
The Effect of an Instructional Program based on Systemic Functional genre-based approach on preservice teachers' academic writing skills

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Abstract:

This study aimed to investigate the effect of implementing an instructional program based on the systemic functional genre-based approach on preservice teachers' academic writing skills in the high diploma program at the University of Jordan in the first semester of the academic year 2024 – 2025. A quasi-experimental methodology was followed. The sample of the study consisted of 50 pre-service teachers who were randomly distributed into two groups control and experimental of 25 preservice teachers in each. A comprehensive English achievement test of writing: a writing rubric was administered to collect the data of the study. An instructional program based on a systemic functional genre-based approach was administered to the experimental group. The study showed a statistically significant difference in favor of the experimental group. The instructional program based on the Systemic Functional genre-based approach was significantly more effective than the conventional method in developing preservice teachers' academic writing skills.

Keywords: Academic writing skills, Instructional program, Systemic Functional genre-based approach.

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أثر برنامج تدريسي مستند الى المدخل القائم على تحليل النص في اللغويات الوظيفية على الكتابة الأكاديمية لدى معلمي ما قبل الخدمة في الأردن

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ملخص:

هدفت هذه الدراسة إلى الكشف عن فاعلية برنامج تدريسي مستند الى المدخل القائم على تحليل النص في اللغويات الوظيفية؛ لتطوير الكتابة الأكاديمية لدى معلمي ما قبل الخدمة في برنامج الدبلوم العالي لاعداد المعلمين في الجامعة الأردنية خلال الفصل الدراسي الاول من العام الدراسي 2025/2024. تم اتباع منهج البحث شبه التجريبي وتكونت عينة الدراسة من 50 طالبا في شعبتين تم توزيعهم عشوائيا على مجموعة ضابطة (عددها 25 معلما ما قبل الخدمة) وعلى مجموعة تجريبية (عددها 25 معلما ما قبل الخدمة). وقد استخدم اختبار شامل للكتابة كأداة لجمع بيانات الدراسة وتم تطوير مقياس سلم تقدير لفظي لتقييم مهارة الكتابة. تم تطبيق البرنامج القائم على المدخل القائم على تحليل النص في اللغويات الوظيفية على المجموعة التجريبية. اشارت الدراسة الى وجود فروق ذات دلالة احصائية لصالح المجموعة التجريبية. فضلا عن ذلك كشفت نتائج الدراسة أن البرنامج التدريسي المستند الى المدخل القائم على تحليل النص أكثر فاعلية من الطريقة التقليدية في تطوير الكتابة الأكاديمية لدى معلمي ما قبل الخدمة.

الكلمات المفتاحية: برنامج تدريسي، المدخل القائم على تحليل النص في اللغويات الوظيفية، الكتابة الأكاديمية.

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Introduction

Developing writing skills for pre-service teachers is vital as it forms the foundation for effective teaching. Writing is certainly a key skill for pre-service teachers as it forms the basis for effective communication in lesson plans, reports, and correspondence with students and parents. Academic writing is crucial for pre-service teachers as it fosters critical thinking, and prepares them for professional discourse in education. It enables them to articulate ideas clearly, engage with educational theories, and contribute meaningfully to the field, essential for effective teaching and continuous professional development (Moon, 2006).

However, L2 pre-service teachers find writing as the most challenging skill to master as they need not only to arrange the ideas cohesively but also organize the deliberate textual composition so that it can be a readable text (Richards & Renandya, 2002; Widodo, 2006). Academic writing can be challenging for EFL pre-service teachers due to potential language proficiency issues, unfamiliarity with academic conventions, and differing cultural perspectives on education.

Many pre-service teachers are trained as English Language teachers, rather than writing teachers which causes the lack of awareness of the various approaches to teaching English as a Foreign Language writing. One of these approaches is the genre-based approach which is a method of teaching that focuses on the social and communicative functions of texts, rather than on isolated skills or rules. Drawing on Halliday's (1994) Systemic Functional Linguistics (SFL), a genre-based approach (GBA) to teaching L2 writing focuses on the conventions of a particular text type and attempts to help students understand why they are writing a text (purpose), who they are writing for (audience), and how to write a text (organization) (Widodo 2006). Genre-based Approach (GBA) to writing pedagogy can make manifest the perspective of the genre as "a staged goal-oriented social process" (Martin, 2009, p.13).

The genre-based approach may help pre-service teachers understand how texts work in different situations and how they can adapt their writing to meet the expectations and needs of their readers. It may seek to develop communicative competence by mastering different types of texts. By analyzing and practicing these genres, pre-service teachers can enhance their ability to articulate ideas effectively and tailor their writing to diverse educational contexts.

The SFL-informed GBA adopted in this study is crucial because pre-

service teachers in a teacher's training program need to sharpen their understanding of genre content knowledge to train their students to learn contextualized foreign language through explicit genre instruction. This approach not only enhances their writing proficiency but it also empowers them to adapt their communication style to different academic situations, fostering versatility in their teaching practices.

In accordance to the implementation of genre-based writing to teaching and learning writing is a kind of model of wheel literacy (Coal & Kalantzis, 1993, p. 25) further stated: "This wheel has three phases-modelling the target genre, where learners are expected to examples of the genre they have to produce; the construction of the text by learners and teachers, and finally the independent construction of texts by learners."

Statement of the problem

Academic writing can be challenging for Jordanian pre-service teachers due to factors such as language proficiency, variations in educational systems, the requirement to integrate theory with practical experiences, and differences in academic writing norms. Cultural influences and unfamiliarity with certain academic conventions may also contribute to the perceived difficulty in mastering this skill. Many pre-service teachers are still developing their academic skills, making the transition from casual to formal writing a notable challenge. Studies have shown that learners often encounter difficulties integrating theory with practical experiences, which complicates their ability to produce coherent academic texts (Zamel, 1982). Furthermore, the traditional grammar-focused approach to language learning, which emphasizes decontextualized rules of language use, often dominates EFL education (Bitchener & Knipe, 2008). This approach tends to focus on grammatical accuracy at the expense of the broader communicative aspects of writing, such as structure, social purpose, and the meaning conveyed through language in context (Swales, 1990).

The challenge is intensified by the history of their language learning that departs from a traditional perspective of grammar, which defines grammar as a set of decontextualized rules for language correct usage and focuses study of parts of speech. Therefore the teacher-students' interaction in the writing course has been dominated by the corrective feedback which focuses on grammatical accuracy in L2, while it should emphasize the organization of a text based on its social purpose, meaning,

and language in context.

Therefore, this study aims to identify the effectiveness of implementing an SFL Genre-Based approach to help a group of EFL pre-service teachers improve their academic writing skills. This study aims to investigate how their academic writing can be improved concerning social purpose, schematic structure, and language features after their exposure to genre-based approach.

Purpose and Question of the Study

This study aims to explore the benefits of implementing an SFL genre-based approach to help a group of EFL pre-service teachers to improve their academic writing skills. It aims to investigate to what extent can their academic writing skills actually be improved with respect to social purpose, schematic structure and language features after their exposure to genre based approach.

Therefore, this study aims to answer the following question:

Are there any statistically significant differences at ($\alpha = 0.05$) in the academic writing skills of EFL preservice teachers in Jordan due to the use of the systemic functional genre-based approach vs conventional strategy?

Significance of the Study

The study assumes that the instructional program based on Systemic Functional genre-based approach may contribute to improve EFL pre-service teachers' skills in academic writing. The findings of implementing the present study may be beneficial for EFL curriculum designers and developers, teachers, students as well as researchers.

The findings of implementing the present study may be beneficial for teacher preparation programs designers and developers, teachers, as well as researchers. Recognizing the importance of a genre-based approach can benefit teacher education program developers by influencing the development of programs that explicitly incorporate genre-based writing instruction, thereby ensuring that future teachers are well-prepared for this important skill. Ensure that teacher training programs are aligned with national and international standards that recognize the importance of genre-based writing skills. By integrating genre-based approaches into teacher education programs, developers can better equip future educators with the tools they need to foster effective writing skills in their students.

Definition of Terms

- **The instructional program:** This is an instructional program that was developed by the researcher based on a systemic functional genre-based approach. There are three stages that must be followed and implemented during the teaching and learning process. The three stages are modeling a text, joint construction of a text, and independent construction of a text. The main purpose of this program is to investigate the effect of a genre-based approach on preservice teachers' academic writing skills.
- **Pre-service teachers:** This term is used to describe student teachers who were enrolled in a teacher education program and working toward teacher certification. These are students trained from higher education institutions to become professional teachers who have little to no experience teaching in the classroom.
- **Genre-based approach:** Drawing on Halliday's (1994) Systemic functional linguistics, a genre-based approach to teaching L2 writing focuses on the conventions of a particular text type and attempts to help students understand why they are writing a text (purpose), who they are writing for (audience), and how to write a text (organization) (Widodo 2006). In practice, the genre-based approach integrates explicit teaching of both the linguistic and functional aspects of writing, helping students to produce coherent and contextually appropriate texts that meet both linguistic standards and social expectations. It encourages learners to see writing as a socially situated activity, where the form, content, and language must be tailored to the communicative situation.
- **Academic writing:** is one of the steps of the academic research process through which scientists report situations of thinking, experience, observation, application /testing etc. as to the solution of a scientific problem identified. In addition to following the general rules of a text genre, all principles considered while reporting academic research and the process of textualizing it is called "academic writing" (Bahar, 2014, p. 213) or "scientific writing."). In this study writing skills refers to preservice teachers' abilities to put their thoughts into words in a coherent meaningful way to produce texts that belong to specific genres.

Limitations of the Study

- The first limitation was that the participants of the study were only 50 preservice teachers out of 300 distributed into two sections (25 preservice teachers in each).
- The second limitation was that the study was carried out over a period of only six weeks during the first semester of the academic year 2024 – 2025.
- The third limitation was that the genres selected for this study were reflective essays and critical analytical essays, the types of texts used in the high diploma program for teachers' preparation at the University of Jordan.
- The fourth limitation was that one main skill was considered in the treatment which is the writing skill which is included in Module 2 Theme 1: Curriculum & Planning.
- Finally, the only instrument used (writing achievement test) was developed by the researcher. Therefore, the validity of the obtained results depends on the reliability and the validity of the instrument.

Previous Related Studies

Rahayu and Musyarofah (2022) explored the application of a systemic functional linguistics (SFL)-informed genre-based approach (GBA) in a teacher training program to enhance student teachers' understanding of the socio-communicative consequences of their writing. The study aimed to help student teachers recognize how their metalinguistic choices can serve specific communicative purposes for particular readerships. The data were collected through students' writing samples and their reflections on the learning process, analyzed using Halliday's Systemic Functional Linguistics framework. The participants in the study were student teachers enrolled in the teacher training program. The main findings indicated that students became more aware of their socio-communicative decisions in writing for distinct audiences, recognizing writing as a social act. However, the authors suggested that further research is needed to explore how GBA affects pre-service teachers' writing abilities and influences their teaching practices in English as a Foreign Language (EFL) classrooms.

Nguyen and Lam (2022) conducted a study to explore how the integration of the genre-based approach into English as a second language (ESL) classrooms helped students improve both their academic writing skills and their understanding of genre-specific conventions. Through the

use of focused writing activities and feedback cycles, the study revealed that students gained a better grasp of text structure and the application of academic language in a variety of contexts. The study's findings support the idea that the genre-based approach fosters more targeted learning outcomes for students, enabling them to produce more academically coherent texts.

Sanchez and Cristina (2021) investigated the effectiveness of a Genre-Based Approach grounded in Systemic Functional Linguistics (GBA-SFL) and the Teaching Learning Cycle (TLC) to develop persuasive writing skills among heritage Spanish students. Over the course of a five-week module, students were taught persuasive writing, with an emphasis on the subjunctive mood, using GBA-SFL and TLC. The study involved five heritage Spanish students at an eastern U.S. university. The results revealed that the GBA-SFL approach significantly helped students improve their persuasive writing skills. Despite the small sample size, the findings highlighted the effectiveness of the approach in enhancing students' writing abilities.

Waer (2020) examined the impact of a process-genre approach on L2 writing self-efficacy and overall writing performance. Thirty-one English majors from the Faculty of Education at New Valley University participated in the study. The research found significant improvements in the students' self-efficacy, writing performance, and analytic writing traits such as content, organization, vocabulary, language use, and mechanics. Additionally, students reported positive perceptions of the approach, with four key factors contributing to their success: academic writing support, teacher scaffolding, peer assistance, and emotional gains. The study concluded that the process-genre approach was highly effective in supporting students' development in writing.

Heman et al. (2020) explored how a Genre-Based Approach (GBA) could address students' difficulties in writing achievement. The study utilized a descriptive quantitative methodology, employing observations, document analysis (writing tests), and interviews as data collection tools. The participants were students in a writing class. The results showed that GBA was effective in helping students identify and incorporate appropriate ideas into their writing. It also helped students produce meaningful texts, leading to an overall improvement in their writing skills. The study suggested that GBA could be a beneficial classroom strategy for enhancing writing achievement.

Haerazi and Irawan (2019) conducted a classroom action research study to investigate how a genre-based language teaching model could improve students' low writing achievement. The research followed a two-step process: a preliminary study to identify students' problems and an action phase in which the genre-based model was applied. Data were collected through observations, questionnaires, and testing, and analyzed both quantitatively and qualitatively. The participants were students who were struggling with writing skills. The findings indicated that the genre-based teaching model successfully improved students' writing achievements. Students found it easier to write descriptive texts because the structured teaching steps guided them to organize their writing according to the genre's generic structure. The study concluded that the genre-based approach could be an effective way to improve writing skills in students with low achievement.

Ghanim, (2016) investigated the effect of using a genre-based approach on Iraqi EFL learners' performance in essay writing that has been applied to fifth-class secondary students. The population of the study consists of fifth-grade male students in the secondary stage in the city of Baghdad during the academic year 2013-2014. The researcher chose the equivalent group for the experimental design. The results of the analysis indicated that there was a statistical significant difference between both the experimental group and control group which was taught by using the traditional method where the experimental group proved to be better than the control group.

Concluding Remarks

As viewed in the previous literature related to the effect of the genre-based approach on developing academic writing skills, the genre-based approach can be integrated into teachers' preparation programs to assist EFL student teachers in developing their reading and writing skills. For example, Waer (2020) examined the effect of a process-genre approach on L2 writing self-efficacy and writing performance. Rahayu and Musyarofah (2022) suggested that a more comprehensive study needs to be developed to see how SFL-informed GBA affects pre-service teachers' writing and how it helps shape English as a Foreign Language (EFL) teaching in their own classrooms. It is worth mentioning that this study was distinguished from the above-mentioned studies; it might have been the first study at the University of Jordan in the high diploma program for teachers' preparation to put together an instructional program based on the systemic functional

genre-based approach to investigate its influence on improving EFL pre-service teachers' academic writing.

Methods and Procedures

Study Design

To collect the data of this study, the researcher used a quasi-experimental design. The independent variable has two levels: the instructional program and the teaching method; whereas the dependent variable is the students' achievement in the writing skill. There is one independent variable which has two levels: the instructional program and the conventional teaching method. One dependent variable: students' achievements in writing. This design can be graphically represented as follows:

EG: O1 X O1

CG: O1 --- O1

EG: stands for the experimental group, CG: stands for the control group, X: stands for the treatment" the instructional program based on systemic functional genre-based approach, O1: stands for EFL writing achievement test.

Participants of the Study

The participants in the current study were chosen purposefully from the high diploma program at the University of Jordan in the first semester of the academic year 2024 – 2025. This program has been selected purposefully as the researcher is teaching there and because the high diploma program for teachers' preparation agreed to collaborate with the researcher. Two sections were assigned to participate in this study. One section was randomly assigned as the experimental group (25 students) and the other section was the control group (25 students). Students of the experimental group were taught by getting involved in genre-based program, whereas students of the control group were taught using the conventional teaching method. Both groups took the one EFL writing achievement test before and after the treatment. To ensure reliability, a third section (25 students) from the same program at the University of Jordan, participated in this study representing the pilot group.

Instruments of the Study:

The instrument used to collect data of this study was: a writing achievement test accompanied with a writing rubric.

Writing Achievement Test

The writing achievement test was administered as a pre-post test for the preservice teachers. The duration between the pre-test and post-test

was six weeks. It included two questions for the pre-posttest (writing an essay explaining how technology can be integrated into the education process and provide a safe and supportive educational environment for student learning and explaining how to use reading strategies in developing students' reading comprehension skills.

Preservice teachers are supposed to write around 1000 words on familiar topics followed by a guidance on writing critical analytical essays with clear descriptions for each stage in this genre. The researcher provided preservice teachers with reliable sources and related literature to help them generate more ideas to facilitate collecting and organizing their writings. One rubric was used to grade the writing part of the writing achievement test.

The Writing Rubric

To evaluate students' writing skills, a writing rubric was adopted and then modified to the University of Jordan – Grade Criteria for Academic and Professional Equivalent Marks –Approved Version -2021

It comprised five criteria: demonstrating knowledge, understanding, applying knowledge understanding, critical thinking, initiative and problem-solving, presentation and communication. Each criterion included five indicators and they were given 4 points for each. The total score of the writing test was out of 20 marks. Two experienced raters independently graded students' writing based on the writing rubric.

Teaching Method

Description of the Instructional Program

The researcher developed an instructional program based on set of principles that underlie the systemic functional genre-based approach. The main purpose of this program is to investigate the effect of genre-based approach on preservice teachers' academic writing skills.

Genre-based program was exclusively introduced to the experimental group of preservice teachers in high diploma in teacher preparation at the university of Jordan over a period of six weeks during the first semester of the academic year 2024-2025. Simultaneously, the content of the reading and writing texts (High Diploma in Teacher Preparation. Module 2. Theme 1: Curriculum & Planning. Sessions: Approaches to Teaching Reading & Approaches to Teaching Writing) such as, the intended learning outcomes, the same content of the reading comprehension, assessment instruments, number of lessons, amount of activities, time assigned to each lesson was the same for both the control and experimental groups. However, the

differences between the Systemic Functional genre-based program and the conventional teaching method were in the teaching and learning instructions. The researcher planned genre-based lessons in which outcomes, procedures, content, tasks and time were clearly stated. The program shares the same outcomes as the high diploma program at the University of Jordan to help pre-service teachers develop a deep understanding of discipline-specific writing conventions, enhance their communication skills within professional contexts, encourage critical thinking and analytical abilities, and ultimately prepare them to produce effective and contextually appropriate academic writing. This program seeks to develop communication competence by mastering different types of texts. It aims to help students understand the lexical and grammatical features of different rhetoric contexts being aware of communicative purpose in social interaction. It promotes a deep understanding of different types of texts and enhances both reading comprehension and writing proficiency. The program typically includes activities such as genre analysis, modeling, scaffolding, and explicit instruction to help pre-service teachers become proficient in reading and writing within specific genres and to prepare them to design engaging and effective literacy lessons for their future students.

In addition, the instructional program based on implementing the genre-based approach was designed to achieve a set of specific writing outcomes. First, to improve their critical thinking skills to be better writers. Second, to help pre-service teachers to become reflective teachers. Third to write an analytical essay in response to a question related to the subject strategies in teaching and learning. Fourth, to write the essay in sound scientific language, including organized and sequential paragraphs free of spelling and linguistic errors, and formatting the essay appropriately. Finally, to promote positive attitudes towards using a genre-based approach. To achieve these specific learning outcomes pre-service teachers need to perform analytical and critical tasks in which they develop their autonomy and construct knowledge on the basis of previous knowledge. They need to analyze and discuss with peers topics with diverse communicative intentions, found in texts of different genres. The researcher implemented some fixed teaching and learning strategies in every writing class to enable preservice teachers to master writing the types of texts used in the high diploma program for teachers preparation at the University of Jordan. The genres selected for this study were reflective essays and critical analytical essays.

Description of the Conventional Program

1. This refers to the teaching method that was described in the High Diploma in Teacher Education program. Module 2. Theme 1: Curriculum & Planning Sessions: Approaches to Teaching Writing & Approaches to Teaching Reading.
2. The High Diploma in Teacher Education Program aims to lead the advancement in the quality of teaching and the promotion of excellence in education in Jordan, and the region. The mission of this program is to enable every educator to positively influence the future generation of Jordan and the Arab World by spearheading education policy reform and teacher professional development. This program simply believes that every educator should be given the skills, recognition, and support to excel.
3. Module 2 aims to develop a good understanding of pedagogical content knowledge as it applies to learners in English. Demonstrate the ability to be creative, independent, and successful in the application of knowledge in teaching and other work with a range of learners and colleagues.
4. By the end of theme one Curriculum & Planning, STs will be able to discuss different approaches to teaching reading and writing, connect to the MOE curriculum and Plan for teaching reading and writing lessons, and link to MOE books.
5. The outcomes of these sessions (Approaches to Teaching Writing & Approaches to Teaching Reading) are to demonstrate an understanding of the effective strategies for teaching writing and introduce STs to different types of reading genres.
6. Preservice teachers will use their knowledge and understanding of a given topic within the themes of Module 2 and relevant evidence to write an essay of 1000 words.

Validity of the Research Instruments

To establish the content validity of the research instruments, a jury of 12 experts was consulted (i.e. seven TEFL professors, three professors of curriculum and instruction, and two TEFL supervisors). The experts were kindly requested to check the appropriateness of the writing test, and the writing rubric in terms of accuracy, comprehensiveness, relevance, clarity, length, and language. The writing rubric consisted of five parts (demonstrating knowledge and understanding, applying knowledge and understanding, critical thinking, initiative, problem-solving, presentation, and

communication.). Each part included four indicators and they were given 4 points for each. For example, there were many valuable suggestions which mainly included reviewing word choice, re-organizing the items, and deleting some repeated items. On the other hand, the writing test has fewer comments compared to the writing rubric.

The foremost suggestions of experts regarding the teaching methods included simplifying the language used to describe each of the teaching programs. Following the same organization of the components of both programs, reconsidering the time allotted for each activity and highlighting the tasks that are adopted from the conventional teaching methods and the ones that are specially designed for the genre-based program to show what innovations are there that the genre-based program had to add.

Reliability of the Research Instruments

To establish the reliability of the achievement test and scale, they were administered to 25 EFL students from the population of the study as a pilot group, but not from the sample of the study. To ensure the inter-reliability of raters, the researcher and another cooperative university teacher educator discussed the writing rubric. Each rater independently graded students' written pieces of the sample of the study based on the writing rubric separately. Moreover, the Cronbach Alpha of the writing test was (0.92), therefore, all the obtained values of reliability were considered adequate to use the research instruments to collect the data of the study.

Statistical Analysis

To analyze the data of the study, the Statistical Package for the Social Science (SPSS) was used. This included calculating the means and standard deviations for both the experimental and the control groups. One-way MANCOVA tests was also used to test the statistical differences between mean scores of the two groups concerning their responses to the writing tests.

Findings

Results Related to the Research Question of the Study: Are there any statistically significant differences ($\alpha = 0.05$) in the academic writing skills of EFL preservice teachers in Jordan due to the use of the systemic functional genre-based approach vs conventional strategy?

To answer this question, means and standard deviations of EFL preservice teachers' academic writing mean scores were calculated. Results are shown in Table 1.

Table 1. Means and standard deviations of EFL preservice teachers of experimental and control groups in the pre - post-writing test

Group	N	Pre -test		Post- test	
		Mean	Std. Deviation	Mean	Std. Deviation
Experimental	25	6.52	1.584	16.32	1.952
Control	25	7.00	2.04	7.32	1.909
Total	50	6.76	1.825	11.82	4.931

Mean scores are out of 20

Table 1 reveals that there were differences in the mean scores of both groups (experimental and control). The mean score of the experimental group on the post- test for academic writing was (16.32) while the mean score of the control group was (7.32). To test if those differences were statistically significant ($\alpha=0.05$), one-way Analysis of Covariance (ANCOVA) test was applied. Results are presented in Table 2.

Table 2. One-way analysis of covariance (ANCOVA) of the academic writing mean scores of experimental and control groups in the pre - post writing test

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Group	1069.363	1	1069.363	491.731	.000*	.913
Pre-academic writing	76.669	1	76.669	35.255	.000	.429
Error	102.211	47	2.175			
Total	1191.380	49				

* Statistically significance at level ($\alpha = 0.05$).

Table 2 reveals that there were statistically significant differences in the mean scores of EFL preservice teachers of both groups regarding their academic writing due to the teaching method. The "F" value (491.731) is statistically significant ($\alpha=0.05$). The adjusted mean scores and standard errors were also calculated. Results are shown in Table 3.

Table 3. Adjusted mean scores and standard errors of EFL preservice teachers of both groups of the academic writing mean scores

	Group	Mean	Std. Error
Academic writing	Experimental	16.486	.296
	Control	7.154	.296

Table 3 shows that the adjusted mean score of the experimental group (16.486) was higher than the adjusted mean score of the control group (7.154). This indicates that the differences were in favour of the EFL preservice teachers who were taught using the program based on the Systemic Functional genre-based approach. To know the effect size, Eta

square was also obtained. As shown in Table 2, the effect size was (0.913), which means that (91.3%) of the variance in the total scores of EFL preservice teachers' achievement in academic writing was attributed to applying the Systemic functional genre-based approach.

Discussion

Discussion Related to the Research Study Question: “Are there any statistically significant differences ($\alpha = 0.05$) in the academic writing skills of EFL preservice teachers in Jordan due to the use of the Systemic Functional genre-based approach vs conventional strategy?”

The findings of the study indicated that there was a statistically significant difference at ($\alpha = 0.05$) between the mean score of the EFL preservice teachers of the experimental group who were taught according to the Systemic Functional genre-based approach-based program and the mean score of the control group EFL preservice teachers who were taught based on the conventional method. This difference was in favor of the experimental group of EFL preservice teachers since the adjusted mean score ($M = 16.32$) was higher than the adjusted mean score of the control group ($M = 7.32$). This indicates that the Systemic Functional genre-based approach-based program had a remarkable effect on developing the writing skills of the experimental group EFL preservice teachers. These results are consistent with those of Rahayu & Musyarofah (2022), Wear (2020), and **Sanchez and Cristina (2021)** which concluded that using genre-based activities significantly developed EFL preservice teachers' achievement in academic writing.

This improvement in EFL preservice teachers' writing skills may be due to several reasons. First, when it comes to teaching and learning writing, the SF genre-based approach is a matter of mixed approach between process and product approach. Genre-based approach refers to the process of writing showing its systematical orders or steps to follow either by the teacher or students. Whereas, genre as a product shows its distinctive features of writing in terms of organization, communicative purpose, and linguistics features used.

Another possible reason for EFL preservice teachers' improvement in academic writing could be the type of writing strategies activated by applying the SF genre-based instructional program. Such activities guided the EFL preservice teachers to write from very simple or dependent steps to independent steps. Three stages must be followed and implemented

during the teaching and learning process. The three stages are modeling a text, joint construction of a text, and independent construction of a text. Each stage has some practical steps to follow systematically. By following these stages, EFL preservice teachers could learn to write truly gradually and systematically. This helped them to write by comparing and contrasting their previous work to the final work of writing. By doing so, EFL preservice teachers knew the strengths and the weaknesses of their writing. The genre-based approach helped EFL preservice teachers raise their awareness of particular areas of difficulties while at the same time promoting learner autonomy.

Another possible reason for EFL preservice teachers' improvement in academic writing could be the integration of both reading and writing activities which the SF genre-based approach emphasized. During the modeling stage which is the first stage in the teaching and learning process, some practical steps must be implemented by EFL preservice teachers. First, the university teacher educator chooses a certain type of genre writing in order to develop the session activities. In this case, the type of genre must match the EFL preservice teachers' needs. The genres selected for this study were reflective essays and critical analytical essays, the types of texts used in the high diploma program for teachers' preparation at the University of Jordan. The UTE and EFL preservice teachers discuss the text genre by modeling and deconstruction or even manipulating the text. The EFL preservice teachers are directed and situated in order to know and understand the function of the text, and the communicative purpose of the text. They analyze it in order to know the nature of its features in terms of linguistic features, structures of the text, and the communicative purpose. Each type of genre has its own linguistic features, structural patterns, and communicative purpose as well.

Another possible explanation of this result could be due to providing constructive feedback that can help EFL preservice teachers identify their strengths and areas of development to improve their writing skills. Feedback can help them to understand how to meet specific writing criteria so they can think critically about their own writing and develop their voice. This can help them to write by comparing and contrasting their previous work to the final work of writing in the last stage which is independent construction. Additionally, constructive feedback promotes a positive and collaborative learning environment where they can enrich their understanding of effective communication. Weber (2001) states that

this model of teaching and learning writing helps to raise the students' awareness of particular areas of difficulties while at the same time promoting learner autonomy.

Conclusion

In conclusion, using an instructional program based on SFL genre-based approach to develop academic writing skills for EFL preservice teachers developed their EFL achievement in academic writing skills. The improvement in their English language writing skills in general such as reflecting, expressing points of view, and evaluating may be due to the inclusion of the SFL genre-based activities through the following teaching and learning cycle. Such activities guided the EFL preservice teachers to write from very simple or dependent steps to independent steps. It could be concluded that three stages should be followed and implemented during the teaching and learning process. The three stages are modeling a text, joint construction of a text, and independent construction of a text. Another possible reason for EFL preservice teachers' improvement in academic writing could be the integration of both reading and writing activities which the SF genre-based approach emphasized. Analyzing texts during the modeling stage through the SFL lens encourages critical engagement with content, helping preservice teachers to not only write better but also think more critically.

Recommendations

1. English language teachers should be trained how to design genre-based activities to be used in their lessons.
2. Teachers should follow the teaching and learning cycle during their lessons acknowledging its effect on improving students' English language skills and creating autonomous learners.
3. Professional development programs held by the supervisors of the Ministry of Education should cater SFL genre based approach in their workshops during teachers' training.
4. Curricula developers and textbooks authors should incorporate more genre based activities in EFL curriculum.
5. Other Concerned researchers should explore the impact of the SFL genre-based approach on other universities and other levels.

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