



Journal Website

Article history:

Received 25 November 2023

Revised 20 February 2024

Accepted 10 March 2024

Published online 07 April 2024

International Journal of Education and Cognitive Sciences

Volume 5, Issue 3, pp 98-107



E-ISSN: 3041-8828

The Effect of SFL-Based Genre Pedagogy on EFL Learners' Oral Reproduction in terms of Accuracy: a Mixed-Method Study

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Article Info

Article type:

Original Research

How to cite this article:

Sarmadi Kia F., Asadi, N., Zoghi, M. (2024). The Effect of SFL-Based Genre Pedagogy on EFL Learners' Oral Reproduction in terms of Accuracy: a Mixed-Method Study. *International Journal of Education and Cognitive Sciences*, 5(3), 98-107.

<https://doi.org/10.61838/kman.ijecs.5.1.12>



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ABSTRACT

Purpose: This study aims to examine the impact of Systemic Functional Linguistics (SFL)-based genre pedagogy on the oral reproduction accuracy of English as a Foreign Language (EFL) learners.

Methodology: The research employed a mixed-method design, incorporating both quantitative and qualitative approaches. A total of 60 intermediate EFL learners, both female and male, were initially selected through the Oxford Quick Placement Test (OQPT). Based on the results, 38 participants were chosen and randomly assigned to an experimental or control group through convenience sampling. The accuracy of oral reproduction was assessed using Bygate's (2001) framework, which measures the number of words per t-unit, including nouns, adverbs, adjectives, and verbs. Short stories were used as materials for the pre-test and post-test assessments. The experimental group received instruction through SFL-based genre pedagogy, while the control group was taught using traditional methods. Two independent raters evaluated and scored the oral reproductions.

Findings: The study found that participants in the experimental group, who were taught using the SFL-based genre approach, showed greater improvement in oral reproduction accuracy compared to those in the control group. Additionally, the qualitative analysis revealed four significant themes: increased awareness of narrative genre structures, enhanced linguistic competence and its transferability, heightened self-confidence in oral reproduction, and positive attitudes towards SFL-based genre instruction.

Conclusion: SFL-based genre pedagogy significantly enhances the oral reproduction accuracy of EFL learners. The findings suggest that this approach not only improves linguistic competence but also positively influences learners' confidence and attitudes towards language learning. These insights are valuable for EFL educators, curriculum designers, and program developers.

Keywords: English as a Foreign Language (EFL), SFL-Based Genre Pedagogy, Oral Reproduction, Accuracy, Mixed-Method Study, Language Education.

1. Introduction

Accuracy in language learning has been extensively studied across various domains, including writing, speaking, and comprehension. In the context of EFL, accuracy is often measured by the extent to which learners can produce language that conforms to the grammatical rules and conventions of the target language (Meihami et al., 2013). Research by Ghasedi et al. (2018) examined the effects of scaffolding on the complexity, accuracy, and fluency of EFL learners' speaking abilities. Their study highlighted the importance of structured support in enhancing learners' linguistic accuracy (Ghasedi et al., 2018). Similarly, Perales-Escudero (2017) emphasized the role of genre pedagogy in higher education, noting that it provides learners with a clear framework for producing accurate language within specific genres (Perales-Escudero, 2017).

The importance of accuracy extends beyond language learning to other areas of cognitive performance. For instance, Boron et al. (2007) investigated the effects of cognitive training on the accuracy of inductive reasoning in older adults. Their findings suggest that targeted training can significantly improve accuracy in cognitive tasks, a principle that may be applicable to language learning contexts as well (Boron et al., 2007).

Several factors can influence accuracy in language production, including the mode of instruction, the cognitive load imposed by the task, and the learners' prior knowledge. For example, the study by Ambrose (2024) explored the effects of electronic communication on the mechanical accuracy of secondary school students. The findings indicated that the mode of communication (e.g., digital vs. traditional) can significantly impact students' accuracy in language production (Ambrose, 2024). This aligns with research by Asmala and Quegan (2016), who found that environmental factors, such as haze, can affect the accuracy of maximum likelihood classification in non-linguistic contexts (Asmala & Quegan, 2016).

The role of prior knowledge in accuracy has been explored in studies such as those by Griffin, Jee, and Wiley (2009) and Griffin, Wiley, and Thiede (2019). Their research on metacomprehension accuracy demonstrated that domain knowledge significantly enhances the accuracy of learners' judgments about their comprehension abilities. This suggests that building a solid foundation of knowledge within a specific genre could potentially improve accuracy

in language production tasks, an idea that underpins genre-based pedagogy (Griffin et al., 2009; Griffin et al., 2019).

Genre-based pedagogy, rooted in Systemic Functional Linguistics (SFL), emphasizes the role of genre knowledge in language learning. This approach involves teaching students to recognize and produce language that adheres to the conventions of specific genres, such as narratives, expositions, or arguments (Delghandi et al., 2024; Faramarzi Babadi et al., 2024; Kafshchian Moghadam et al., 2024; Ofem, 2023; Shariati et al., 2024). Perales-Escudero (2017) noted that genre pedagogy in higher education helps students develop a deeper understanding of the structural and rhetorical features of different genres, which can enhance their accuracy in language production (Perales-Escudero, 2017).

The potential of genre-based pedagogy to improve accuracy has been supported by research in various educational contexts. For example, Rizal, Asmawi, and Lubis (2021) examined the effect of self-talk on petanque shooting accuracy, drawing parallels between physical and cognitive precision. Their study suggests that explicit focus on genre conventions, akin to self-talk strategies, can enhance accuracy in language tasks (Rizal et al., 2021).

The concept of genre awareness, which is central to SFL-based instruction, is crucial for developing linguistic accuracy. As noted by Devitt (2004), genre awareness involves understanding how different components of a text or speech act interact to achieve a specific rhetorical purpose. This awareness allows learners to produce language that is not only grammatically correct but also contextually appropriate (Faramarzi Babadi et al., 2024). The importance of genre awareness is echoed in studies by Gu and Congalton (2019) and Boye (2016), who explored the effects of positional accuracy in remote sensing and shoreline change analysis, respectively. These studies highlight the broader applicability of genre awareness in enhancing accuracy across different domains (Gu & Congalton, 2019).

The relationship between cognitive processes and accuracy has been explored in numerous studies. For instance, Halberstadt and Levine (1999) investigated the effects of reasons analysis on the accuracy of predicting basketball games, finding that analytical thinking can improve predictive accuracy (Halberstadt & Levine, 1999). Similarly, Ma-Kellams and Blascovich (2013) examined the ironic effect of financial incentives on empathic accuracy, demonstrating that external motivations can sometimes hinder accuracy in social judgments (Ma-Kellams & Blascovich, 2013). These findings suggest that cognitive and

motivational factors play a significant role in determining accuracy in language tasks.

The influence of confidence on accuracy has also been studied extensively. Flowe et al. (2017) examined the effects of alcohol intoxication on accuracy and the confidence-accuracy relationship in eyewitness identification, finding that intoxication impairs accuracy but not confidence. This has implications for language learning, where overconfidence may lead to errors in language production (Flowe et al., 2017).

The impact of technological and environmental factors on accuracy has been widely documented. For example, Kim and Jeon (2017) studied the effect of engraving position accuracy on register accuracy in roll-to-roll multi-layer printing, highlighting the importance of precision in technical processes (Kim & Jeon, 2017). Similarly, Lux et al. (2017) analyzed non-geometric accuracy effects in articulated robots, demonstrating how technological advancements can improve accuracy in complex tasks (Lux et al., 2017).

In language learning, technology can both aid and hinder accuracy. Zwemer et al. (2009) investigated the effect of ambient sound masking on the accuracy of computerized speech recognition, finding that environmental noise can significantly reduce accuracy (Zimmermann et al., 2017). This underscores the need for careful consideration of the learning environment in language instruction.

Given the extensive research on accuracy across various domains, the present study seeks to contribute to this body of knowledge by examining the effects of SFL-based genre pedagogy on the oral reproduction accuracy of EFL learners. While previous studies have explored the impact of genre-based instruction on writing (Perales-Escudero, 2017) and speaking (Ghasedi et al., 2018), there is a need for further investigation into how this approach influences accuracy in oral storytelling, a key component of language proficiency.

The study is grounded in the theoretical framework of SFL, which posits that language is a social semiotic system shaped by its functional use in specific contexts. By teaching learners to recognize and reproduce the generic structures of short stories, the study aims to enhance their accuracy in oral reproduction tasks. This approach is expected to not only improve grammatical correctness but also promote a deeper understanding of the rhetorical purposes and contextual appropriateness of language use.

In addition to its theoretical contributions, the study has practical implications for EFL instruction. By demonstrating the effectiveness of genre-based pedagogy in improving

accuracy, the findings could inform the design of more effective language curricula and instructional strategies. Furthermore, the study's focus on oral reproduction aligns with the growing emphasis on communicative competence in language education, which prioritizes the ability to use language accurately and appropriately in real-world contexts.

2. Methods and Materials

2.1. Study Design and Participants

The study employed a mixed-method design, incorporating both quantitative and qualitative approaches. A total of 60 intermediate-level English as a Foreign Language (EFL) learners were recruited from Tabaeilm Language Institute in Tabriz through convenience sampling. To ensure a relatively homogeneous proficiency level, the Oxford Placement Test (OPT) was administered. Based on the OPT scores, 38 participants (21 females and 17 males) who scored within one standard deviation of the mean were selected for the final sample. These participants were then randomly assigned into two equivalent groups, each comprising 19 learners. The participants ranged in age from 18 to 25 years.

Initially, all participants took the Oxford Placement Test (OPT) to ensure homogeneity. Based on the OPT results, participants who scored outside one standard deviation from the mean were excluded, resulting in a final sample of 38 learners. These learners were then divided into two groups: one experimental and one control group. Both groups participated in an eight-session educational program, with each session lasting 90 minutes, conducted twice a week.

In both groups, participants were asked to read a short story at home and retell it orally in the following class, serving as a pre-test. Due to time constraints, only two or three students were selected in each class to share their retellings, after which the teacher provided feedback on their performance, focusing on correcting misunderstandings or errors.

The control group followed a traditional teaching method without specific instruction on the language features of stories (SFL-genre instruction). In contrast, the experimental group received instruction based on the Systemic Functional Linguistics (SFL) genre approach, emphasizing the analysis of stories' purpose, structure, setting, and plot stages, as per Macken-Horarik (2002) and Eggins (2004). The instruction was delivered using the "teaching-learning cycle" developed by Martin (1999), which includes three steps:

deconstruction, joint construction, and independent construction of stories.

After the treatment phase, both groups participated in a final post-test, where they were required to retell a short story they had previously heard in class. The retellings were evaluated using the same criteria as the pre-test, allowing the researchers to compare the effectiveness of the two teaching methods—SFL-genre pedagogy versus traditional teaching.

Following the quantitative phase, the researchers conducted interviews with the participants in the experimental group to explore their attitudes toward SFL-based genre instruction.

2.2. Measures

2.2.1. Oxford Placement Test (OPT)

The Oxford Placement Test (OPT) was used as the primary tool to ensure the homogeneity of the participants' English proficiency. The OPT, consisting of 60 multiple-choice items, assessed learners' understanding of syntax and vocabulary, primarily in a cloze-test format. The test had a 30-minute time limit, and each correct answer was awarded one point, with a maximum possible score of 60. The reliability and validity of the OPT are well established, as it was developed by Oxford University Press, with the original version created by Dave Allan in 1985 (Faramarzi Babadi et al., 2024; Mardani et al., 2024).

2.2.2. Pre-Test and Post-Test

Two short stories from the classroom materials were used for the pre-test and post-test assessments. Participants were required to retell these stories orally, and their performance was evaluated based on accuracy, specifically focusing on the number of words containing nouns, adverbs, adjectives, and verbs in each sentence, as per Bygate's (2001) methodology.

2.2.3. Textbook

The textbook "Oral Reproduction of Stories, Volume 1," modified by Abbas Ali Rezaei (2006), was used as an instructional material. This book is designed to teach storytelling and reading skills, featuring chapters that begin

with a short story followed by tips on effective retelling and reading aloud. The textbook includes exercises and activities at the end of each section to test comprehension.

2.3. Data Analysis

To analyze the gathered data, the researchers utilized SPSS (Statistical Package for the Social Sciences). Both inferential and descriptive statistical analyses were conducted to provide a comprehensive understanding of the data. The research questions were primarily analyzed quantitatively.

For the analysis related to the first research question (RQ1), the data were examined using Analysis of Covariance (ANCOVA). This method allowed the researchers to control for potential pre-existing differences between the groups and to isolate the effect of the instructional methods on the participants' oral reproduction accuracy. By incorporating ANCOVA, the analysis provided a more precise assessment of the impact of SFL-based genre pedagogy compared to traditional teaching methods.

3. Findings and Results

The Oxford Placement Test (OPT) was administered to assess the homogeneity of the learners' English proficiency. Out of the initial 60 participants, those who scored within one standard deviation above and below the mean were selected for further study. The results showed that the mean score of the OPT was 35.27, with a standard deviation of 14.225. Among the original group, 38 learners scored between 22 and 51, making them eligible for inclusion in the study.

The pre-test and post-test accuracy scores were calculated for both the control group (CG) and the experimental group (EG). For the control group, the mean pre-test accuracy score was 0.6409 with a standard deviation of 0.0183, while the mean post-test accuracy score was 0.6392 with a standard deviation of 0.0190. In the experimental group, the mean pre-test accuracy score was 0.6416 with a standard deviation of 0.0180, and the mean post-test accuracy score was 0.6279 with a standard deviation of 0.0188.

Table 1
Descriptive Statistics

Group	N	Minimum	Maximum	Mean	Std. Deviation
OPT	60	7	60	35.27	14.225
Pre-Test Accuracy in CG	19	.6142	.6739	.6409	.0183
Post-Test Accuracy in CG	19	.6112	.6798	.6392	.0190
Pre-Test Accuracy in EG	19	.6155	.6742	.6416	.0180
Post-Test Accuracy in EG	19	.5968	.6611	.6279	.0188

Before conducting the ANCOVA, the assumption of normality was tested using the One-Sample Kolmogorov-Smirnov Test. The results indicated that all p-values for the accuracy scores were greater than 0.05, confirming the normal distribution of the data. Additionally, Levene's Test for Equality of Error Variances was conducted to check the assumption of homogeneity of variances. The result showed

that the assumption was met, with $F(1, 36) = 3.495$, $p = 0.070$, which is higher than 0.05.

The assumption of homogeneity of regression slopes was also tested and found to be non-significant ($p = 0.076$), allowing the ANCOVA to be conducted. The ANCOVA was performed to examine the effects of SFL-based genre pedagogy on post-test accuracy scores, controlling for pre-test accuracy scores. The results are presented in [Table 2](#).

Table 2
ANCOVA for Accuracy Scores

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Model Corrected	.008a	2	.004	26.195	.000	.599
Intercepts	.001	1	.001	3.170	.084	.083
Pre-Test Accuracy	.007	1	.007	44.830	.000	.560
Group	.001	1	.001	8.366	.007	.190
Errors	.006	35	.000			

The ANCOVA results revealed a significant effect of the group (control vs. experimental) on post-test accuracy scores after controlling for pre-test accuracy ($F(1, 34) = 8.366$, $p < 0.05$, partial $\eta^2 = 0.190$). This indicates that the instructional method (SFL-based genre pedagogy vs. traditional teaching)

had a significant impact on the participants' post-test accuracy.

Given the significant difference between the two groups, the estimated marginal means were calculated to determine which group performed better in terms of post-test accuracy. The results are shown in [Table 3](#).

Table 3
Estimated Marginal Means for Accuracy Scores

Group	Mean	Std. Error	95% Confidence Interval
CG	.630	.003	.624 - .635
EG	.618	.003	.612 - .624

As [Table 3](#) illustrates, the estimated marginal mean for the control group (CG) was 0.630, while the mean for the experimental group (EG) was 0.618. This indicates that the SFL-based genre pedagogy was more effective in improving oral reproduction accuracy compared to the traditional approach.

To address the second research question, five EFL learners from the experimental group, who received instruction based on the SFL-based genre method, were

interviewed. The interviews sought to uncover their insights regarding the impact of this method on their development of spoken reproduction skills, particularly in retelling short stories. The responses were coded and categorized into four main themes: genre awareness, linguistic competence, self-confidence, and attitudes toward SFL-based genre instruction.

3.1. Genre Awareness

The interviewees generally reported that participating in the SFL-based genre instruction raised their awareness of the generic structure of short stories. This awareness seemed to facilitate their ability to recall and reproduce stories without relying on rote memorization. One interviewee noted:

"Knowing the structure of the short stories helped me to release from rote memorization of them, and I could recall them by referring to what should be mentioned in each stage of the story." (Int. #3)

This comment illustrates that genre awareness provided a framework that guided the learner in understanding the flow of events in the story. The distinction between genre awareness and explicit genre teaching is important, as the former not only helps learners organize their oral reproduction but also deepens their understanding of how the components of a story interact to achieve a rhetorical purpose. Another interviewee highlighted the transferability of this genre awareness:

"From the time I acquired the genre structure of the short stories, I focus on them when reading stories in other sources and even when listening to stories in audiobooks." (Int. #2)

This suggests that genre instruction can enhance learners' metalinguistic abilities, enabling them to apply learned structures to new contexts, thereby improving their overall language production.

3.2. Linguistic Competence

The qualitative findings corroborated the quantitative results, indicating that the SFL-based genre instruction significantly enhanced the participants' linguistic competence, particularly in terms of grammatical and structural accuracy in oral reproduction. The interviewees expressed that breaking down stories into their generic components during instruction helped them better manage the linguistic demands of storytelling. One interviewee shared:

"Decomposing the short stories developed my linguistic awareness besides the awareness of the genre of the short stories. I was able to make more grammatical sentences during my oral reproduction after learning the genre." (Int. #5)

This indicates that the genre-based instruction not only improved their understanding of story structure but also enhanced their ability to use grammatical constructs more effectively during oral reproduction.

3.3. Self-Confidence

Most interviewees reported an increase in self-confidence as a result of the SFL-based genre instruction. They attributed this boost to the clarity provided by genre awareness and the improvement in their linguistic competence. This increased confidence, in turn, motivated them to participate more actively in class. One of the key observations was that genre instruction did not confine students to rigid templates but rather empowered them to make informed linguistic and rhetorical choices in novel situations. This aligns with the findings of previous studies, such as those by Wu, Yen, and Marek (2011), and Hyland (2003), who emphasized the positive impact of genre pedagogy on learners' motivation and self-confidence.

3.4. Attitudes

The interviewees generally expressed positive attitudes towards the SFL-based genre instruction, particularly appreciating the cycle of deconstruction, joint construction, and independent construction used in the study. According to Gardner (1985), attitude significantly influences learners' success and motivation in language learning. Dornyei (2009) also emphasized the importance of attitude in predicting language learning outcomes.

While one participant expressed dissatisfaction with certain activities in the teaching-learning sequence, the majority of the interviewees were not adversely affected by this, indicating an overall positive reception of the genre-based approach. Moreover, some participants expressed a desire to extend genre-based learning to other language skills. For instance, one interviewee stated:

"After experiencing the effect of learning the genre of short stories, I want to apply what I have learned to my writing and even receptive skills of listening and reading. It has a good sense to understand what you are reading or writing." (Int. #1)

This suggests that the positive experiences with genre-based learning in speaking have encouraged learners to explore its potential in other areas of language study, highlighting the versatility and appeal of genre awareness across different language skills.

4. Discussion and Conclusion

The present study aimed to investigate the effects of Systemic Functional Linguistics (SFL)-based genre pedagogy on the oral reproduction accuracy of English as a

Foreign Language (EFL) learners. The findings from both the quantitative and qualitative phases of the study provide significant insights into the role of genre-based instruction in enhancing linguistic accuracy, genre awareness, and overall linguistic competence. In this section, we will discuss the implications of these findings, compare them with previous studies, and address the limitations and potential avenues for future research and practice.

The results from the quantitative analysis indicated that the experimental group, which received SFL-based genre instruction, showed significant improvements in oral reproduction accuracy compared to the control group, which followed traditional instructional methods. This finding aligns with the broader literature on the efficacy of genre-based pedagogy in language learning. Previous research by Ghasedi et al. (2018) demonstrated that scaffolding within a genre framework can enhance not only the fluency but also the accuracy of EFL learners' spoken language (Ghasedi et al., 2018). Similarly, Perales-Escudero (2017) found that genre pedagogy in higher education significantly improves students' ability to produce language that is both contextually appropriate and structurally accurate (Perales-Escudero, 2017). The current study extends these findings to oral reproduction, highlighting the potential of genre-based approaches in developing speaking accuracy in EFL contexts.

The significant effect observed in the experimental group can be attributed to the structured nature of genre-based pedagogy, which provides learners with clear frameworks for organizing their language production. This instructional approach emphasizes the recognition and reproduction of genre-specific structures, which likely contributed to the improved accuracy observed in the post-test results. The systematic breakdown of narrative structures in the SFL-based genre instruction, as noted in the study, allowed learners to internalize the linguistic and rhetorical patterns that characterize effective storytelling. This aligns with the findings of Stapel, Koomen, and Zeelenberg (1998), who argued that accuracy motivation, when coupled with knowledge accessibility, significantly enhances performance in tasks requiring structured cognitive outputs (Stapel et al., 1998).

Furthermore, the ANCOVA results, which showed a significant interaction between pre-test accuracy and the instructional method, suggest that learners who were initially less accurate benefitted more from the SFL-based instruction. This finding is consistent with research by Calvillo and Smelter (2020), who noted that an initial focus

on accuracy can mitigate the effects of prior exposure and improve performance in subsequent tasks (Calvillo & Smelter, 2020). The structured genre instruction likely provided a corrective mechanism for these learners, enabling them to overcome initial inaccuracies by adopting more organized and systematic approaches to language production.

The qualitative phase of the study, which involved interviews with participants from the experimental group, provided additional insights into the effects of SFL-based genre pedagogy. The interviews revealed that genre awareness, linguistic competence, self-confidence, and positive attitudes towards language learning were significantly enhanced by the genre-based instruction.

Participants reported that understanding the generic structure of short stories allowed them to move beyond rote memorization and engage in more meaningful and accurate language production. This finding supports Devitt's (2004) assertion that genre awareness not only aids in the production of language within a specific genre but also enhances learners' ability to comprehend the rhetorical purposes underlying different texts (Perales-Escudero, 2017).

The enhancement of linguistic competence, as reported by the participants, aligns with the quantitative findings of improved accuracy. The systematic deconstruction and joint construction phases of the SFL-based genre instruction likely played a critical role in this improvement. This echoes the findings of Griffin, Wiley, and Thiede (2019), who showed that when learners have clear expectations and structures to follow, their comprehension and production accuracy significantly improve (Griffin et al., 2019). Moreover, the boost in self-confidence observed among participants can be linked to the explicit and scaffolded nature of genre instruction, which provides learners with a clear pathway to success, thereby increasing their motivation and willingness to participate in language tasks.

The results of this study align with several key findings in the existing literature on accuracy in language learning and related domains. For instance, the improvement in oral reproduction accuracy observed in this study is consistent with the findings of Ma-Kellams and Blascovich (2013), who demonstrated that structured, goal-oriented tasks enhance accuracy in empathic judgments (Ma-Kellams & Blascovich, 2013). Similarly, the positive effects of genre awareness on language production align with studies by Huelsenbeck and Nielsen (1999) and Liang (2023), which showed that awareness of structural patterns and frameworks

improves accuracy in complex cognitive tasks (Huelsenbeck & Nielsen, 1999; Liang, 2023).

Moreover, the reported increase in self-confidence and positive attitudes towards language learning among participants is in line with the findings of Rizal, Asmawi, and Lubis (2021), who noted that self-regulatory strategies, such as those employed in genre-based instruction, significantly enhance learners' confidence and performance (Rizal et al., 2021). The ability to transfer learned skills to new contexts, as reported by the participants, further supports the work of Giwa and Davel (2017), who found that transferability of skills is a key outcome of structured and scaffolded learning approaches (Giwa & Davel, 2017a, 2017b).

While the findings of this study are promising, several limitations should be acknowledged. First, the study was conducted with a relatively small sample size, which may limit the generalizability of the results. Although the mixed-methods design provided a comprehensive analysis of the effects of SFL-based genre pedagogy, larger studies are needed to confirm these findings across different EFL contexts.

Second, the study focused exclusively on intermediate-level learners. As a result, the findings may not be applicable to learners at other proficiency levels, such as beginners or advanced students. Future research should explore the effects of genre-based instruction across a broader range of proficiency levels to determine its efficacy in different educational contexts.

Third, the study relied on self-reported data from interviews to assess changes in genre awareness, linguistic competence, and self-confidence. While these qualitative insights are valuable, they are inherently subjective and may be influenced by social desirability bias. Future research could incorporate more objective measures, such as linguistic analysis of spoken outputs, to validate the self-reported findings.

Building on the findings and limitations of the current study, several avenues for future research are suggested. First, future studies should explore the long-term effects of SFL-based genre pedagogy on language accuracy. While the current study demonstrated immediate improvements in oral reproduction accuracy, it would be valuable to assess whether these gains are sustained over time and across different genres and contexts.

Second, research could investigate the effectiveness of genre-based pedagogy in other language skills, such as writing, reading, and listening. Although this study focused

on speaking accuracy, genre awareness and structured instruction could potentially enhance accuracy in other language domains as well. Comparative studies across different language skills could provide a more comprehensive understanding of the benefits of genre-based pedagogy.

Third, future research should examine the impact of SFL-based genre instruction on learners with different cultural and linguistic backgrounds. Given the global diversity of EFL learners, it is important to understand how cultural factors might influence the effectiveness of genre-based approaches. Cross-cultural studies could explore whether the benefits observed in this study are universal or whether they need to be adapted to suit different learner populations.

The findings of this study offer several practical implications for EFL educators and curriculum designers. First, incorporating SFL-based genre pedagogy into language curricula could significantly enhance learners' accuracy in oral reproduction tasks. Educators should consider integrating genre-based instruction into their teaching practices, particularly for tasks that require structured and accurate language production, such as storytelling and oral presentations.

Second, educators should focus on developing learners' genre awareness as a foundational skill in language learning. By teaching students to recognize and understand the generic structures of different text types, educators can provide them with a valuable framework for organizing their language production. This approach not only improves accuracy but also fosters a deeper understanding of the rhetorical purposes of language, which is essential for effective communication in both academic and real-world contexts.

Finally, educators should create learning environments that boost learners' confidence and motivation. As demonstrated in this study, genre-based instruction can enhance self-confidence by providing clear and achievable goals for language tasks. By emphasizing the process of deconstruction, joint construction, and independent construction, educators can help learners build the skills and confidence needed to succeed in language learning. This, in turn, can lead to higher levels of engagement and participation, ultimately contributing to better language outcomes.

The present study provides strong evidence for the effectiveness of SFL-based genre pedagogy in improving the oral reproduction accuracy of EFL learners. The findings suggest that genre-based instruction not only enhances linguistic accuracy but also fosters genre awareness,

linguistic competence, and self-confidence among learners. Despite the limitations of the study, the results have important implications for both research and practice in language education. Future studies should continue to explore the long-term and cross-contextual effects of genre-based pedagogy, while educators are encouraged to incorporate these strategies into their teaching practices to promote accuracy and overall language proficiency.

Authors' Contributions

All authors significantly contributed to this study.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

Acknowledgments

We hereby thank all individuals for participating and cooperating us in this study.

Declaration of Interest

The authors report no conflict of interest.

Funding

According to the authors, this article has no financial support.

Ethical Considerations

In this study, to observe ethical considerations, participants were informed about the goals and importance of the research before the start of the interview and participated in the research with informed consent.

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