

THE IMPLEMENTATION OF TEACHING GENRE IN L2 LISTENING CLASSROOM: IRANIAN PRE-INTERMEDIATE EFL LEARNERS IN FOCUS

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APA Citation: Namaziandost, E., Shafiee, S., & Ahmadi, B. (2019). The implementation of teaching genre in L2 listening classroom: Iranian pre-intermediate EFL learners in focus. *English Review: Journal of English Education*, 7(2), 177-184. doi: 10.25134/erjee.v7i2.2618.

Received: 27-02-2019

Accepted: 14-04-2019

Published: 01-06-2019

Abstract: This study tries to implement genre-based instruction in Iranian pre-intermediate EFL learners' L2 listening skill. Moreover, it aims to investigate if genre-based instruction impacts the listening skills of EFL learners at different skill levels equally. To achieve this goal, 60 EFL learners have been selected. These were split into groups A and B. Groups A and B, respectively, consisted of 30 and 30 members. Group A was split into experimental and control groups and administered the pre and posttest of listening skills. Findings from one-way ANCOVA showed that because of using genre-based instruction, the experimental group outperformed the control group. Group B was also classified into proficient and less-proficient classes as demonstrated by the proficiency test; each administered two pre-and posttest of listening. Nonetheless, the findings of one-way ANCOVA revealed that both classes were improved from pretest to posttest; the professional group performed remarkably better than the less skilled group. Generally speaking, the results of this study showed that GBT is a key and crucial factor in developing listening comprehension.

Keywords: *genre-based teaching; listening proficiency; Iranian Pre-intermediate EFL learners.*

INTRODUCTION

Genre-based teaching (GBT) is dominantly associated with the teaching method of second language writing and is based on genre study. It is based on the idea that each writer produces their texts in an inimitable and peerless way, but in relation to the social base and other textualities (Knapp & Watkins, 2005). Speaking from a similar perspective, Hyland (2004, p. 5) describes GBT as "being careful about what students do when they speak," not a technical fastening of words together. Therefore, GBT presumes writing as a social relevance defined by its commitment to systems of vocabulary, subject matter, writing styles, and textual types. This concentrates on teaching students how to use language in order to construct a meaningful dialogue. As GBT elucidated students are taught by Cope and Kalantzis (1993, p. 8) in "the manner that the hows' of text form procreate the causes for social impact."

It has been an axiom among second and foreign language researchers to confine genre

researches principally to written discourse. Because of such a restricted view, research on genre-based teaching method is still inadequately represented (Cheng, 2006, 2008). However, there is no motivation to restrict GBT to writing teaching method and place it into the straitjacket of written discourse. Swales (1990, p. 33) characterizes genre as alluding to "a discernable class of discourse of any kind, spoken or written, with or without inconcrete appetence." A few researches proclaimed positive connection among GBT and enhancement in students' propensities towards language learning (Henry & Roseberry, 1998). In addition, these researches have assessed the efficacy of the genre-based teaching in enhancing students' genre-based (Cheung & Lai, 1997; Namaziandost, Neisi, Kheryadi, & Nasri, 2019). Listening is commonly viewed as a striking linguistic ability as an area of language acquisition where language students gain superiority faster and at a more significant level than other language skills. It also has a critical influence on the egress and development of

language skills, especially in reading and writing (Oxford, 1990, 1993; Scarcella & Oxford, 1992). Brown (2001, p. 248) describes the valence of listening in such a manner that it is "a major skill by which students mask linguistic data from which they cannot produce information." Nevertheless, as Brown (1995) said, listening is an unpleasant capacity to extend because it involves extraordinary quantities of cognitive processing. Underwood (1989) refers to the small size of the vocabulary information of students and the absence of contextual indications in the spoken language to name a couple of different reasons. Chiang and Dunkel (1992) presumed the absence of adequate background information from listeners to be obstacles before expanding listening. Despite extensive and thorough gender theory and role-based teaching possibilities, scholars have often concentrated on writing teaching (Cheng, 2006, 2008; Cheung & Lai, 1997; Namaziandost, Hashemifardnia, & Shafiee, 2019; Manzouri & Shahraki, 2014). Clearly, such a trend does not seem unusual, as the concept of genre arose from the study of writing teaching for the first time. As Bhatia (1993) stated, language students are required to provide basic skills and classification learning in the profession for diverse participation in a particular informative occasion. Eventually, students should draw the expert community under such specialty-oriented instruction and hit their enrollment in the amplification of the target discourse. In order to fill the work void in the field, this analysis aims to drive the edges of GBT uses into one of the main language skills; listening.

Genre

Genre, based on Hammond and Derewianka (2001, p. 69), is associated with "antiquated Greeks and their study of expository form of various historical, poetic and dramatic groups." Johns (2003) reproaches the traditional definition of genre and argues that typical genre analysis is extremely focused on taxonomy of literary works. In any case, recent interpretations of the word consider it to be of a social nature. In order to highlight the social virtues of the genre, Hyland (2003, p. 21) characterizes the genre as "dynamic, socially understood forms of language usage." Gender-based teaching oriented on the cutting-edge senses of the word is seen as a revolutionary advancement in the form of language teaching, especially in the second-language writing.

Prior to finding new conceptions of genre and its use for language teaching system, writing classes were largely dominated by the approach

of product and procedure. From the 1940s to the 1960s, and under the influence of the product approach, the system of teaching focused primarily on the last product's verbal accuracy and simple well-formedness. The product approach focused on teaching linguistic tenets for the position of instructor, which could potentially enable learners to construct syntactically correct sentences (Pincas, 1982). Due to various shortcomings of the product technique, it was replaced by its experienced partner; the process solution. Kern (2000) suggests that attention is diverted from language structure, pronunciation and phonetic precision to enable learners to communicate without hesitation in the method approach. Thus, in the process approach "writers' procedures" (p. 182) were demonstrated, despite the product approach in which phonetic structures were displayed.

Hyland (2004) believed that genre instructional approach might potentially explain writing "as an attempt to speak for learners, to gain a better understanding of the forms in which vocabulary styles are used, and to achieve consistent, conscious visibility" (p. 5) on the grounds that GBT is encouraging, simple, verbal, convey, deliberate, needs-based, and stable. In other words, GBT precedes the way students do not compose what they compose (Hyland, 2004; Martin, 1992). Gender-based instruction, as Paltridge (2001) suggests, may help students to succeed in semantic communication and provide them with socially conscious language forms by providing common knowledge and skills.

In order to highlight the capacity of genre as a powerful instructive method, numerous research in the field of language education has been completed (Bhatia, 1993; Cheung & Lai, 1997; Namaziandost, Sabzevari, & Hashemifardnia, 2018; Henry & Roseberry, 1998; 2001; Holmes, 1997; Hopkins & Dudley-Evans, 1988; Hyland, 2002; Manzouri & Shahraki, 2014). Some researchers have generally confirmed that as a result of GBT, the writing of students has been significantly improved and they would use communicative movements more frequently in their study. In the class activities, GBT has showed a strong interaction with the students' diverse involvement. Many researchers found that GBT results enabled respondents to establish a positive approach to language learning (Cheng, 2008; Emilia, 2005; Krisnachinda, 2006).

Listening

As a key language ability, listening is the most broadly used language ability in our everyday life

(Morley, 2001; Rost 2002). It is commonly seen as a working and diligent mechanism in which members of the audience concentrate on extracting the vital data from the spoken phonetic content, grasping its meaning and understanding its action, and generating phonetically suitable output by consolidating them with the related signs and their context learning (O'Malley, Chamot & Küpper, 1989). In any case, listening is also seen as an extreme ability to secure in view of the fact that it allows listeners to infer meaning from the verbal information that is spoken. Goss (1982) suggests that listening is a complex mental mechanism in which members of the audience seek to replicate the context from the speakers. This intellectually complex process is carried out when listeners rely on their experience of learning the language and, in addition, their learning of reality (Nagle & Sanders, 1986; Young, 1997) and recombine data in their long-term memory to construe the spoken language (Mendelsohn, 1994; Young, 1997). GBT can help language students improve their listening skills by acclimatizing them with the traditions of language use and by providing them with background information in the specific types of language spoken.

The following research questions are to be responded in the present study: 1) Does GBT significantly affect Iranian pre-intermediate EFL learners' listening skill? And 2) Does GBT equally affect the listening proficiency of Iranian pre-intermediate EFL learners at various proficiency levels?

METHOD

The current study is a two-part longitudinal analysis that used quantitative methods to expose the effect of GBT on the listening skills of Iranian EFL students. The respondents of this study were 60 Iranian pre-intermediate EFL learners who were segregated into Group A, and Group B. Class A consisted of 30 members of the EFL and was equally split into study and control groups, each with 15 students. Group B, on the other hand, consisted of 30 EFL students. With regards to the evaluation of listening skills, Group B respondents were divided into groups of Proficient and Less-Proficient. In a private language school, the respondents were learning English as a Foreign Language (TEFL). Group A

students studied in their 3rd semester, while Group B students learned in their 2nd and 4th semesters.

Class A was administered a hearing pre-test and then half of them (the study class) took part in a GBT listening series of 10 hours. The class took 3 weeks and they focused on listening learning in each session by answering questions of interpretation and transcribing the audio file. The listening file was classified as a "documentary" genre and was part of the BBC Planet Earth Series. To investigate their understanding, they could communicate and discuss with each other and their instructor. At the same time, a placebo was given to the control group. They were asked to participate in a seminar on English short stories in a 13-session listening comprehension. Upon completing four weeks of listening training, all respondents (both study and control groups) in the form of another listening comprehension test were administered a posttest. On the other hand, group B learners first completed a hearing ability test and were then assigned to classes of Proficient and Less Proficient. Over four weeks and 10 days, these two participants were asked to participate in hearing comprehension courses. Documentary files accepted by BBC Planet Earth were the class material. After completing the instruction, a listening comprehension test was carried out by both groups. The independent samples t-test and paired samples t-test were performed to analyze the data through SPSS program version 25.

RESULTS AND DISCUSSION

RQ 1. Does GBT significantly affect Iranian pre-intermediate EFL learners' listening skill?

The one-way ANCOVA was performed to compare the posttest scores of the learners in the EG and CG (and to see if GBT was successful as far as EFL learners' listening skills were concerned). This mathematical method was used in particular because it was able to control on the pretest any potential pre-existing variations between the EG and CG participants, and make adjustments accordingly, then compare their posttest scores. The results of descriptive statistics for comparing the listening posttest scores of the EG and CG learners are shown in Table 1.

Table 1. *Descriptive statistics comparing the listening posttest scores of EG and CG learners*

Groups	M	SD	N
EG	28.36	6.12	15
CG	22.36	4.39	15

Total	25.36	5.25	30
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As shown in Table 1, the EG students outperformed their CG peers on the listening posttest. In Table 2, the p value under the Sig, to see if this disparity between the EG and CG

learners ' listening posttest scores was of statistical significance or not. Columns should be presented in the Groups called lines.

Table 2. ANCOVA results comparing the listening posttest scores of EG and CG learners

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	560.53	2	280.26	22.18	.00	.64
Intercept	44.21	1	44.21	4.16	.08	.09
Pretest	270.66	1	270.66	21.26	.00	.43
Groups	219.66	1	219.66	18.90	.00	.38
Error	418.36	27	18.67			
Total	21216.49	30				
Corrected Total	1315.26	29				

The value of p below the Sig. The column across the group row was lower than the meaning level, indicating that the difference between the two EG and CG groups on the listening posts was statistically significant. It could be concluded, therefore, that GBT helped the EG students improve their listening skills and significantly surpass their CG counterparts on the listening posttest. The effect size in Table 2 under the Partial Eta Squared section indicates the magnitude of .38, which is a large effect size dependent on Cohen (1988, as cited in Pallant, 2010).

RQ 2. Does GBT equally affect the listening proficiency of pre-intermediate EFL learners at various proficiency levels?

To order to find a reasonable answer to this study's second research question, Group B learners, a communication ability test was taken first. We were allocated to Proficient and Less-Proficient groups based on the research results (Table 3). An independent samples t-test are conducted to guarantee the reliability of the test results. There was a statistically significant difference in the pre-test scores for Proficient and Less-Proficient groups $p < 0.05$ based on the information presented in Table 3. This conclusion was reached since the value of p was lower than the level of meaning ($p < .05$). It could therefore be concluded that the students in the two classes were at the same level of skill.

Table 3. Independent samples test for pretest of group B

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pretest	Equal variances assumed	36.91	.000	11.26	28	.00	14.37	1.08

Since the study's second research question was intended to establish whether using GBT similarly influences EFL learners ' listening skills at different skill levels, it was appropriate to compare the posttest scores of the Proficient and Less-Proficient classes. To achieve this goal, the

researcher may run a t-test of separate samples, but to look for any potential pre-existing discrepancies between these two subgroups and compare their posttest scores accordingly, one-way ANCOVA was selected to be done.

Table 4. *Descriptive statistics comparing the listening posttest scores of learners with differing proficiency levels*

Proficiency Levels	Mean	Std. Deviation	N
Proficient	48.12	7.16	15
Less Proficient	30.62	3.29	15
Total	39.37	11.09	30

Table 4 reveals that the Proficient learners' post-test mean score was higher than the Less Proficient learners' post-test mean score. The

analysts had to look down on the Sig to figure out if this disparity was statistically significant or not. Column and the skill level row in Table 5.

Table 5. *ANCOVA results comparing the listening posttest scores of learners with differing proficiency levels*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3628.11	2	1814.05	126.19	.00	.91
Intercept	249.16	1	249.16	16.96	.00	.42
Pretest	369.98	1	369.98	29.19	.00	.53
Proficiency Level	168.26	1	168.26	11.89	.00	.34
Error	789.67	27	12.986			
Total	7809.58	30				
Corrected Total	3906.19	29				

When you find the row called Proficiency Level in the leftmost column in Table 5, and read below the Sig throughout this section. Line, you will consider the p value that should be compared to the significance level of the alpha (i.e., 0.05). The p value here was lower than the meaning level alpha (.00<.05), which indicates the difference between the two Proficient and Less Proficient groups learners on the listening post-test was statistically significant. It indicates that the use of GBT influenced Proficient groups slightly more than their peers, i.e. Less Proficient group.

Based on the data collected from this analysis and the figures previously demonstrated, it is quite clear that the use of genre-based approaches can be effective compared to conventional teaching methods. Yes, there was a significant difference between the posttest ratings of the trial and control group. Thus, due to its many advantages and advantages, an integration of genre-based teaching instruction is considered one of the best ways to instruct EFL learners to listen. The explanation can be seen in the arguments suggested by Hayland (2004), who argues that gender-based instruction makes learning easier to understand. Furthermore, Hayland (2004) suggests that GBT offers a consistent structure to concentrate on both vocabulary and meaning. However, genre-based ensures specific purposes and scope of the course. Another reason for this may be that the genre-based teacher plays a primary role as a motivator

for student learning and creativity, and this approach makes available patterns and variation possibilities in valued texts.

The noted debate explores the influence of listening from different aspects of genre-based instruction. To sum up, if we regard doing something with the knowledge as the intention of listening to a text, the results of the current study showed that listening to genre-based teaching has an important and positive effect on enhancing the listening comprehension capacity of EFL learners.

The findings of this study largely corroborate the utility of GBT in language teaching identified in previous studies by other researchers (Bhatia, 1993; Cheung & Lai, 1997; Dudley-Evans, 1997; Emilia, 2005; Namaziandost, Shatalebi, & Nasri, 2019; Henry & Roseberry, 1998, 2001; Holmes, 1997; Hopkins & DudleyEvans, 1988; Hyland, 2002; Krisnachinda, 2006; Manzouri & Shahraki, 2014; Swales, 1990). When these experiments focused primarily on learning, the results of this research corroborated GBT output in other than written language skills. Such studies that indicate the significant influence of GBT in helping language students deal with the difficulty they face in the course of language learning. Meanwhile, other research will concentrate on the effectiveness of GBT to improve reading and expression.

However, the findings of this study support Rozimela's research (2014), which found a significant relationship between EFL students'

knowledge of genre and perception of reading. In fact, the findings of his research showed that students with higher awareness of the genre performed significantly better in reading comprehension.

Moreover, this research is consistent with the report by Sadeghi, TaghiHassani and Hemmati (2013), who studied the effect of gender-based teaching on the interpretation of reading by ESP learners. The results of the reading understanding test, analyzed through a t-test and independent-samples t-test, showed that gender-based teaching significantly enhances the ability to understand the reading of EFL learners. The descriptive and inferential statistics showed a significant improvement in the understanding of learners reading compared to non-genre groups.

With regard to pedagogical implications, it should be noted that the results of this study could particularly enrich the literature in the field of foreign language learning by teaching listening to Iranian EFL students. In turn, language therapists and program planners should adapt the results of the study to take into account the students' need for genres in the content review process. Once again, those that are more genre-based can be used to pick the teaching content to have a better educational context in which to improve the listening comprehension of EFL learners. Ultimately, as the most relevant actors, teachers should take advantage of the results of the current study to improve the communication understanding of the EFL learners. Current study and findings such as this that reinforce the understanding of the efficacy of genre-based teaching in improving hearing can enable teacher educators, English teachers, course book writers and curriculum creators to become more aware of the benefits of genre-based teaching and to integrate genre-based ideas into their classes, course books and curricula to assist learners be aware of the positive and beneficial properties of listening classes.

CONCLUSION

Gender-based instruction has historically been more related to second and foreign language learning writing preparation (Swales, 1990). Notwithstanding this, it was argued (Cheng, 2008) the definition of genres can also be used for certain language skills. This research aimed to explore the impacts of genre-based instruction (GBT) on Iranian EFL learners' listening as an effort to show the realms of genre theory. The results of all-group data analysis indicated that

GBT had a remarkable impact in improving the listening skills of Iranian EFL learners. In addition, the findings revealed that GBT can be analogous for both skilled and less skilled listeners; therefore, skill is a significant agent in the effectiveness of gender-based teaching. The results of this study will enable language teachers to leverage the power of genre theory to teach language skills, particularly listening. The research can also allow students to take a broad view of the aspects used in communication.

The subject needs to be more explored in some other experiments to complete the results of the current study. As far as the current study is concerned, more work may be needed in the following areas: the main concern of the current study was to explore the effect of gender-based instruction on the listening capacity of Iranian EFL learners. Analogous studies on other language skills, such as speaking, writing, and reading understanding of Iranian EFL learners, can be carried out. The participants were male EFL learners in the current study. If it is possible to conduct the same research on co-educational students, the outcomes may be different. If it is possible to conduct the same research on co-educational students, the findings may be different. This study used experimental design; other designs may therefore be used to further our understanding of the concept at issue. EFL students from different fields can act in different ways to listen to classes that use this strategy. With respect to the materials used in this study, it is possible to examine different types of audio files and texts to see if similar findings are obtained.

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