

Exploring Impacts of Consciousness-raising in a Genre-based Pedagogy

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Abstract

This study reports on the findings of a genre teaching course for developing academic writing of a class of EFL students in Iran. The information report genre was taught in a cyclical way of teaching and learning, which was started from 'setting the context' and 'deconstruction' of prototype information report genre, and continued with 'joint construction', 'independent construction', and finally 'comparing' with different academic genres. Results of the analysis revealed that the students have taken a significant leap towards controlling macro genre structures. Some progressions were also observed at micro language features such as lexical density and the frequency of embedded clauses. The findings of the analysis revealed that the consciousness-raising approach in genre teaching course might be a contributing factor for text development.

Keywords: Genre-based Pedagogy; Consciousness-raising Approach; Information Report Genre, Academic Writing, Volunteered EFL Students

1. Introduction

The review of literature in English for Academic Purposes (EAP) indicates that based on theoretical orientations there are different agenda for teaching academic writing. Some of these dimensions are language-based, some are culture-oriented, and some concentrate at the combination of both language and culture. For example, in most of the traditional grammar-based teaching and some task-based approaches for teaching and learning the focus has been on promoting linguistic consciousness-raising (CR) through some language related tasks and practices (Nassaji and Fotos, 2004). Students are encouraged to delve into the heart of linguistic challenges and try to learn their correct and appropriate deployments through direct input. Contrary to this approach, there are some approaches which have concentrated only at cultural dimensions. In Contrastive Rhetoric, for example, it is the teaching of culture and making students aware of the target language cultural norms which occupy the bulk of discussion in the development of students' writing. The overemphasis on cultural aspects has assigned the role of language secondary in the process of teaching and learning. In the literature, there are also approaches which value both language and culture as equally important criteria. In English for Specific Purposes (ESP) and the Sydney genre school, for instance, both teaching language features as well as culture in the form of genre are valued. In both approaches language and culture are interrelated so that any choice in culture/genre and vice versa realises back at the level of language or genre, respectively. This notion is well reflected in Halliday and Matthiessen (2006) discussion of the mutual interrelationship of context and grammar. Martin (1992) extended this mutual

relationship above the context of situation to the level of genre. In fact, the very notion of the Sydney genre school is based on the notion of Systemic Functional Linguistics (SFL), and it is the extension of the same theoretical framework. ESP also considers move structures and the related lexicogrammatical features specific to each text-type (Swales, 2004). Therefore, both ESP and the Sydney genre school put equal emphasis on explicit teaching of genre and knowledge about language.

It is a well-known fact that the native speakers are exposed to the wealth of different language use in comparison with disadvantaged and marginalised groups as well as non-native speakers. The native students are almost familiar with general structure of language so that they can easily predict linguistic as well as cultural features specific to particular contexts. In this regard, White, Mammon, and Caldwell (2015) explain that explicit genre teaching 'may, possibly, not be needed for students whose home life has exposed them to the language patterns of the school and middle-class institutions, but it certainly is required for many students from socially disadvantaged background' (p. 260). In this regard, Rothery (1994) reports on the successful application of this pedagogy in Australia by disadvantaged and marginalised groups. Moreover, there are some reports that the application of genre teaching as a way to enhance linguistic and non-linguistic CR has been a successful approach (Lloyd 1996; Connor et al. 1987; Crowhurst 1991; Johns 1993; Knudson 1994; Rothery 1994).

The specific CR method deployed in genre teaching approach is the explicit teaching of generic structures at the level of genre, and explicit teaching of language features at the level of lexico-grammar. This approach, which emanates from the theoretical perspective explained above, hinges on cyclical way of teaching and learning. There are several cyclical models introduced by systemicists as well as ESP scholars. In this study, we adopted Hyland's (2004) cyclical model, which is consisted of five stages of 'setting the context', 'deconstruction', 'joint construction', 'independent construction', and 'comparing'. On the one hand, this model replicates Martin's (1992) theoretical perspectives on the interrelationship between text and genre, and on the other it shares fundamental similarities with the model developed by Australian systemicists (Martin and Rose 2008, 2003; Christie 1999; Feez 1998). It can, therefore, be argued that Hyland's (2004) model like Australian systemicists follows similar CR approach for the teaching and writing.

Although there has been widespread application of genre teaching worldwide, the application of this approach for promoting academic writing of Iranian students, particularly from the perspectives of ESP and the Sydney genre school, has almost been neglected for decades. It has only been recently that the attention is shifted to the analysis of academic genres (Jalilifar, Hayati, and Mashhadi, 2012; Jalilifar and Mohammadi, 2014; Sayfour, 2010; Abdollahzadeh

and Zolfaghari-Erdechi, 2012). Likewise, there are only a few studies which concentrated on the role of genre teaching (Rashidi and Mazdayasnar, 2016).

Jalilifar et al. (2012), for instance, investigated the development of knowledge construction in Iranian and international writers' research articles by analysing Introduction sections. For doing this, they analysed 80 research articles and deployed Appraisal framework, which is a sub-set of SFL for analysing interpersonal aspect of language use. The focus of research was to find instances of explicit Attitude and Graduation resources that grade explicit Attitude across the introductory part of writers' articles. The findings of research revealed that the international writers deploy more Attitude and accordingly Graduation resources than Iranian writers. They attributed the lack of explicit Attitude in constructing a variety of arguments in the introductory section of some articles by Iranian writers to the non-conformity of such articles to the academic discourse community.

Rashidi and Mazdayasnar (2016) investigated the role of genre-based instruction by 34 undergraduate textile engineering students for developing academic writing. They deployed Swales' (2004) notion of move structures and some lexico-grammatical features for teaching 4 types of business letters. After a semester of teaching and learning activities and by administering the questionnaire to the participants at the end of the course, they measured the students' abilities in developing 4 types of letters. The result of analysis indicated that those who had exposed to genre-based instruction made great development in different aspects including 'content, organisation, vocabulary, language use, and mechanics'. They concluded that this way of CR contributed to high-quality text production.

Therefore, along with the above studies and in order to find out to what extent CR technique in genre teaching can contribute to the development of a group of Iranian academic writers and by means of different types of academic genres, this study aimed to explore impacts of cyclical way of teaching with an information report genre in the English language. Therefore, the aim of this article is to find out to what extent this pedagogy can help a group of volunteered EFL students to develop appropriate textual organisation and lexicogrammatical features after the teaching and learning. The focus has been on any changes taking place in the development of generic structures as well as lexico-grammatical features such as lexical density and the frequency of embedded clauses as important features in academic writing.

2. Theoretical Orientations and Literature Review

This study is informed by a framework from ESP, the Sydney genre school, and SFL. Unlike traditional CR approaches for teaching and learning which concentrated at linguistic aspects only, ESP and the Sydney genre school pays equal attention to the role played by language and culture. The CR method deployed in this approach also shares lots of similarities with Vygotsky's (1978) notion of zone of proximal development (ZPD). In genre teaching moving the learners from their present status to the potential is not just through direct language input, rather it is planned to achieve through cyclical way of teaching and learning. According to

(Vygotsky, 1978; as cited in Hyland, 2006), ZPD provides both interaction between and assistance from the more skilled and experienced people. Accordingly, Hyland's (2004) genre-based approach deployed for teaching information report genre starts with setting the context and deconstruction, and continues with joint construction, independent construction, and comparing different genres. Similar to Vygotsky's (1978) notion of ZPD, the cyclical approach in this pedagogy provides a room for both the teacher and peers interactions. That is to say, the learners gradually assimilate the task demands and procedures for constructing the information report genre effectively through their peers as well as the teacher feedback.

For the analysis of the pre-test and post-test texts, the Sydney genre school conventions were adopted. In this classification, there are steps for the analysis of information report genre. Derewianka (1991) proposes the following stages for the analysis of this genre: Introduction \wedge Body \wedge Conclusion. Introduction is divided into subcategories of general opening statement, general classification, and definition which 'locate what is being talked about in the universe of things' (p. 52). The body consists of various aspects of the subject and each paragraph is marked with a topic sentence to indicate the particular aspect of the subject, and it is followed by supporting sentences. The conclusion consists of some general statements which round up the detailed information of the body. This may also be accompanied by the writer's opinion in the end. In micro language features, the analysis focused on two important features of academic writing, i.e. the calculation of lexical density and the frequencies of embedded clauses as indexes for packing information (Derewianka, 1991).

Therefore, the aim of this article is to explore to what extent the CR methodology deployed in genre teaching pedagogy contributed to the textual organisation of the students' texts at the level of genre, and to what extent it has contributed to language features such as lexical density and embedded clauses at the level of language. The findings will be checked against the feedback taken from an expert's as well as the students' evaluations. The research questions are:

1. Is there any improvement in deploying appropriate generic structures after the application of genre-based pedagogy?
2. Is there any sign of progression at micro language level by means of lexical density and embedded clauses across the students' texts?
3. What is the feedback of expert/s and students on possible outcomes of genre teaching course?

3. Method

3.1 Participants and the Context of Study

Twenty-six students participated in this study. They were all male adult language learners between 16 to 18 years old. They were studying at Iranzamin Language Institute in Zanjan, Iran. Based on the evaluation of the institute, the

students' levels of language proficiency were intermediate. It is worthwhile to note that the students were all bilingual speakers of Azerbaijani and Persian languages, but none of them had prior experiences of studying or living in the English speaking countries.

Before any teaching and writing, we communicated with the head of institute and informed him that we want to apply genre teaching course with a group of volunteered students. After getting permission from the administration, we made an announcement that a free course will be offered for the teaching English academic writing. Accordingly, 26 students who were studying at intermediate level volunteered to participate in this study.

3.2 Procedures

In the first stage and before any teaching and learning activities, the students were asked to sit in the pretest session. The following topic was introduced: 'How does English become an International language?' Since there was no control group to gauge aspects of the impacts of genre teaching and to what extent it has been helpful for the students' academic writing, the students were asked to sit in the pretest session.

The first step for the teaching and learning cycles was to decide on the topic and the type of genre appropriate to the age and language proficiency of the students. Because the information report genre is one of the important genres in the English language, we decided to choose this genre for the teaching and learning cycles.

In the second stage, modelling or deconstruction, a prototype information report essay in the English language was deconstructed. First, we focused on macro features. The main parts of an information report essay were introduced, i.e. introduction, body, and conclusion. One further activity was also introduced to make the students even more familiar with the overall generic features of this genre. In this activity, the students were asked to deconstruct a sample of prototype text by themselves and within small groups. They worked together and identified different parts of sample texts. It is worth mentioning that these explicit deconstruction processes were enacted step by step from the introductory to the body and conclusion sections. Every session, a related section was deconstructed for the students so that they could have enough time to work out and rehears the generic features of the essay. Finally, the teacher gave his feedback on the students' analyses. Then we moved to more nitty-gritty aspects of this genre. This time micro features of a sample essay were analysed.

In the third stage, joint construction, the students worked with their peers to produce different parts of a prototype information report essay. This stage of writing was also took place step by step, and the students worked out functional stages of each section. For example, once they were encouraged to work in small groups and

produce background, thesis, and preview of the introduction section. Of course, prior to any writing, the students had some supplementary activities including in-group or in-class discussion on the topic, summary writing, etc. After they gained enough background, they were provided with an opportunity to put their own understanding of the topic in a written format. This process helped those students who had some difficulty in understanding and to catch up with their peers. The same procedure was done with the body paragraphs and conclusion parts as well.

In the fourth stage, independent construction, the students produced several independent texts. At this stage, the students were familiar with the overall features of information report genre in the English academic writing. It was expected that the students could construct texts without the teacher support or any help from their peers. Therefore, the students were asked to select a topic of their interest and to compose the overall text by themselves. After the completion of independent writing, they were asked to analyse their own texts against a prototype information report essay in the class. This was intended to help them to recall and keep the track of their progress.

In the last stage, comparing, other genres, i.e. information report, exposition, etc. were introduced and their functional stages were compared and contrasted with the information report genre. The students became conscious of the existence of different genres in the English language, and the fact that the information report essay is just one among many other genres in the English academic writing. The following diagram summarises Hyland's (2004) model of genre-based pedagogy:

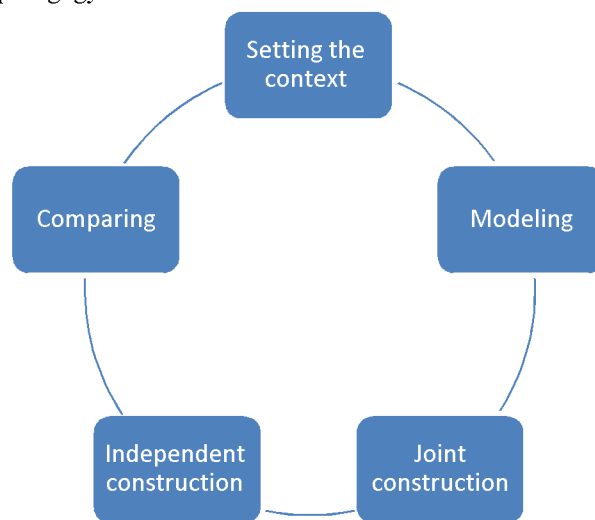


Figure 1 *Teaching and Learning Cycle (Hyland, 2004)*

4. Results

For the analysis of students' texts, we concentrated at two distinct but interrelated categories of macro and micro features as well as the students' and an expert's feedback. Considering macro features, the findings are classified into a conformity and non-conformity of the generic structures to the prototype information report genre identified by the Sydney genre school.

4.1 Macro Features Analysis

The analysis of generic structures of pre-test texts revealed that none of the pre-test texts conformed to the conventions of information report genre in the English language. Three students rejected the topic and developed their own topics. The following text is an example of topic rejection by one of the students:

I think that English is easy language. I want to learn English language because it is usefull for student in future like a important exam konkoor and when we want to learn computer, we should learned English and when we want have fine score in English class at school. I think English or other language use we for showing forget we are to go to old. when we learn English want to do many things for example: go to teach English for another peoples or go to foreign countries

As observed, apart from the grammatical errors, it is difficult to identify functional stages of this text. The author has rejected the proposed topic and instead of reporting on the history of English language and how this language became the shared lingua franca, he has shifted away to his own story. He explains why learning English language is useful, and how it can contribute to different aspects of literacy practices.

Likewise, the same topic rejection is identified in the pretest text of two other students. Like Mahdi, Parsa's and Ali's pretest texts have many grammatical errors. In both texts, the authors rejected the topic and explained about the advantages of learning English language and its role in everyday life such as communication between different nations and scholars around the globe. The texts are written in a very informal style, and it might be very difficult for the native speakers to pin down the exact meaning of the authors.

Similar to the pretest writing, six students' post-test texts were analysed according to the model proposed by Derewianka (1991). The aim was to identify any changes in the students' texts after the application of genre teaching course. The analysis revealed that the majority of post-test texts were structured similar to the information report genre in the English language. The functional stages of introduction, body, and conclusion were easily identifiable. Accordingly, Mojtaba, Parsa, Sina, Jamshid, and Mahdi successfully produced prototype information report text. The following is a sample text written by Mojtaba.

Nowadays there are many reasons that people want to communicate to each other to resolve their problems such as: economic, culture, scientific, communication that require there are many reasons like: simplicity and colonized by the English speaking countries. *that* English is an agreed language by around the world.

the powerful countries colonialism is the main reason that around the world defer against English language. this countries that(were under colonialism pressure) (were forced to use it instead official language) like india and Africa. by the way the other countries that want to have a connection with this people, should learn English.

Trade and business is effective in prompting English language and change it to an international language. most of the countries that have business and trade knowledge and are leading in this field are western and English countries.

As you know the first web search engine “Altavista” is in English and nowadays, *the internet and computer language is in English, too, so everyone who want to connect to the internet and use the computer need to learn English.*

And this time, English able to influence to the human life, economy, trade and business, internet, and etc. and it can play an important role in the world communications and does not appear that other language can be replaced because the world can be changed by changing the international language.

The text starts with a general opening statement and follows by sentences which set the stage and locate what will be discussed. In the body, we see facts about various aspect of the subject. Each paragraph starts with a topic sentence, which has been elaborated by referring to distinctive characteristics of the subject through supporting sentences. Finally, the author has used some general statements in the conclusion part to round off the detailed information. Therefore, this text meets the basic components of information report genre in the English language.

Among the six students’ post-test texts, Ali is the only student who has produced a non-conformity information report text. Although there are some improvements in his post-test text, the analysis of the functional stages of his text indicated that his text is not similar to the prototype information report genre. The following is an extract from his post-test writing.

english is language of economy and merchant should try to learn English language and this have effect.

actor should learn english ↪ go to Hollywood and play film today in the world all books & literature have english and people should learn English read book and literature.

English is formal language of internet and google

All the video game and apps is English.

In spite of the fact that this text is identified as non-confirmative to the prototype

genre, there are still some developments in relation to the meaning-making. The progression in the meaning-making is observed in the number and the clarity of topic sentences. As it is evident from the above extract, the *italic* underlined clauses are instances of topic sentences in this student's post-test text. Each of these clauses can be considered as subtopics of the text. English is the language of economy; it is the language of actors; it is the language of the internet and video games are all instances of clear topic sentences.

The same development in the meaning-making was also observed in the rest of students who developed prototype information report. For example, the following extract is taken from Sina's post-test text:

English became an international language because a lot of jobs needs to speak English at work like pilots. pilots have to speak english when their traveling because air lines are completely international and this develops english in modern world.

movies are very important for sharing and exporting culture. Hollywood is the most important and biggest center of the English movies and who wants to be a star in Hollywood must learn to speak english. when you want to travell to any country, you are in trouble if you don't know and international language at english.

Internet is a big reason for English to be an international language. if you like to listen to a music you have to listen to music in English web sites. In all of the games in any platform, characters speaks in English and there are a lot of catch phrases in games like "do you copy or I need that or bazinga!"

Not only this student has been able to develop a prototype genre, he also shows a good in developing topic sentence and supporting sentences. This might be defendable to argue that the ability to produce prototype information report corresponds with the development of meaning making in most students' post-test writings.

The overall results indicated that there is only one student who has not fully developed compatible text in his post-test writing. This is while a close analysis of his text revealed that there are major improvements in meaning-making and other language features in the post-test of all students.

4.2 Micro Features Analysis

Derewianka (1991) identifies some micro features as the amount of packing meaning such as lexical density, number of nominalization, number of embedding clauses, and noun grouping. In this study, however, we only concentrated at lexical density and the frequency of embedded clauses for estimating the meaning packaging before and after the application of genre teaching course in the students' texts. Accordingly, lexical density and the frequency of embedded clauses were calculated in the students' pre-test and post-test texts. For calculating lexical density, there are two well-known methods. One is suggested by Ure (1971,

cited in Lu, 2013) and the other by Halliday (1989). Ure (1971) calculates the overall number of lexical items multiplied by 100, and divides the outcome to the overall number of words. Halliday (1989) divides the overall number of lexical items to the number of clauses. The formulas are presented below:

$$\text{Lexical Density} = \frac{\text{the number of lexical items} \times 100}{\text{the total words}} \quad (\text{Ure, 1971, cited in Lu, 2013})$$

Lexical Density = the number of lexical items ÷ the number of clauses (Halliday, 1989)

We adopted Halliday's (1989) method for analysing the students' texts. For doing this, we tagged the lexical items as nouns, verbs, adjectives, and adverbs. In his model, grammatical words i.e. determiners, pronouns, prepositions, conjunctions, some classes of adverb and finite verbs are excluded from the analysis. After tagging, the number of lexical items was divided to the number of clauses. For example, the lexical density of the sentence "When you *heat* a *liquid*, it can *change* into *gas*" is 2, which is obtained by dividing the number of lexical items, i.e. 4 by the number of clauses, i.e. 2.

Another textual feature for packing information, which is suggested by Derewianka (1991), is embedding. According to Halliday (1994, p. 242), embedding is a mechanism whereby 'a clause or phrase comes to function as a constituent within the structure of a group, which itself is a constituent of a clause'. Halliday (1994) classifies the realisation of embedded clauses to three different clause types: hypotactic, paratactic, and non-defining clauses. An example is provided for each clause type below. The sign || is used to identify the clause boundaries.

Hypotactic: Now, I often eat this soup ||when I am tired or worried.||

Paratactic: Now, I often eat this soup || and it helps me feel better.|| These students often feel overwhelmed ||and will put off doing many things they need to.||

Non-defining relative clause: The only Asian country to adopt it at that time was the Philippines, ||which the Spanish invaded in the sixteenth century.||

As it is evident, through embedding it is possible to pack larger amount of information by making compound clauses. Therefore, we adopted Halliday's (1994) classification and divided the students' texts to the above mentioned categories. The following table summarises the overall results of analysis of lexical density and embedded clauses in the students' texts before and after the application of the genre teaching course.

Table 1. The overall analysis of lexical density and embedded clauses

Name	Stage	Word	Lexical items	Clause	Embedding	Lexical Density
Mojtaba	Pre-test	55	24	7	0	3.4
	Post-test	321	163	24	16	6.7

Parsa	Pre-test	66	34	7	0	4.8
	Post-test	228	154	32	9	4.9
Sina	Pre-test	84	43	9	1	4.7
	Post-test	322	155	29	8	5.3
Ali	Pre-test	98	49	9	0	5.4
	Post-test	207	117	20	2	5.8
Jamshid	Pre-test	90	47	10	0	4.7
	Post-test	325	170	24	5	7.0
Mahdi	Pre-test	89	47	12	0	3.9
	Post-test	485	263	44	8	6.0

As observed, apart from substantial developments in the number of words and clauses, the percentage of lexical density increased in the post-test texts in comparison with the students' pre-test writing. The development is not equal across all students' texts so that in some students' writings it is high and in others low. For example, in Mojtaba's, Mahdi's, Jamshid's, and Sina's texts the percentage of lexical density have dramatically increased from 3.4 to 6.7; 3.9 to 6.0; 4.7 to 7.0; and 4.7 to 5.3 from the pre-tests to their post-test writings, respectively. However, this development in Parsa's and Ali's texts is not substantive. Figure 2 illustrates the comparison of lexical density across the students' pre and post-test writings:

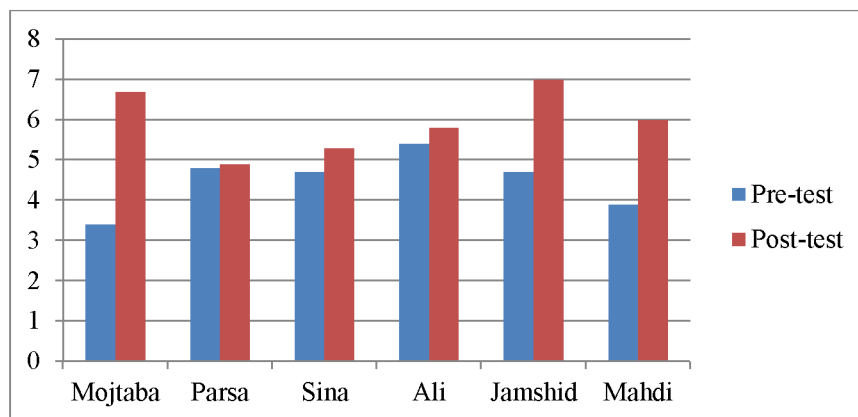


Figure 2. *A comparison of lexical density across students' texts*

As it can be observed from the table above, there are substantial developments in the number of embedded clauses across the students' texts. While there is only one embedded clause in Sina's pre-test text, this number is significantly increased across the students' texts after the application of the genre-based pedagogy. Figure 3 below depicts this progression in the students' post-test writings:

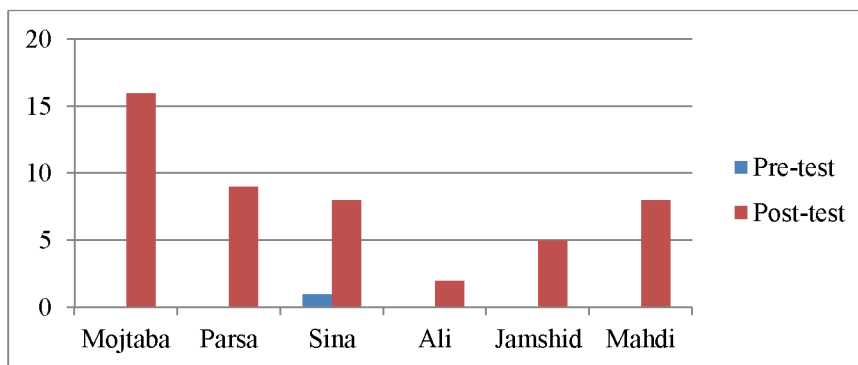


Figure 3. *A comparison of embedded clauses across the students' texts*

4.3 Analysis of an Expert's and Students' Feedback: A Semi-Structured Interview

A semi-structured interview is a method of research used in the social sciences. As Bernard (1988) states, semi-structured interview is the most appropriate technique when you will not get more than one chance to interview. Accordingly, the six students whose texts were analysed, they were also considered for the interview. However, since one of the students was not available, we considered only five students.

In order to assess how the genre-based pedagogy contributed to the students' academic CR, the major theme of questions focused on three zones: before, during, and after the implementation of the genre-based pedagogy. The first question probed to estimate the students' ideas about writing practices particularly before attending the course. The second question was on students' opinion on the procedure of teaching and learning cycles. The third question aimed to find out the efficacy of the pedagogy in relation to the students' personal experiences. The questions are:

1. What was your idea about writing in English language before attending to this class?
2. How did you find the teaching and learning cycles during the application of this pedagogy? Which section was interesting to you?
3. How did you find this pedagogy? Do you think that you have developed your writing ability in the English language?

The overall result of the interview indicated that this pedagogy has been helpful in promoting the students' academic writing, and all of the students' responses were evaluated positively. For example, Jamshid stated that he had no idea about writing in English before attending to the class, and he found this pedagogy new and interesting. He maintained that this pedagogy was very important for improving his writing ability. He also stated that this pedagogy has been helpful

for looking to other areas of language proficiencies. The following extract is from his answers to the questions:

Frankly, I had no idea about writing in English...I find this pedagogy that it's very important to writing... it was the base of writing and about developed my writing ability... I like to learn about this pedagogy because in my opinion this science will complete other dimensions of English language specially writing and will develop my writing ability.

Another student mentioned that before attending to the genre teaching course, writing was a boring task for him, because he had no idea how to start or finish his writing. He also stated that after attending to this course, he became motivated and was encouraged to learn further about other academic genres in the English language.

Parsa, as another participant in the interview, mentioned that before attending the class, he did not care for writing and in fact he had no idea about the overall frameworks. He stated that after attending series of writing sessions, he could detect and deconstruct texts and comprehend texts better and in a fun way. He stated that not only he has improved his English writing, but also he made a significant progress in his Farsi writing as well.

In the end and after obtaining the students' feedback on the aspects of the impacts of the genre teaching course, we also corresponded with an expert on the efficacy of the application of this pedagogy. Accordingly, the students' pre-test and post-test texts were sent to Professor Beverly Derewianka, the Professor of Applied Linguistics at the University of Wollongong, Australia. She kindly accepted to review the students' texts before and after the application of the genre-based pedagogy. The following is her feedback on the students' texts: "it is obvious from their much improved essays that the work done on paragraph structure has been very effective—well done! This, along with much more 'field-building' (developing knowledge about the topic), has made a big difference" (Personal e-mail Communication, December, 2015).

5. Discussion

This study adopted genre teaching course for developing academic writing of a group of volunteered Iranian EFL writers. Hyland's (2004) cyclical way of teaching and learning was adopted. This model shares fundamental similarities with the pedagogy developed by the Sydney genre school. It is consisted of five distinct but interrelated stages of setting the context, deconstruction, joint construction, independent construction, and comparing. The Australian systemicists' model of genre teaching course also shares the main components, i.e. deconstruction, joint construction, and independent construction with this model of teaching and learning academic writing (Feez, 2002; Rothery and Stenglin, 1997). After teaching and learning cycles, the overall results of analysis indicated that there have been some

improvements in the students' texts. Regarding the first research question, it can be argued that there has been a significant development in controlling macro genre structures after the application of the pedagogy. While there was not a single prototype genre in the pretest test, this number increased to five out of six students in the post-test writing. The positive result of this study corresponds with similar studies in the native and EFL contexts. For instance, Herazo's (2012) findings confirms that the genre-based pedagogy increases the learners' socio-cultural and linguistic CR. Likewise, Feez's (2002) research on Adult Migrant English Program in Australia, and Srinon's (2009) application of genre pedagogy with undergraduate Thai academic writers, and Rashidi and Mazdayasnar (2016) result of the application of genre teaching pedagogy with Iranian EFL letter writers are all the successful report of the application of this pedagogy. Therefore, it can be concluded that this pedagogy has also been helpful in increasing CR for deploying macro and micro language structures, and it is in contrast with the traditional CR approaches, which concentrates only on language aptitude.

However, the analysis of students' post-test texts indicated that there are still some problems associated with their writing. Besides some grammatical errors/mistakes, the analysis revealed that the students still draw on oral language features. This finding is compatible with the (Schleppegrell 2004; Hinkel 2002; and Shaughnessy 1977) argument that drawing on oral language is a common strategy among non-native students whose community language is not English. Furthermore, according to Hinkel (2002), the structure of the first language and writers' experiences might be other contributing factors.

Regarding the micro linguistic level and in order to answer the second research question, it was found that there are substantial increase in lexical density and the frequency of embedded clauses after the application of genre teaching course. However, according to White et al. (2015, p. 266), 'this is not of itself necessarily an indication of significant literacy development, not unless the increased length arises from growth in the student's meaning-making potential'. Nonetheless, the analysis of students' texts indicated that the students' meaning-making capacity was also increased substantially in comparison with their pre-test texts. This was observable in better control over paragraph development and in topic sentence clarity.

In order to assess the overall results of the analysis from the students' and the expert's perspectives and to answer the third research question, the results of a semi-structured interview revealed the students' and the expert's satisfaction from the application of this pedagogy. The feedback of Professor Derewianka, an applied linguist at the University of Wollongong in Australia, as well as the students' feedback were further supports that the students' awareness for deploying macro and

micro language features improved over the teaching and learning cycles, and this pedagogy might potentially be a contributing factor.

6. Conclusions

In this article, we sought the CR contribution of genre teaching course for appropriate deployments of generic structures as well as micro language features of a group of Iranian volunteered academic writers. The findings of this research indicate that there have been some improvements in the students' texts, which in turn are confirmed by the expert as well as the students' judgements. As it was postulated, it might be argued that ESP's and the Sydney genre school's methodology potentially include CR resources for enabling the EFL writers to deploy macro and micro language resources. This claim is supported by the findings of this research so that in macro feature analysis while in the pre-test test there was no student to be able to produce prototype genre, the number of prototype texts in the post-test writing increased to five out of six students. In the micro language features, too, the comparison between the pretest and post-test shows that all students deployed higher proportion of lexical density and the higher frequency of embedded clauses after the application of genre teaching course. However, in spite of some progression, the students' texts are not fully developed, and they are still drawing on oral language features.

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