assisted process-genre approach in EFL writing.

## CONCLUSION

Third-year EFL students of Salale University rarely practice a computer-assisted process-genre approach in their EFL writing. The students of the study area use a computer-assisted process-genre approach of writing for different purposes. They use text and paragraph reorganization features, and spell-check and grammar-check functions of word processors to find and correct errors in their EFL writing. Conversely, students showed the lowest

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practice of collaborating with their peers on shared documents (e.g., Google Docs), which falls in the rarely scale, and they practice online corpus resources to check for correct word usage and common phrases, which is found to have low usage. The students' practice of the computer-assisted process-genre approach of writing in the study was impeded by several challenges. The studied students have a problem with poor internet access, lack of pedagogical knowledge, time constraints, lack of motivation, less access to updated applications, and inaccessibility of clear instructions provided on how to use computer tools for writing tasks, which hinders students' practice of the computer-assisted process-genre approach in EFL writing.

## Recommendations

To yield effective writers who can potentially compete and produce effective write up in the 21<sup>st</sup> century via computer assisted platform, higher institutions should focus on providing adequate and frequent training on computer utilization, word processing software, composition, grammar and spell checking, automated writing evaluation tools to check for errors in writing, and use online corpus resources to check for correct word usage and common phrases for students. Higher institutions are likely to secure adequate access to internet connections to help students' practice of the computer-assisted process-genre approach of writing. Besides, students are required to work collaboratively to develop their writing ability and social interaction because learning needs active interaction and experience sharing more than working individually.

## CRedit authorship contribution statement

**Yonas Tamiru Gebre:** Data Collection, Conceptualization, Data Analysis, Model Development and Analysis, and Writing an Original Draft. **Bifa Telila Beji:** Review and Editing.

## Declaration of competing interest

The authors of this research declare that there is no conflict of interest.

## Ethical approval

Ethical approval for this study was obtained from Salale University before the data collection. Participation was entirely voluntary, and informed consent was obtained from all participants.

## Data availability statement

The data will be available from the corresponding author upon reasonable request.

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