

The Effect of the Systemic Genre Instruction on the Writing Performance of Iranian EFL High School Students

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Abstract: The writing skill is often perceived as the most difficult language skill since it requires a higher level of productive language control than other skills (Cele-Murcia & Olshtan ,2000).This study aimed at improving writing performance for fourth year secondary stage students through using the Systemic Genre Instruction. Hence, the problem of the study was stated in the following statement: "The students at Ardabil secondary schools are not good at writing. As a result their writing performances are weak. Consequently, they need to be trained in the skill of writing and there is a dire need to use a Systemic Genre Instruction to writing content. The study adopted the quasi- experimental design, i.e., using an experimental group and a control group. The experimental group received systemic genre instruction while the control group received traditional writing instruction. The systemic genre instruction was provided to the experimental group at Bahar Secondary school for Girls at Ardabil whereas the traditional writing instruction was provided to the control group at Shayesteh Secondary school for Girls at Ardabil; both schools are located in Iran. The instruction lasted for ten sessions for each group. The instruction took place in the second term of the academic year 1392-1393.The following instruments were designed by the researcher: A Writing Performance Test, A Holistic Scoring Rubric, An Analytic Scoring Rubric. The present study provided evidence for the effectiveness of using Systemic Genre Instruction in developing students' writing performance.

Keywords: Systemic Functional Linguistic (SFL) ,Genre, Writing

1. Introduction

Writing in ESL and EFL, in particular, contexts has been challenging practitioners, teachers and students at different levels of English learning. To come up with a written product, Iranian English language learners at different levels, especially at high intermediate levels, rely on their prior knowledge of words and grammatical structures overlooking the socio-cultural factors involved in creating a written text. As a solution to this problem, it is necessary to acquaint the EFL students with an approach to writing that engages the students in a process whereby the creation of a text as a whole, not scratch of sentences, is aimed at . This paper studies the impact of the teaching of Systemic Genre knowledge which incorporates both the text-

level and sentence-level meaning resources on the writing of the Iranian EFL students.

2.Literature Review

Writing has been and is still being researched by scholars from various areas like sociology, ethnography, rhetoric , computer and collaborative learning ,of which the first three will be touched upon ,with a detailed focus on sociological perspective as a part of the theoretical framework for this study.

There are four approaches for teaching and learning writing :the "Product-focused Approach"(Burden and Larsen and Toonen (2005)), the "Process-focused Approach" (Holmes (2004), Martin (1984) and Miller (1984), the " Genre-based Approach"(Martin

(1992)) and "Process- Genre based Approach" to teaching writing.

L2 writers ,especially in EFL situations , need different kinds of knowledge than L1 writers .Borrowing the terms of Michael Canale and Merrill Swain`s communicative competence ,Hyland presents four requirements for L2 writers :Grammatical competence , Discourse competence ,Sociolinguistic competence ,and Strategic competence . Grammatical competence is the most basic component in achieving language proficiency. It is the

knowledge of linguistic features including lexical knowledge (Hyland, second 32). It involves understanding linguistic forms and their functions ,which are the foundation to write expressively. When writers acquire linguistic knowledge ,they should consider the next level of competence the knowledge of various text types and their rhetorical patterns that create texts (Second 32).

In the genre approach, on the other hand, the knowledge of language is intimately attached to a social purpose, and more focus is on the viewpoint of the reader than on that of the writer. Writing is mostly viewed as the students' reproduction of text based on the genre offered by the teacher. It is also believed that learning takes place through imitation and exploration of different kinds of models. Accordingly, learners should be exposed to many examples of the same genre to develop their ability to write a particular genre. Through exposure to similar texts, students can detect the specialized configurations of that genre, and they also can activate their memories of prior reading or writing experiences whenever they encounter the task of creating a new piece in a familiar genre (Badger & White, 2000, pp. 155-156).

Martin(1993) explained that Genre-based approach is the belief that, in order to master the written genres, students need direct instruction; genre forms should therefore be explicitly taught through the analytic study of models, the learning of genre elements and their sequencing, and the collaborative then solo production of exemplars. And added that explicit, teacher-directed pedagogy is particularly important for minority students for,

they claim, it is through the explicit teaching of the socially powerful genres that the powerless and the disadvantaged in society will gain their rightful access to power.

The genre approach is concerned with providing students with explicit knowledge about language. The methodology applied within the genre approach is based on the work of the Russian psychologist Vygotsky (1934/1978) and the American educational psychologist Bruner (1986).Vygotsky proposed that each learner has two levels of development: a level of independent performance, and a level of potential performance. The gap between these two levels Vygotsky called "the zone of proximal development" (ZPD) (Feeze and Joyce 2002: 25-26).

In referencing to Coffin(2001,pp. 108-113) and Hammond and Derewianka (2001,chap.27),genre -based approach is discussed mainly from three perspectives :English for Specific Purposes (ESP) ,New Rhetoric studies and Systemic Functional Linguistic.

Just as Coffin (2001) summarizes , systemic functional linguistics mainly focus on "the social and culture role of language "(p.94). As mentioned by Martin(2001 ,p .151),SFL holds a primary concern on the choices of language .

There is a schematic model of the genre approach which emphasizes how the resources of the language system can be used to make appropriate meaning choices in diverse contexts. This syllabus seeks to develop students' writing proficiency through demonstrating that their writing skills can be improved if instructional focus is placed on the ways content is structured and the language is chosen. Thus, a variety of genres are placed at the heart of the secondary school curriculum; they are classified in the syllabus as either literary genres, which explore or interpret human experience, or as factual genres, which suggest ideas in order to persuade. For each genre described in the syllabus, a number of support documents are provided. The support guide clearly sketches out the organization and content of special genres, ideas for applicable learning tasks, and the common grammatical patterns suitable for each phase

(Hyland, 2002, pp. 96-103).

The Feez's model of teaching-learning cycle starts with building the knowledge of the context and proceeds to modeling and deconstructing the text, joint construction of text, independent construction of the text, and linking related texts (Feez, Text-Based 28)

In SFL genres are defined as "recurrent configurations of meanings (...) that (...) enact the social practices of a given culture" (Martin & Rose, 2008, p.6). At a surface level this might not seem profoundly different from ways in which genre has been defined in ESP genre studies, so we need to explore more of the theory within which the construct of genre sits in SFL. After all, as a theoretical construct genre means what it does in relation to other constructs in the theory.

Following the social perspective on writing, this paper continues to borrow from SFL for its theoretical framework as well. Accordingly, language is used to do a function; it must be manipulated at the text level not at the sentence level solely; and it can be interpreted and comprehended in the social context including context of situation and context of culture, referred to as register and genre respectively. Genre "a staged, goal-oriented, purposeful activity in which speakers engage as members of the culture" (Martin, "Language, Register" 25). This definition stresses the socially acceptable examples of genres are recounts, procedures, reports, narratives, descriptions, expositions, and observations, etc (Paltridge, Genre and the Language 11). Genres are made up of a number of stages, referred to as schematic structure or text structure, that each works separately to indicate transfer from one phase of the text to another phase in order to reach a social goal. On the other hand, register viewed as an instance of the context of situation, is configured by three inevitable factors; field, tenor and mode. Field refers to the subject matter about which the communication takes place; tenor points to the people of any social role and status participating in the communication; and mode refers to the channel via which messages are exchanged by the participants (Halliday, 1985).

In addition, language, based on SFL, consists of discourse- semantics and lexico-grammar levels. Discourse-semantics describes language from discursal and semantic perspectives. From discursal point of view, cohesion and coherence are of focal attention at the text level; and from the semantic point of view three layers of meanings (ideational, interpersonal, and textual) are investigated at the clause level. Cohesion refers to the logical and semantic relationships holding among various parts of a text by means of references, conjunctions and relations. According to Halliday and Hassan (1976), the interpretation of some parts of a text depends on the understanding of other parts mentioned earlier or later in the body of the text or out of the text in the surrounding environment.

Eggins (1994) maintains that coherence is either of generic type, which is produced as a result of the amalgamation of different functional stages of a genre; or of registerial type, which is generated as a result of the togetherness of the three variables that are the integral part of a register. On the other hand, lexico-grammar deals with the realization of the three meta functions at the clause level. Ideational meta function covers experiential meaning and logical meaning. Experiential meaning represents experiences, events and happenings in the outer or inner world and is textualized by a configuration of Process (encoded by verbs), Participant (encoded by nominal groups) and Circumstance (encoded by prepositional phrases), which together are referred to as a figure, and logical meaning which deals with the logical relationships holding between two or more figures. Interpersonal meaning enacts social roles, statuses and relationships held by the people in the communicative event and is textualized through Subject (encoded by nominal groups), Finite (encoded by modal verbs) and Adjunct (encoded by prepositional phrases). And textual meaning is concerned with organizing the other two metafunctions in a message and is textualized by Theme (the element appearing in the initial position of a clause) and Rheme (the elements that follow the Theme).

Studies indicate that ESL and EFL, in particular, students follow similar patterns in the writing process but do everything less than native English speakers (Reid,2001).Although the ability to write presupposes some level of morphological ,lexical and syntactic as well as idiomatic knowledge, such knowledge alone does not guarantee the ability to write well because writing involves much more than constructing grammatical sentences .Birgandi et al.(2004)maintain that most Iranian students have problems in the writing skill that originate not only from macro-skills (grammar and vocabulary) but also from micro-skills (content and organization). The problem is that Iranian students attempt to represent the world through ideational meaning, and they ignore the other two meanings, that is, interpersonal meaning (the meaning about the relationship between the writer and the reader) and textual meaning (the meaning that helps the readers navigate through the text). According to Silva (1993), second or foreign language writers have more difficulty setting up goals and organizing the written materials; therefore, it is important to provide the students with an effective instruction of writing as discourse constantly changing to suit the writer's purpose, the potential reader, the context in which the written text is created and the type of the language used to organize messages.

Iranian students will write better and successfully if they are given formal teaching about the register ;that is ,the field ,tenor and mode of the discourse ,and the genre of different text types in accordance with the systemic functional linguistics(Assadi ,Adinlou. Nader(2012)).

Systemic genre Instruction has developed analytic tools to help language learning as well as language teaching. It examines the surface structure of a text by following the schematic structures of a text and also it can look into the inner structure of the text by analyzing the register variables (field, tenor and mode) of a text (Burns, 2001, p. 126).

Schematic structure (or generic structure) is valuable in working out the overall structure of a particular text. By learning the schematic structure of a text, students can become a good

controller over different text types. Knapp and Watkins (1994, chap. 1) have developed a Teaching and Learning model based on Systemic genre Instruction. There are three stages in this teaching and learning process: Stage 1 aims to connect students' experiential knowledge with the language of writing. Stage 2 aims to expose the students to the generic structure of a particular text. Stage 3 aims to help the students with the grammar involved. In addition, Hammond (as cited in Burns, 2001, p. 202) has modeled a Teaching-learning circle to demonstrate how genre can be applied in teaching and learning process. There are also three stages to follow: Stage 1 involves modeling the generic structure of the model text. Stage 2 involves the joint efforts of a teacher and students to work out another text with the same genre. Stage 3 involves students' individual work and the teacher and learners editing (Burns, 2001, p. 202).

Another analytical tool in Systemic genre Instruction is based on the analysis of register variables. Knapp and Watkins (1994) defined, "register is a term for understanding how the variable elements of the context of situation (what/ field, who/tenor, how/mode) affect the form and meaning of a text" (p.12). Therefore, by valuing the context of situation through register analysis, we are able to get the particular functional genre in a particular culture. Christie and Unsworth (2000, p. 13) drew a table that showed clearly the relationship between genre, register and language. It was illustrated that Genre is realized by combination of different values of the register variables. The register variables are realized by language. Language is the means by which we 'read' both register and genre (p. 13). The variables of register; field, tenor and mode, are defined by Butt, Fahey, Feez, Spinks and Yallop (2000) as follows:

Field: what is to be talked or written about, the long and short goals of the text;

Tenor: the relationship between the speaker and hearer (or, of course, writer and reader);

Mode: the kind of text that is being made. (p. 5)

A Systemic Genre Instruction is rooted in Halliday and Matthiessen's (2004)

theoretical description of language. They write:

A text is the product of ongoing selection in a very large network of systems—a system

network. Systemic theory gets its name from the fact that the grammar of a language is represented in the form of system networks, not as an inventory of structures. Of course, structure is an essential part of the description; but it is interpreted as the outward form taken by systemic choices, not as the defining characteristic of language. A language is a resource for making meaning, and meaning resides in systemic patterns of choice. (p. 23)

Schematic structure of narrative genre: [Orientation ^ (Complication. Evaluation) ^ Resolution ^]

Orientation: provides relevant information about the character's situation;

Complication: introduces one or more problems for characters to solve;

Evaluation: highlights the significance of the events for characters;

Resolution: sorts out the problems for better or worse. (adapted from Macken- Horarik, 2002, and Eggins, 2004)

By exploring genre approaches in systemic functional linguistics and examining the analytic tools that can be applied to the process of English learning and teaching, this paper seeks to find a way of applying systemic genre Instruction to English writing class. This paper reports on a study into how writing teachers perceive their current approaches and the consequences of implementing a Systemic Genre Instruction in one writing classroom in narrative genre.

This research paper attempts to answer the following research questions and test the hypothesis with regard to the explicit instruction of systemic genre knowledge as an independent variable and the writing as a dependent variable: Q. To what extent are there statistically differences between the mean scores of the experimental group students with a Systemic genre Instruction and that of the control group students with Traditional Instruction on the writing performance post-test favouring the experimental group?

H: There are statistically significant differences between the mean scores of the experimental group students with Systemic genre Instruction and that of the control group students with Traditional Instruction on

the writing performance post-test favouring the experimental group.

3. Method

A non-equivalent control group design was devised to investigate the effectiveness of the explicit instruction of systemic genre on the writing performance of the Iranian students. The Instruction will take place in the second term of the academic year 1392-1393.

The study adopted the quasi-experimental design, it contained two classes (48 students) from two different convenient intact classrooms in two different high schools in Ardabil (Bahar(25) for girls & Shayeste (23) for girls). The first one will work as an experimental group studying through a systemic genre Instruction, and the other group will work as a control group studying through the traditional method. The justification for choosing the high intermediate level for the present study comes from the fact that Iranian high intermediate EFL learners require explicit structural and discursial knowledge to cope up with the meaning resources at the local and global levels of texts (Lotfipour-Saedi, 2006; Yaghchi, 2000). This fact is advocated by Celce-Murcia and Olshtain (2000), Grabe (1986) and Grabe and Stoller (2002), who believe that all second and foreign language learners, especially at intermediate and high intermediate levels, need explicit instruction of structural knowledge and discursial knowledge. Of 48 subjects, four subjects (two from the experimental group and two from the control group) dropped the course, and four subjects (three from the experimental group and one from the control group) were eliminated from the study by the researcher as a result of frequent absences from the class. As such, the remaining sample who accompanied the researcher until the end of the experiment was 40 female subjects aged between 15 and 19 from different parts of Ardabil.

This course is a high school English course. It is attempting to improve students' English skills. Writing is a basic language skill required in language learning. This paper is aimed to explore systemic genre instruction in teaching narrative. At the beginning of the course, pre-test was given to the control group. The course for both groups, including experimental and

control, lasted for 3 weeks (two hours a day, three times a week). The teaching materials, developed for teaching writing English Narration in Systemic Genre Instruction in this study, were prepared in a way to match to the procedures. Both groups had the same teacher. In the first session, the teacher explained what they would study and what their roles were during the learning process. The control group had the same text book and the same instruction, but without any treatment. systemic genre instruction class is equipped with an awareness of the organizational possibilities and lexico-grammatical resources, along with genre moves within context. The participants in the control group did not receive this treatment.

The second measuring instrument(Appendix A) was composed of a Holistic Scoring Rubric (HSR) was conducted by the researcher. on the basis of the evaluation of the subjects' adherence to the schematic structure of the narrative genre at stake; that is, Orientation, Complication, Evaluation and Resolution, on the one hand, and the sound narrate of the narration in a well-organized manner from the viewpoint of the passage writer, on the other hand, in the writing product. Each of these two dimensions was aligned with a five-point scale ranging from 1 to 5, each subjectively describing the subjects' performance on creating coherence in terms of the schematic structures making up the genre at issue, on the one hand, and in terms of the contextual factors making up the register at stake ,on the other hand. The highest point ,a `5`,for the trait` genre has this descriptor: The writing as a sample of a narrative text ,observes the order ,structure & presentation of narrative text perfectly .It has stages of orientation(orient the listener with respect to place, time and behavioural situation.) ,complication(the main section of a narrative. It presents sequenced events which culminate in a crisis or a problem.),evaluation (reveal the attitude of the narrator towards the narrative.) & resolution(shows how crisis / complication is resolved .) completely .And the lowest point ,a `1`,has this descriptor: The writing as a sample of a narrative text, does not observe the order ,structure& presentation of narrative text. It may

have stage of orientation(orient the listener with respect to place, time & characters of narrative.).Likewise, The highest point ,a `5`,for the trait` register` has this descriptor: The writing as a sample of a narrative text,is clear and focused the narrative sequences ,logical relationships between the stages and the writer`s commitment to the narrative .It bears a perfect and accurate narrate of subject matter(Field),a well-organized sequence of all the text(Mode) and a fully impersonalized restatement of the narrative from the passage writer`s point of view(Tenor),and the descriptor for the lowest point ,a `1`, is: The writing as a sample of a narrative text ,is very unclear and unfocused the narrative, sequences ,logical relationships between the stages and the writer`s commitment to the narrative .It only bears a sketchy narrate of the subject matter(Field),a poorly -organized sequence of only one stage(orientation) (Mode) and irrespective of the passage writer`s point of view(Tenor).

The treatment was conducted in four steps each based on a five- stage teaching -learning cycle(Feez's procedure of genre-based writing (Text-Based 28))utilized in SFL pedagogy ;that is , The model by Feez starts with building the knowledge of the context and proceeds to modeling and deconstructing the text, joint construction of the text, independent construction of the text, and linking related texts (Feez, Text-Based 28).

4. Data Analysis & Findings

There are statistically significant differences between the mean scores of the experimental group students and that of the control group students on the writing performance post- test favouring the experimental group.

There are statistically significant differences between the mean scores of the experimental group students on the writing performance pre- and post-test favouring the post-test scores.

To control variables before implementing the Systemic Genre Instruction , the results of the writing pre-test were subjected to statistical treatment to find whether there were statistically significant differences between the two groups (control and experimental) in terms of the overall writing performance. Consequently, t- test for independent homogenous groups was

used to compare the mean scores of the two groups.

The descriptive analysis of the HSR post-test brought to light that the scores of the 20 subjects in the experimental group ranged between 2 and 4.5 with a mean of 3.52 and a standard deviation of .549 .As for the descriptive analysis of the

control group`s Holistic post-test, the 20 subjects in this group gained a range between 1 and 3.5 with a mean of 1.97 and a standard deviation of .499 .Table 2 below illustrates the results of the descriptive analysis for both the pre-test and the post-test HSR scores of the two groups.

Table 1 Descriptive statistics of pre- and post-HSR-test

Group	HSR-Test	N	Min	Max	Mean	SD	Percentiles		
							25	50	75
EG	Pre-test	20	1	3.5	1.97	.499	1.62	2	2
	Post-test	20	2	4.5	3.52	.549	3.12	3.5	4
CG	Pre-test	20	1.5	2.00	1.82	0.24	1.5	2	2
	Post-test	20	1.5	2.00	1.87	0.22	1.6	2	2

To carry out the inferential statistics, the samples were checked for the underlying assumptions required for the choosing of an appropriate technique. The mere existence of the interval-scale writing scores and the presence of two independent groups removed any possibility of violation in the assumptions of the level of measurement and the independence of measurements respectively. In addition, the computation of the variances for the two groups showed a non-significant value ($>.05$), which implies that equal variances are assumed. Furthermore, the samples were checked for the normality in the distribution of the scores in the pre-test and post-test ,the results of which indicated non-significance value ($>.05$)for both groups. As no violation was observed in the assumptions needed for the inferential analysis, parametric statistic was found to be the most appropriate statistical technique .As such ,an independent- samples t-test was run to compare the mean scores between the experimental and control groups in the post- test , and a paired-samples t-test was conducted to compare the mean scores within the experimental group at

the probability level, $p<.05$. The independent - samples t-test run to compare the mean scores for the experimental and control groups indicated that there was a significant difference in the scores for the experimental group ($M=16.0$, $SD=4.71$)and the control group [$M=11.4$, $SD=1.15$; $t(-6.03)=,P<.001$].This was verified by the paired-samples t-test which was run to evaluate the effect of the treatment on the experimental subjects` mean writing scores. The results of this test showed a significant difference in the scores from Time 1($M=11.5,SD=1.18$) to Time2[$M=20.5,SD=1.14$; $t(-3.19)=,P<.001$].

To make sure if this significant difference was caused by the intervention of the independent variable; viz, explicit instruction of systemic discourse-semantic knowledge, and not by chance alone, another paired-samples t-test was done to compare the non-treated control group`s scores on the summary test at two different times at the probability level $p<.05$. The results revealed that there was no significant difference between the score.

Table 1-Inferential Statistics of Between-and Within Control and Experimental Groups Mean Comparisons

		N	Mean	SD	t	df	p
Experimental		20	1.84	.940	3.38**	48	.001
Control		20	1.05	.219			
Experimental Group	Time1	20	1.09	.69	-3.09**	24	.005
	Time2		1.85	.92			
Control Group	Time1	20	.98	.48	-1.84	17	.06
	Time2		1.18	.61			

** . Difference is significant at the 0.01 level (2-tailed).

5. Discussion & Conclusion

Instruction in Systemic Genre Instruction improves students' writing performance. This conclusion adds to the validity of other studies such as that of Moerler (1991), Wells (1992), Cox, Holden & Pickett (1997), Kapka & Oberman (2001), Buhrke et al (2002) and Ahmed(2003), YanWu&HailinDong(2009), Joshua(2011), Asadi(2011 and 2012), Elashri(2013).

The change in the writing teacher's role from the traditional role which has been evaluating the learner's first draft as if it were the final product, and assuming the role of a consultant, facilitating the learner's step-by-step creation of the piece of writing, is crucial in helping students write better.

Providing safe, encouraging, non-threatening environment, i.e. creating settings that motivate students' writing, helps them improve their writing performance. Student-writers need to feel support and acceptance from the teacher and peers to take the kind of risk involved in the process of producing good writing. When they feel safe from criticism, they become eager to write and to share their writing. Therefore, the class becomes a community of writers and students respond positively to a supportive writing atmosphere. This is consistent with the results of other studies such as Mouritzen (1993), Edwards et al (1995), Tai Po Old Market Public School (2000) and Hill (2000).

Teachers need more training in writing, especially on Systemic Genre Instruction. For those unfamiliar with writing as a genre it would be advisable to read books by experts in the field. Teachers should talk to other teachers who

use the genre approach to become familiar with what is happening in the field of writing. They will have a stronger base for discussions concerning what writers do and how they feel when writing. These types of discussions are important to the development of the students' writing sub-skills. Student-writers should choose their own topics of writing that are of interest to them and their lives.

No research studies have been done at this scale. However, the findings of this research are consistent with the findings of previous research studies (Ismail Ibrahim Elshirini (2013) the effect of the Genre- Based Approach to Teaching writing.(Minkyong Lee(2012) Teaching Genre- Based writing to Korean High School Students). (Assadi, Adinlou. Nader(2012)) A Discourse -based Teaching of Writing for Iranian EFL Students :A Systemic Perspective . (Assadi, Adinlou. Nader(2012)), An SFL-oriented Framework for the Teaching of Reading in EFL Context . (Carrell, 1992; Shokouhi & Amin, 2010) about the influence of the structure familiarity on reading and writing.(Yan Wu &Hailin Dong (2009)Applying SF-based Genre Approaches to English Writing Class). The result of the research by Shokouhi and Amin (2010) showed that the students' familiarity with the context of a genre was an important factor in writing. They concluded that the rhetorical form as a significant phenomenon is more important than content in the organizing of top-level structure of a text and sequencing the events and temporal relationships among them. Moreover, the findings of this are supported by the result of the study by Zhang (2008) as to the role of the formal schema on writing .These separate research studies indicated that the overt teaching of the formal background knowledge;

that is register and genre ,brought about an increase in the performance of the EFL learners in writing.

Based on the findings of this study as well as the previous studies ,it can be claimed that Iranian high school students will write better and successfully if they are given formal teaching about the register ; that is, the field ,tenor and mode of the discourse ,and the genre of different text types in accordance with the systemic functional linguistics(SFL) .The familiarity with the register and genre helps students build up a text in relation to the context of situation ,which focuses on who, what ,how ,when and where ,on the one hand ,and the context of culture ,which focuses on the cultural aspect of the communicative event ,on the other hand.

The communicative purposes of learners' narratives. The communicative purpose of a learners' Narratives is to tell, to entertain, to gain the listeners' interest in a story dealing with a problematic event. This communicative purpose is achieved through several sub-communicative purposes such as: (1) to present sequenced events which culminate in a crisis or a problem, (2) to reveal the attitude of the narrator toward the narrative, (3) to show how a crisis / problem is resolved.

The schematic structures of learners' narratives. The potential structure that generates Narrative is (Orientation) ^ {Complication ^ Evaluation ^ Resolution ^} .Thus, Complication, Evaluation, Resolution are obligatory stages in Narrative. The potential structures produced by the learners in this study are similar with those produced by the English native speakers as mentioned the theory.

The linguistic features characterizing the communicative purposes of learners' narratives . Features of declaratives, individualized participant: mood person, past, material processes, attributive processes take domination in the Narrative text. This implies that the Narrative text provides information about the past problematic event of the main character (the third party), and the narrator's attitude toward the problematic event.

The linguistic features of the learners' Narratives are similar with those of the English native speaker's Narrative, i.e. focus on individualized participants, use of material

processes, use of relational (attributive) processes, use of past tense. However, some vocabulary and tense errors are made.

To draw a conclusion, Systemic genre Instruction has provided language teachers and language learners with an overall and a specific view to texts. It can work as a problem-solver to facilitate language learners to overcome the problems in learning. And it can work as a good assistant; teachers can use it to work out an effective teaching model.

All things considered ,it can be concluded that a systemic orientation to discourse knowledge can lead students in the considering of the global aspects of the text at the discourse and the local aspects of the text at the sentence level at the same time. Globally, the students are enabled to focus on the schematic structure of the written text along with their constituent stages, which come together to fulfill an overall purpose, at the text level; and locally they are enabled to pay attention to the logical and semantic relationships at the sentence level. This framework puts premium on the forgotten area in the writing activities; that is to say, it takes the students beyond the sentence level, which is of great significance in the Iranian EFL setting, and familiarize them with the context of situation and the context of culture ,which renders possible the producing of a written text as a discourse.

Teacher should remind the students concerning the obligatory stages of a narrative since some of the narratives produced by the learners do not have evaluation stage which is obligatory. The English teachers and the English students can learn from the errors the students make in this study. The students should reflect on the problems concerning their weaknesses and study hard to compensate their weaknesses by doing a lot of exercises. Therefore, in systemic genre writing class, the teacher starts with building contextual knowledge of the target genre by concentrating on the purpose of the text, the context where the writing occurs, and the elements that make people accept a certain kind of writing for what it is intended to be. After building this knowledge, students move to deconstructing the model text genre and prepare for independent writing by practicing the model genre with the help of the teacher. While going

through this process, students build basic knowledge to write in a proper way and develop their writing proficiency to apply it to a new situation for a specific purpose. The systemic genre instruction puts more emphasis on a teacher's role in developing students' writing competence than other approaches, and this improves their basic level of writing proficiency. The explicit presentation of target knowledge and proper help from direct to indirect facilitate students' confidence as well as development of writing proficiency. In addition, group writing through collaboration alleviates a teacher's workload in a large sized class and gives students the opportunity to learn in authentic social interactions.

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