Genre-Based Instruction of English Reading in a Polytechnic University

Xiaoqing Hu
School of Languages, Literacies and Translation, Universiti Sains Malaysia, 11800, Penang, Malaysia

A/L Subramaniam Ilangko
School of Languages, Literacies and Translation, Universiti Sains Malaysia, 11800, Penang, Malaysia

Alla Khan
School of Languages, Literacies and Translation, Universiti Sains Malaysia, 11800, Penang, Malaysia

Abstract—The goal of genre-based instruction is to prepare students for success by continuously developing their English reading proficiency and expertise, allowing them to excel at a higher level. Genre-Based instruction "GBI" refers to teaching language based on the results of genre analysis in written and spoken form. This study examined the application of genre-based instruction in reading and comprehension classes in polytechnic universities in China. A mixed approach was adopted to fulfil the aim of this study, including different data collection approaches, such as questionnaires, quizzes, and semi-structured interviews. The quantitative study involved 100 students (control group: n = 50, experimental group: n = 50). Meanwhile, interviews were conducted with ten students from the experimental group in the qualitative study. The study findings demonstrate that genre-based instruction could improve students' reading proficiency and support the reading lessons in particular genres, contributing to significant practical implications. Students in the experimental group used headings, diagrams, and other information to predict the text content before reading, identified detailed information through scanning and searching, and summarised the main idea of passages and articles through genre teaching. Resultantly, students' reading efficiency improved, allowing them to quickly grasp the main idea of the text and correctly answer different questions, such as reasoning, judgment, and main idea.

Index Terms—Genre-based instruction, English reading, higher education, English learning

I. INTRODUCTION

This section explores the formation and development of genre-based instruction, reading teaching, and understanding strategies. The genre-based instruction and reading teaching methods were combined to quote the research purposes, problems, and methods.

A. Context of Research

(a). Genre-Based Instructions

The study of genre, also known as text type, began with literature and rhetoric and was later integrated into linguistics (Derewianka, 2003). The genre-based instruction teaching method began in Australia over 30 years ago, integrating reading and writing techniques into the learning process. This strategy analyses various writing styles and teaches students how to use them before evolving into reading and writing techniques (Richards et al., 2005).

Since the beginning of discourse analysis, linguists have grown interested in studying social and cultural aspects of the genre instead of purely language evaluation. Miller (1984) views genre as more than a category of discourse, particularly social behaviour. Meanwhile, Martin (1987) defines genre as a systematic, goal-oriented behaviour. Swales (1990) classified communicative events according to the genre, and Bhatia (1993) developed Swales' theory based on this school of thought. According to Bhatia, a genre is a recognisable and specific communicative event with a distinctive internal structure and a high degree of convention. Therefore, one must adhere to the conventions required by a particular genre when constructing a discourse. Furthermore, one can still communicate personal intentions and goals while observing the genre conventions and restrictions.

Teaching language establishes genre analysis outcomes in spoken, visual, and written forms. A thorough text organisation requires language analysis in the social context by identifying the subject matter, how to produce meaning, the interaction between persons, the global social purpose of a text, and the intent of people in communicating (Lukmawardani & Badriyah, 2022). In addition, discourse, grammar, spelling, and pronunciation patterns are recognised to comprehend or create a text. These outlines are essential in every school curriculum to ensure the coherence of education, such as syllabus relevant to the Genre and relevant patterns of meaning in a text, appropriate sentences, and words pertinent to each sentence. This approach enables the evaluation of college studying functions in a

general objective, composition, topic of study, meaningful exchange between tutors and students, and organisational methods using words, text, and sentences (Lukmawardani & Badriyah, 2022). The basis for developing learning activities that allow college students to review the content of their syllabus through reading, writing, and discussion is the evaluation of studying function. Recognising that reading comes first in the educational sequence before a report is crucial.

A tutor describes how the text develops to initiate the genre-based reading lesson. The students read the text and engage in conversation to identify the patterns of meaning in the sentences. An analysis of word and letter patterns in sentences follows sentence construction and spelling. Sentence writing and joint rewiring and building are covered in the series. As reading is primary in this study, the focus remains on the sequence of elements before the writing process intensifies. This order summarises the core of learning cycles in developing a learner's role (Nasihin, 2021). Carefully planning and evaluating each learning function would ensure the success of genre-based instructions.

Reading genre-based instruction in school entails reading factual texts to learn the syllabus and reading stories to engage in academic literature and elucidate various concepts (Lukmawardani & Badriyah, 2022). Preparing a detailed overview to summarise content of a text is the first step in the teaching sequence for each reading activity. Students will find it easier to follow the content once they understand the reading material. Reading comprehension is made possible for students through preparation for reading activities.

(b). Reading Comprehension and Strategies

The ability to read, absorb, and understand the meaning of a text is known as reading comprehension. According to Rodriguez Sánchez (2017), reading comprehension is an internal process where a reader connects prior knowledge and the current material to produce meaning. Therefore, a reader will achieve a high reading comprehension level using specific, explicit metacognitive techniques, which involve reading and understanding the language, sentences, and words. A significant understanding of the text is essential for students to establish an aim for reading, engage with and learn from the text, and enjoy what they are reading. Tutors utilise various techniques to improve pupils' comprehension and prevent mindless reading among students. These methods are designed to direct students' attention to specifics and aid in their comprehension of the sources, besides enhancing education and preparing them to write academic essays or reports.

According to research, exceptional readers use purposeful, active reading comprehension strategies. These students identify the reading objectives before reading and relate this activity with previous knowledge (Xian et al., 2019) while noting important information, learning, and addressing challenges in understanding the material. Using prior knowledge to construct and process meaning from text is crucial in reading (Rose, 2018). Moreover, students are more likely to engage with a new task when prior knowledge is activated and connected to the reading (Huang et al., 2019).

The alternative reading method is engaging in question-and-answer discussions with the author, tutor, or other students. The approach is conducted by creating questions for the entire reading process, including research, analytical, and current questions that promote comprehension throughout the learning process (Huang et al., 2019). The research question encourages students to seek additional information outside the reading material. Meanwhile, the analytical question enables them to consider what they have read, and the current questions concentrate on the goal and essence of the content.

Analysing a text structure aims to understand the patterns the author utilises to arrange the information for effective comprehension (Rose, 2018). Another visualisation technique for improved text meaning extraction is creating mental images in structure diagrams instead of visuals. The ability to summarise after reading improves comprehension (Xian et al., 2019). In addition, the translation technique locates the pertinent information in the text, links important facts, and condenses key concepts that reflect the purpose of the material. Research demonstrates that when applied appropriately, children may create stable knowledge structures and infer meaning from the text.

B. Research Purpose and Questions

The fundamental function of education, learning, and knowledge has been altered by globalisation. English has become the epicentre of international communication among the diverse world population and numerous languages (Rose, 2018). Additionally, reading comprehension standards and demands for college education are higher than kindergarten and high school levels (Xian et al., 2019). Research proposals, articles, and reports publication is a requirement for college students to advance academically and have their performance evaluated. Thus, students must understand the facts in specific fields, themes, and curricula (Rose, 2018).

Reading is an important basis for academic success. Earlier studies reported that genre-based education in students' activities aids in fulfilling their academic needs, helping them read and write fluently. Applying genre-based education to enhance writing has been studied by a variety of writing pedagogies, including process- and product-focused, to assess the reading importance. In conclusion, students must be proficient readers to grasp the craft of writing (Rose, 2018).

The present study focuses on the reading component of teaching and learning, as comprehending the context of reading is essential in producing good writing. This study offers a comprehensive understanding of reading comprehension by utilising college-level, genre-based education. Additionally, comprehending and implementing genre-based instruction for students in higher education helps narrow the literacy gaps between individuals from

different backgrounds and advance global language and literacy. The current study also attempts to outline various methods for recognising typical grammatical constructions and establish a guideline for text analysis and applying learned knowledge strategically.

The following questions are addressed in this study:

RQ1: How does genre-based training improve students' reading comprehension skills?

RQ2: Why should college education use genre-based reading instruction?

RQ3: Does a genre-based approach in teaching enhance students' reading comprehension?

II. LITERATURE REVIEW

A. Approaches to Developing Students' Reading Comprehension Skills via Genre-Based Instructions

Researchers have identified various causes for the lack of reading comprehension, making reading difficulties an important research area. According to several academics, inconsistent reading instruction using various teaching languages results in students' poor reading comprehension (Rahill & Kaiser, 2021, p. 71). Consequently, instructors have adopted strategies such as genre-based instructions that allow students to access texts conveniently, thus, producing excellent results (Montero-Arévalo, 2019). Studies on genre-based instruction demonstrated significant improvements in students' literacy abilities across various educational institutions. Different strategies for teaching reading comprehension by utilising genre-based instruction are discussed in this research.

Discrepancies have been highlighted concerning the purposes of a text in the reader's or the author's context for various strategies to improve reading competency (Rival Prakoso et al., 2021). The text meaning may vary depending on the opinions and relationships of readers. Still, every reader must be able to discern the intention of a particular text (Montero-Arévalo, 2019, p. 86). A reader should recognise and comprehend the context, type, and intended audience and interpret the material to form an original opinion. Furthermore, readers should be aware of a specific incident and comprehend the reason for the occurrence. The background, word picture, setting, time of publishing, the literary impact of the author, and personal biography contribute to the context of a reading material (Montero-Arévalo, 2019, p. 87). When reading literature, different interpretations are derived based on the context provided by the author. Some texts explicitly present the background, while others require the reader to study the text critically to understand the significance. English literature uses a variety of context devices to enhance reader understanding.

Rodriguez Sánchez (2017) stated that the setting in books establishes the physical background and controls how the plot develops. This technique determines how a reader perceives the characteristics of a place relating to character development. Historical context is represented by periods and events to illustrate behaviour, mood, and slang used throughout particular periods. The emphasis is on factors contributing to the text outcome, circumstances in which those events occurred, and the following implications. A thorough interpretation of the author's material also depends on cultural context, which includes elements such as religion or beliefs (Rival Prakoso et al., 2021). Cultural context aids in bridging the author-reader gap, ensuring the audience is not lost. Meanwhile, the situational context explains the rationale for the events in the text and elucidates the effects of an event on the elements or characters involved. Thus, understanding the context of the text facilitates reader comprehension and prevents misinterpretation of the author's intentions.

Establishing the text patterns and defining the characteristics of different texts are necessary for understanding the text type. According to studies, writings as a species and different text kinds hold literary value. The study distinguishes the literary text types, either informational, narrative, or poetic literature (Rodriguez Sánchez, 2017). While narrative texts deepen understanding, informative texts are frequently prepared for school curricula to offer new information about a topic. Stories that recount past occurrences are frequently referred to as narrative texts. Students may distinguish between informative and narrative literature by identifying genre-specific structures and patterns (Rival Prakoso et al., 2021).

Genre-based instructions with differentiation in social aim link distinct types of readers. Resultantly, genres refer to the grammatical structure of texts and the social setting in which they are performed. According to Montero-Arévalo (2019), genres depend on language as this concept serves as a form of literary adjudication in society. Every culture has norms for how genres fit into specific rituals and occasions. Therefore, genres reveal more than the organisation of texts but also convey the author's goals and societal customs and patterns.

The genre-based approach to reading comprehension utilises the recognition of text types. Research identifies strategies for reading comprehension study cycles through genre-based education. The first step is preparation before reading, an orientation for students to the text genre and discipline. This step entails comprehending the text in broad strokes, such as context, contents, and new words (Nasihin, 2021). The second step is detailed reading, which demands instructor direction and support by simplifying and making the text more comprehensible for students (Rival Prakoso et al., 2021). Subsequently, the student must rewrite texts using patterns recognised while reading (Rival Prakoso et al., 2021). In the final stage, students are subjected to independent writing, where they inform other readers about the text types and writing purposes, point out various levels in the text, and include components to help others understand a certain genre (Mirallas, 2021). These strategies used in genre-based training could guarantee reading comprehension among students.

Genre-based teaching exposes students to various studied texts' language, text structure, and features, developing them into effective readers and writers (Lukmawardani & Badriyah, 2022). Generally, these studies helped the researcher to understand the genre-based instruction strategies used in reading comprehension, which is useful in the subsequent research. Nevertheless, earlier studies did not address the reasons for using this teaching language in college (Mirallas, 2021). Thus, the necessity of using genre-based instruction in undergraduate education will be assessed in the following study.

B. Efficiency of Genre-Based Instruction in Improving Reading Comprehension

Researchers have attempted to assess the efficacy of various language-teaching methodologies in school curricula to determine the best ways to connect theory with practice, as the English language is deemed a prerequisite, particularly at higher academic levels. In nations where English language instruction is not fully developed, such as Pakistan, the methodologies theory in language education and the search for new approaches have span generations. Meanwhile, an intervention study on the process of genre approach for several English courses at a university in China found that the class with methodology-structured lessons performed better than the control group (Huang & Zhang, 2020).

Language teaching was proven beneficial in several genre-approach studies, which utilised the reading-to-learn formula (Mirallas, 2021). Furthermore, a study by Lukmawardani and Badriyah (2022) aimed to provide readers with more information about the efficacy of genre-based training. According to the study, the teaching and learning method significantly impacted students' competency and success. Educational approaches ensure effective learning; thus, teachers should practice effective instructional strategies to transfer knowledge among students (Lukmawardani & Badriyah, 2022). A practical approach to teaching English by incorporating listening, reading, speaking, and writing would strengthen the students' speaking and writing skills (He, 2022).

Students need efficient strategies to learn English as a second language, grammar, and standard features to develop reading comprehension. A language-teaching strategy proven effective in enhancing students' reading and writing abilities is genre-based education, comprising six steps, as reported in numerous studies (He, 2022). These techniques are convenient and effective in helping students who lack the aptitude and drive to learn foreign languages. The technique encourages students to use straightforward methods from the initial stage of getting ready to read to the last stage of independent text construction. Moreover, this method integrates product and process techniques and promotes text-type knowledge (Rival Prakoso et al., 2021).

Genre-based approach guidelines are pertinent, helpful, and targeted in explaining the rationale behind the authors' grammatical and literary choices (Ghane & Mazdayasna, 2022). As a result, students who have gained knowledge can read and write proficiently in significant literary elements (Mirallas, 2022). On top of that, a student's self-efficacy also contributes to positive outcomes in addition to using a genre-based strategy (Ghane & Mazdayasna, 2022). This finding suggests that a student with a high self-efficacy level performs better regardless of the information required for writing and reading comprehension. Thus, studies on the relationship between a student's reading and writing abilities and self-efficacy seem justified.

Ganapathy et al. (2022) reported that students learning English as a foreign language found the curriculum uninteresting as the course excludes their heritage and instead focuses on civic and economic lives and popular practices. They also struggle to learn the language due to poor reading and writing abilities, minimal exposure to the English language, and inadequate educational infrastructures (He, 2022). Thus, there is an urgent need for a practical method of teaching languages that addresses these issues, considers cultural and social context, and develops student confidence.

Comparisons between various teaching methods indicated that the genre-based approach works best for students because reading and writing instruction was incorporated into social and cultural activities that reduce illiteracy among students. The genre-based approach encourages students to acquire knowledge and aids their language learning by focusing on linguistic resources rather than writing skills. Additionally, the genre-based method promotes student understanding of the Genre communicational goals and components in grammar, enabling them to comprehend texts well and achieve exceptional results.

Mirallas (2021) assessed students' perceptions regarding a scientific writing course. The study also explained that Genre approaches applied to teaching have been implemented to refine students' competencies and skills. The efficiency and effectiveness of the genre-based approach to language education have been reviewed but require further analysis due to new issues associated with globalisation. Therefore, this study aimed to provide new directions and ideas to ensure genre-based instruction strategies are up-to-date in improving English language proficiency among students.

III. METHODOLOGY

This section describes the methods and data collection protocol for further evaluation.

A. Research Approach and Method

This study aims to determine the influence of a genre-based approach in improving students' reading comprehension in Chinese Polytech Universities. The RQ1 (How does genre-based training improve students' reading comprehension skills?) for this study focuses on the cause-and-effect relationship between genre-based approach and students' reading comprehension. In contrast, RQ2 (Why should college education use genre-based reading instruction?) explored the

student's experiences, ideas, and concepts within the context of a genre-based approach. Therefore, quantitative and qualitative research methodologies are used for this study, incorporating the mixed method approach. In addition, this study utilises the pragmatism philosophy and incorporates deductive and inductive approaches. Numerical data collection and statistical analysis were performed in the quantitative study to determine the association between the genre-based approach and students' reading comprehension skills. Meanwhile, the qualitative study evaluated the non-numerical data to identify relevant factors and approaches for the target population besides investigating, understanding, and concluding their circumstances and experiences in the field.

B. Participants

This study was conducted in a Chinese polytechnic university with a medium ranking. Two college English courses for sophomores in the electrical engineering programme were selected for this study and randomly assigned as 1) an experimental class (genre-based instruction) and 2) a control class. Each class consisted of 50 students with moderate overall English proficiency in the university (see Table 1). They have basic knowledge of the English language but are lacking in reading and discourse skills. Furthermore, these students were uninterested in mastering the English language as they were enrolled in a science programme. Students with poor English vocabulary depended solely on a few words listed in the textbook, could not use appropriate reading strategies for texts, and had poor reading habits. These students will soon begin their senior year and exhibit positive attitudes and enthusiasm for learning English despite the pressure of the Graduate Entrance Examination. Their motivation to learn and desire to improve their reading comprehension in English make them suitable candidates for this study.

TABLE 1
FINAL EXAM RESULTS OF COLLEGE ENGLISH COURSE IN THE FIRST SEMESTER OF THE 2022-2023 ACADEMIC YEAR

Classes	Number of students	Average score in the College English Course
Experimental class	50	82.3
Control class	50	82.8

C. Experimental Procedure

The researcher designed the flexible teaching activities of a specific genre during the implementation process as recommended in the teaching-learning cycle model by Martin and Rose (2005). The researcher's initial teaching-learning model was conducted over one semester (18 weeks) and consisted of four steps: 1) context creation, 2) modelling and analysis, 3) linking to related texts and independent analysis, and 4) consolidation exercises.

Context creation comprised a range of pre-reading activities designed to introduce students to the social context and background knowledge of the selected text. Secondly, modelling and analysis involved a model analysis where teachers demonstrated to their students the general patterns of various text genres, familiarised them with common text structures and essential elements of expository, argumentative, and narrative texts, and summarised structural similarities at this stage. Subsequently, linking to related texts and independent analysis consisted of the teacher carefully selecting different texts of the same Genre and allowing students to deconstruct and interpret them using the genre analysis knowledge they have learned in the second session. Finally, the consolidation and traditional genre-based reading comprehension exercises, such as text piecing, prediction, and writing simulation, can be open-ended to prevent students from losing interest and train their genre analysis skills.

At the end of the study, the researcher obtained the students' feedback on their understanding and mastery of genre knowledge through individual and group interviews, which provided the direction for the next phase of classroom improvement. The lesson plan provided to teachers who participated in this study is detailed in Table 2.

TABLE 2
LESSON PLAN

Title	Activities
Learning aims and outcomes	Reading comprehension
Introduction	Initiating syllabus: presenting main ideas, text stages, Genre of narration, comprehension of text and terms. Assessment questions
Modelling	Developing sentences, spelling, and writing sentences. Assessment questions.
Joint text constructions	Reviewing keywords, discussing, formulating grammatically-correct texts, reconstructing texts to deepen comprehension, and correcting mistakes from previously-constructed sentences. Assessment question
Independent text construction	Syllabus conclusion, individual student construction, reading and writing outline collection, outlining student, and note-making. Assessment questions.
Assessment	Proficiency tests and evaluations.

D. Data Collection

The researchers used the main research approach for data collection due to the conclusive findings. Questionnaires and assessments, such as reading competency tests, were utilised for collecting the required data. The quantitative data collection consisted of questionnaires and quizzes to address RQ1. Meanwhile, semi-structured interviews were conducted for the qualitative approach to address RQ2.

(a). Questionnaires

The questionnaire is a popular tool for collecting primary data and information. In this study, the researcher administered questionnaires to the students at the beginning and end of the research. According to the School's Curriculum Objectives, 15 questions covering five dimensions (reading interest, reading confidence, reading habit, reading strategy, and genre awareness) were listed in this questionnaire to assess the student's understanding and application of the reading text genres and identify the problems. Moreover, the five dimensions accurately reflect the students' English reading performance.

The questionnaire included questions and statements with answer options to acquire the necessary information. Factual questions aimed to learn more about respondents, behavioural questions about their past behaviours, and attitude questions to learn their opinions.

(b). The Quiz Method

Separate pre-and post-tests were given to the experimental and control groups to determine their improvements after a semester of genre reading pedagogy. The first test was carried out before the study to assess the students' basic reading levels and problems and to ensure that the English levels of the two experimental classes were comparable for study reliability. The second test was administered at the end of the study to compare the reading performance pre- and post-genre reading training. The test papers consisted of reading texts of various genres selected from the school's archives of final test papers. The questions included detailed comprehension, main idea, reasoning, judgment, and predicting word-meaning questions. The tests had a full score of 30 points (1.5 points/question).

(c). Semi-Structured Interviews

A total of 10 students were selected randomly from the experimental group and subjected to a semi-structured interview. This interview aimed to determine the significance of genre-based reading instruction in college education. Six interview questions were formulated based on the literature as follows:

1. How does genre-based training in college education effectively improve students' ability to engage with different and complex texts from several academic disciplines?

2. How does the genre-based approach help the students' disciplinary literacy development?

3. Is a genre-based approach vital in developing crucial critical thinking skills among students, allowing them to evaluate and determine different arguments within different genres?

4. Do you think the genre-based approach has an impact on the research and writing skills of students? If yes, how can you support your argument?

5. How can you say that genre-based training is effective in facilitating genre knowledge transfer between various academic disciplines?

6. How does genre-based training prepare students for future professional careers?

E. Data Analysis

Each student's reading comprehension was evaluated on three levels; analyses of the critical, literary, and descriptive stories. Based on the data relevancy and requirement of the present research, Microsoft Excel (Microsoft Corp., USA) was adopted because it enables the users to format, arrange and evaluate data in a spreadsheet. Furthermore, this programme was used to analyse the scores of control and experimental groups and derive figures to support the findings in the quantitative study. The thematic analysis (Castleberry & Nolen, 2018) was conducted using NVivo software (Lumivero, USA) to analyse the interviews.

F. Ethical Considerations

This research has been conducted with the fulfilment of all moral constraints and ethical requirements. Consent and proper permission were attained from the respondents to ensure their voluntary participation in the research. First, the researchers briefed the participants concerning the research objective, advantages, confidentiality of personal data, and other relevant information. The participants then consented to participate in the study by completing the consent form and agreeing to provide the necessary information in exchange for the right to voice their ideas freely. Additionally, the participants' consent was obtained through recorded interviews.

IV. FINDINGS AND DISCUSSION

Teachers encouraged their students to read more efficiently at every step. They created lesson plans and exercises to help students demonstrate an understanding of the social and practical significance of the English language. The first assignment for the lesson is improving the students' reading comprehension to fulfil the curricular goals and achieve the

expected results. The purpose of taking the course and what reading comprehension means are also discussed. Developing an understanding of the text is part of the introductory phase. Thus, for this study, quantitative and qualitative analyses were conducted, and the results and their discussion are given below:

A. Answer the Questions (Quantitative Results)

Questionnaires were administered to the students (50 students = experimental class, 50 students = control class) to gauge their interest in reading before and after the study. A total of 200 surveys were distributed, and 200 valid surveys were returned on both occasions. Figure 1 illustrates the students' interest in reading before and after the experiment.

TABLE 3
STUDENTS' INTEREST IN READING

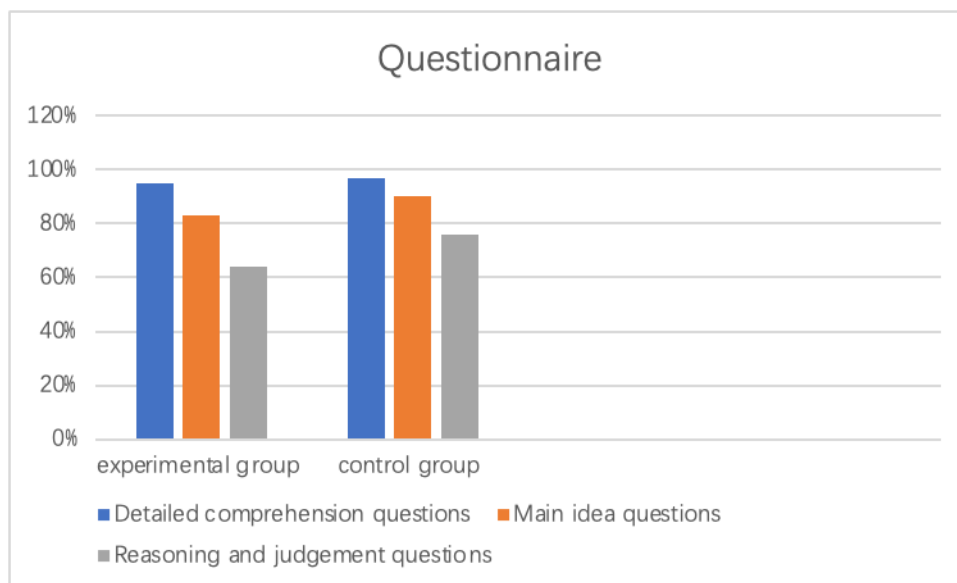|		Interest in reading		
		Very interested	Interested	Not interested
Before experiment	Experimental class	50%	32%	18%
	Control class	44%	34%	22%
After experiment	Experimental class	68%	29%	3%
	Control class	51%	37%	12%

Figure 1. Students' Interest in Reading

Less than half of the students in both groups were very interested in reading before the experiment, while the percentage of students who did not like reading was around 20%. Thus, science majors at the polytechnic university do not have a strong interest in reading. Furthermore, students in both groups practised reading less frequently, and few consistently or regularly practised reading training. These findings indicated the urgent need to develop, improve and boost their confidence in reading.

At the end of the experiment, more students in the experimental class expressed a strong interest in reading than in the control class. This improvement was evident due to the increase in students who were very interested in reading and a decrease in the proportion of students who do not enjoy reading, suggesting that most are enthusiastic about reading in English. Moreover, this finding indicated that a semester of genre-based training could enhance students' interest in learning English reading and boost their confidence in English reading. Figure 2 demonstrates the students' scores in the final exam and various reading questions of the College English course at the end of the experiment.

TABLE 4
STUDENT'S SCORES IN THE FINAL EXAM AND VARIOUS READING QUESTIONS OF THE COLLEGE ENGLISH COURSE

	After experiment				
	Detailed comprehension questions	Main idea questions	Reasoning and judgment questions	Word meaning guessing questions	Average final score
Experimental class	95%	83%	64%	82%	86.5%
Control class	97%	90%	76%	84%	82.6%

English reading proficiency includes the knowledge of the following elements of reading: vocabulary, lexical, syntactic, discourse, suitable reading strategies, primary idea comprehension, recall of relevant details, inferring textual

information, overview skills, integration skills, reading fluency and speed, and evaluative and critical reading (Grabe, 2009). Students are taught how to identify the context, text, text type, language, and topic familiarity using genre-based pedagogy.
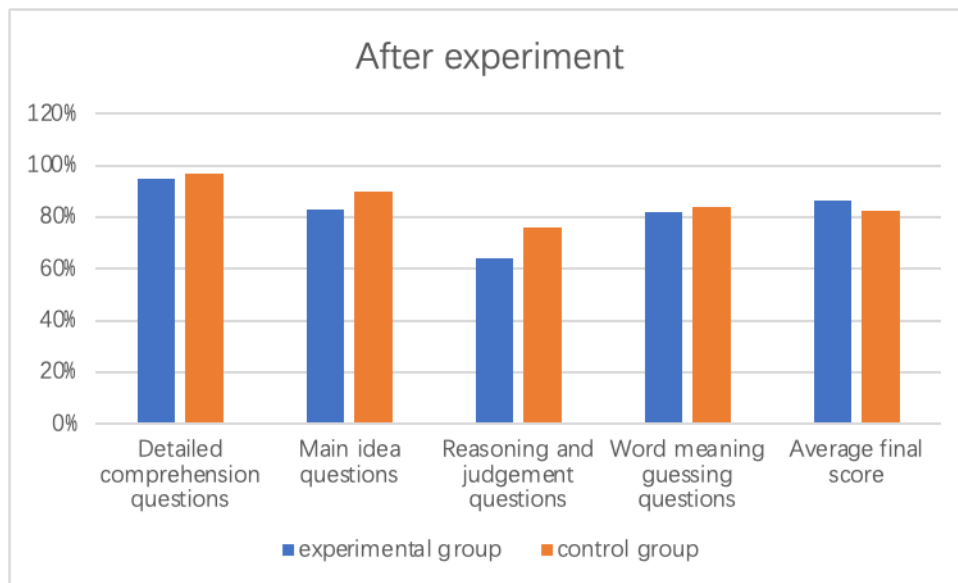

Figure 2. Student's Scores in the Final Exam and Various Reading Questions of the College English Course at the End of the Experiment

Based on Table 4, students in the experimental class scored highest for the detailed comprehension questions. This finding may result from their preference to read word for word and sentence for sentence, as they could not distinguish the meaning groups and read accordingly. When students understand a text well, they can complete their reading process efficiently. Otherwise, they tend not to read accordingly when some text meanings are unclear, as this obstacle disrupts their reading procedure. Therefore, understanding is important in reading to ensure an effective reading process. As a result, students in the experimental class scored lower for questions involving understanding the text as a whole, such as making reasonable inferences and grasping the main idea of the text. Students are accustomed to reading in such a way that they can only finish a text if they understand every word of it. When students encounter a sentence they do not understand while reading, they tend to dwell on a particular section and disrupt the reading process. This reading habit directly impacts their reading speed and makes it difficult for students to understand the text comprehensively. In addition, most students exhibited poor genre awareness and did not understand how to use the genre of a text to improve their overall grasp and understanding. Therefore, the genre teaching method is important and practical for college English reading instruction.

This study also revealed that students in the experimental class demonstrated a significant increase in reasoning and judgment scores, followed by a correct rate of the main idea. These improvements suggest that their reading habits were altered slightly, and their attempt to overcome the habit of reading word for word and sentence for sentence. Additionally, the students have learned to divide words into meaning groups and read accordingly. The results in Table 4 also showed that students had developed the ability to predict the text while reading and use techniques such as skimming, searching, and scanning to find detailed information to make judgments about the overall style and thematic ideas of the text. Therefore, implementing a genre-based teaching approach in English reading classes could develop students' ability to use different reading strategies and skills.

In addition to using the linguistic approach to describe the linguistic features of a discourse, genre analysis also incorporates the sociological and psychological approaches, which reveal the cognitive structure and constructive strategies of a specific domain related to a genre (Bhatia, 1993). The present study indicated that students in the experimental class significantly increased their interest in reading, changed their word-by-word and sentence-by-sentence reading, identified various genres of texts, used patterns of various discourse genres to direct their reading and summarised the frame structure and discourse features of texts after the implementation of the genre-based pedagogy method. Thus, genre-based teaching offers fresh viewpoints and approaches for enhancing students' reading levels and proficiency.

According to Krashen (1985), providing students with adequate and appropriate language input is a key component of language teaching. Reading broadens the students' exposure to language input, sparks their interest in learning, improves their capacity for independent learning, and aids in forming effective learning strategies. In this study, genre-based teaching effectively promoted reading comprehension abilities among college students. This study also helped students to develop new abilities at various reading comprehension levels, including the capacity to absorb complex and lengthy language in scholarly and professional writings at a higher reading level.

The study findings indicated that genre-based instruction in English teaching and learning positively influenced the development of learning-facilitating methods (Tajeddin et al., 2019). The instructional strategy creates a solid foundation for learning and enhances communication skills in English. Therefore, more universities should incorporate genre-based instruction into their curricula to improve teaching and learning and increase literacy worldwide.

B. Thematic Analysis (Qualitative Results)

Edited transcripts of the interviews were obtained at the end of the sessions. Subsequently, important themes (see Figure 3) were developed using a content analysis strategy to address RQ2.
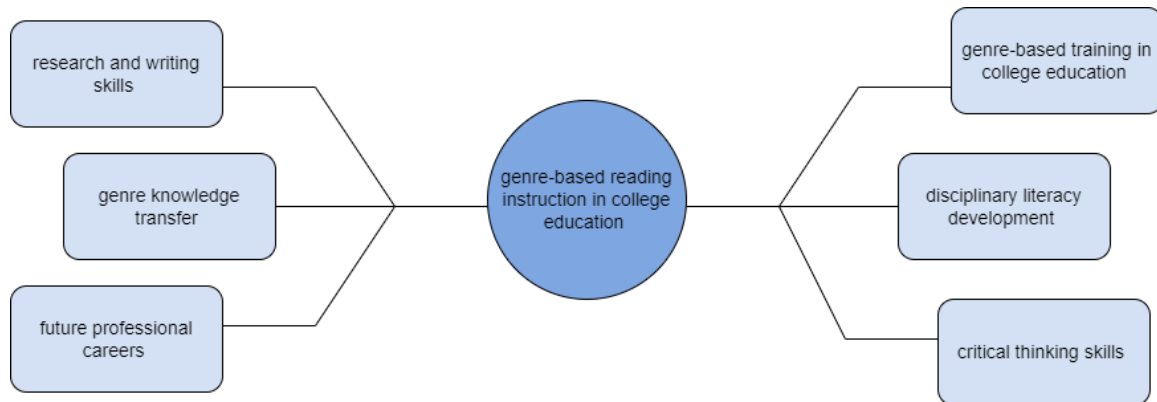

Figure 3. Mind Map of Thematic Analysis

Theme I: Genre-based training in college education

The promotion of genre-based training in college education is considered adequate by most respondents. They agreed that different academic disciplines have different genres, and this training helps improve students' knowledge of these genres. Furthermore, the pupils can ask questions regarding the texts depending on their degrees of understanding (Ghane, 2022). One of the respondents commented:

"In my opinion, genre-based training in college education is vital as it helps develop important learning and reading skills among the students."

Theme II: Disciplinary literacy development

Seven respondents supported the role of genre-based training in promoting disciplinary literacy development. This training exposes students to different academic disciplines, help them synthesise important information, and forms interdisciplinary connections (Lukmawardani & Badriyah, 2022). A student commented:

"Genre-based training has helped me in understanding complex topics."

Theme III: Critical thinking skills

Eight respondents agreed that the genre-based approach helps develop important critical skills among students, particularly in understanding logical phrases (Rose, 2018). A respondent commented:

"Genre-based approach effectively encourages the students to evaluate the assumptions within the context of different texts across various academic disciplines."

Theme IV: Research and writing skills

Genre-based training effectively improves essential skills among students, such as research and writing skills (Montero-Arévalo, 2019). One of the students commented:

"Genre-based training has helped me in improving my research and writing skills."

Theme V: Genre knowledge transfer

According to six respondents, the genre-based approach effectively promotes genre knowledge transfer between academic disciplines by enhancing text interpretation (Rodrguez Sánchez, 2017). One student commented:

"Genre-based approach is effective in interdisciplinary knowledge transfer."

Theme VI: Future professional careers

The genre-based approach helps develop extensive reading and learning skills among students, which is essential for their future professional careers. A respondent commented:

"I am confident of my capabilities after the genre-based training and look forward to a better future."

V. CONCLUSION

Traditional teaching methods are evolving to fulfil the demand for language learning among college students. This study provides literature on genre-based training and background data on the study topic via a mixed research methodology using quantitative instruments (questionnaires) and a qualitative instrument (thematic analysis). The findings of this study indicated the possibility of simplifying and improving language teaching and learning in school curricula, including other subjects such as social sciences. The study results are crucial in demonstrating the efficacy of

a genre-based approach in helping students achieve outstanding comprehension and confidence to speak effectively and excel in their curricula.

The genre teaching approach helps students develop good reading habits and strategies, reading speed, and English proficiency, improves their overall English language performance, boosts their self-confidence in learning English, and produces better teaching outcomes. These enhancements were evident among students in the experimental class who learned pertinent reading strategies through the genre-based approach. They can now apply the necessary skills in reading flexibly and efficiently. For instance, the students could anticipate the text content based on headings, charts, and other information. In addition, they discovered and identified the passages and main ideas by scanning and searching the text.

VI. RESEARCH IMPLICATIONS

A teacher that utilises the genre-based approach can stimulate students' engagement and influence their understanding of various grammatical ideas that could motivate them to strive harder to comprehend the language concepts. As English is an international mode of communication, teaching and learning the language serves corporate, cultural, and educational goals. Students will be able to become global citizens by being multilingual and interculturally competent. Therefore, teaching language should be implemented as early as kindergarten and subsequently in high school and college curricula. This practice will help students recognise various textual genres easily, comprehend various discourses of linguistic characteristics, and organise their knowledge using the genre-based approach. Students can also utilise various reading strategies to make sense of text content, depending on the Genre.

After each evaluation, researchers should gauge the student's progress. Future research should also study the constraints of genre-based instruction in the teaching and learning process to understand why some students do not prefer this language teaching method. These steps will help educators identify shortcomings in the approach and improve the language teaching methods. Additionally, the superiority and efficiency of genre-based instructions in developing language proficiency can be further elucidated by comparing this method with other language teaching techniques and identifying the limitations.

The study findings are also useful for academics and policymakers to implement the most efficient language-teaching practices in educational institutions. In summary, this study provides a foundation for future research on this subject, as information regarding genre-based training in fostering reading comprehension abilities worldwide is still lacking.

VII. LIMITATIONS AND FUTURE RESEARCH

The current study has several limitations that could be addressed in future research. For instance, this study did not focus on developing activities for genre-based training, thus, preventing a complete understanding of the concept. Furthermore, this study did not include the teachers' perception regarding the influence of genre-based training on students' reading comprehension skills. The sample size for this study was also small. Therefore, future studies can focus on understanding the development process and selecting activities for genre-based training. In addition, future studies should consider the teachers' perceptions of genre-based training to achieve effective outcomes. Finally, the large sample size is crucial for future studies to avoid bias.

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Xiaoqing Hu has been an English teacher for more than 14 years at primary, secondary, higher levels at private and public schools in China.

She is now a full-time Doctor student at Universiti Sains Malaysia, where her major study is English Linguistics and her research interests are genre-based pedagogies, literacy and texts.

A/L Subramaniam Ilangko is a Ministry of Education scholar and received Ph.D from Universiti Sains Malaysia, specialising in curricular and competence in Higher Education.

He has a Bachelor of Arts (Hons.) degree and a Teaching Certificate in Malay Language. He has more than 15 years of teaching experience in both primary and secondary schools. His area of interest includes language teaching, higher education, soft skill competence and translation.

Alla Khan is a senior lecturer at the School of Languages, Literacies and Translation, Universiti Sains Malaysia (USM).

His specialized research areas include course design in English for Specific Purposes (ESP), formative and summative assessment, school-based Assessment, learning-oriented assessment, test impact/washback effects, and assessment literacy.