



ISSN: 1817-6798 (Print)

Journal of Tikrit University for Humanities

available online at: www.jtuh.org/
Solin Saman Khalid

College of Basic Education/ Salahaddin University

Dlakhshan Yousif Othman

College of Basic Education/ Salahaddin University

* Corresponding author: E-mail :

Soleensaman1992@gmail.com

07507772983

Keywords:

genre-based Instructions

GBI Stages

Genre

speaking skills

EFL

ARTICLE INFO**Article history:**

Received 1 Mar 2025
 Received in revised form 25 Jun 2025
 Accepted 2 Aug 2025
 Final Proofreading 29 Jan 2026
 Available online 31 Jan 2026

E-mail t-jtuh@tu.edu.iq

©THIS IS AN OPEN ACCESS ARTICLE UNDER
 THE CC BY LICENSE

<http://creativecommons.org/licenses/by/4.0/>



The Role of Genre-Based Institutions in Developing Speaking Skills: Perspectives of EFL Students

ABSTRACT

This study aims to develop speaking skills through the use of genre-based instructions. GBI is a teaching method that can help learners to understand language through different spoken genres such as debate, seminars, discussions, formal and informal conversations, storytelling, etc. It aims to improve EFL students' speaking abilities through the use of GBI stages. It offers a framework that enhances students' speaking skills by following GBI's stages as well. Each stage consists of several strategies that facilitate learning speaking skills in the classroom. Since speaking skills are considered crucial skills and are highly required in the field of English language and Applied Linguistics. Therefore, GBI can be an effective method for teachers to follow in the speaking classes. A mixed research method was applied to conduct this study. The data were collected from English departments of the College of Basic Education, the College of Education, and the College of Languages at Salahaddin University-Erbil for the academic year 2024-2025. The findings of the study indicate that GBI has a positive influence on enhancing the speaking skills of university EFL students. The questionnaire consists of 25 items as a research tool, and the sample included 150 undergraduate students of English as a foreign language at the academic stage who were chosen selectively. The study results indicate that genre-based instruction (GBI) has a positive impact on enhancing the speaking skills of undergraduate English language students.

© 2025 JTUH, College of Education for Human Sciences, Tikrit University

DOI: <http://doi.org/10.25130/jtuh.33.1.1.2026.20>

دور التعليم القائم على النوع في تنمية وتطوير مهارات التحدث: وجهات نظر الطلبة دارسي اللغة

الانكليزية لغة اجنبية

دلخشان يوسف عثمان/ كلية التربية الاساسية/ جامعة صلاح الدين

سولين سامان خالد/ كلية التربية الاساسية/ جامعة صلاح الدين

الخلاصة:

هذه الدراسة تهدف الى تنمية وتطوير مهارات التحدث من خلال استخدام التعليم القائم على النوع. التعليم القائم على النوع هو أسلوب تعليمي يساعد المتعلمين على فهم اللغة من خلال أنواع مختلفة من

المحادثات، مثل (المناظرات، الندوات، المناقشات، المحادثات الرسمية وغير الرسمية، وسرد القصص... إلخ)، هدف هذه الطريقة هو تطوير قدرات التحدث لدى طلاب اللغة الإنجليزية من خلال استخدام مراحل "التعليم القائم على النوع". تقدم طريقة "التعليم على أساس النوع" إطاراً يعمل على تعزيز وتحسين مهارة التحدث لدى الطلاب من خلال اتباع مراحل هذه الطريقة أيضاً. كل مرحلة تشتمل على مجموعة من الإستراتيجيات التي تعمل على تسهيل تعلم مهارات المحادثة في الفصل الدراسي، وذلك لكون مهارات التحدث تعتبر أساسية ومطلوبة بشدة في مجال اللغة الإنجليزية والتطبيقات اللغوية. بناءً على ذلك، طريقة "التعليم القائم على النوع" ممكن أن تكون فعالة بشكل كبير يُنصح بها المدرسين في حصص المحادثة. لقد تم تطبيق منهجية مختلطة لإجراء هذه الدراسة، والبيانات الخاصة بهذه الدراسة تم جمعها من قسم اللغة الإنجليزية في كلية التربية الأساس، كلية التربية وكلية اللغات في جامعة صلاح الدين في محافظة أربيل للسنة الأكاديمية ٢٠٢٤ - ٢٠٢٥. نتائج الدراسة أشارت إلى أنّ "التعليم القائم على أساس النوع" له تأثير إيجابي في تعزيز مهارات التحدث لدى طلاب الجامعة الدارسين للغة الإنجليزية كلغة أجنبية. يتضمن الاستبيان ٢٥ بنداً كأدوات للبحث، وشملت العينة ١٥٠ طالباً أكاديمياً في مجال دراسة " اللغة الانجليزية لغة اجنبية" في المرحلة الجامعية، ولقد تم اختيار هذه العينة بصورة انتقائية. تشير نتائج الاستبيان إلى أنّ التعليم القائم على الأنواع (GBI) له تأثير إيجابي في تعزيز مهارات التحدث لدى طلاب اللغة الانجليزية في المرحلة الجامعية.

كلمات مفتاحية: التعليم القائم على النوع، مهارات التحدث، مراحل التعليم القائم على النوع، النوع، اللغة الإنكليزية لغة أجنبية

أقدم بجزيل الشكر والتقدير لمجلة جامعة تكريت لما تقدمه من إسهامات معرفية متميزة في إثراء البحث العلمي.

1. Introduction

1.1 Problem Statement

Speaking skills are considered difficult skills for EFL learners, especially for university students, due to many factors such as limited exposure to the English language, lack of communication, anxiety, not having enough prior knowledge, etc. Despite having several teaching methods for developing speaking skills, EFL learners still find it difficult to communicate in English outside the class or in real-life situations. Regardless of the importance of GBI in enhancing EFL students' speaking skills, that focuses on using real-world language use within

specific genres, but it has not been well studied how it has impact on improving speaking ability.

Rokhmawati (2011) states that speaking is essential in teaching and learning for EFL learners because, through speaking, learners can express their thoughts and opinions. Brown (1993) argues that language teaching methodology must develop not only accuracy but also fluency. Harmer (2001) argues that free discussions in the classroom enable students to communicate outside the class. Despite the importance of speaking skills, EFL learners still struggle with speaking. Hence, this study aims to identify the most effective pedagogical tools and assessment methods in measuring the impact of GBI on speaking proficiency. Furthermore, the study explores students' perceptions of GBI in developing their speaking proficiency.

GBI classroom practice consists of some stages, including several strategies that teachers can utilize for teaching speaking skills (Kojima, 2020). These steps are building knowledge of the field where the teacher introduces the topic, context, and new vocabulary. Presenting and analyzing the example text involves modelling and deconstruction of the text. Getting students to work in groups with a teacher's guide is called joint construction, and the last stage is called independent construction, where the students create spoken genres on their own without a teacher's guide or help. Finally, this paper is extracted from the researcher's MA thesis.

1.2 Aim of the Study

This study aims to answer the following questions: (1) What are EFL university students' perceptions of genre-based instructions in developing their speaking ability? And (2) What pedagogical tools and assessment methods are most effective in measuring the influence of genre-based literary instructions on speaking proficiency and perceptions?

1.3 Scopes of the Study

This study was conducted between January and April 2025. It is limited to third-year students from Salahaddin University and was carried out at the College of Basic Education, the College of Education, and the College of Language. The emphasis of this paper is on genre-based instructions and their impact on developing speaking skills.

1.4 Definition of Basic Terms

1.4.1 Genre

(Endah, 2009) defines genre as a term usually used to describe a variety of processes, for example, describing, arguing, clarifying, and so on; these processes are used to manufacture texts to reflect the aim and the audience.

1.4.2 Genre-Based Approach

Genre-based approach is a teaching framework that emphasizes the understanding and production of texts that refer to specific genres with their own communicative purpose, structure, and language features. (Richards & Schmidt, 2010).

1.4.3 Genre-Based Instructions

According to Erlinda (2008), Genre-based instructions is a teaching method that uses genre analysis outcomes and examines the social function (communicative purpose), generic structure (text organization), and lexico-grammatical features of texts.

1.4.4 Speaking Skills

Harmer (2001) defines speaking skills as the capacity to express ideas in the target language fluently and properly.

1.4.5 EFL

EFL refers to those students who live in non-English-speaking countries and attempt to learn English. (Mustafa, Kawther, & Rashid, 2020)

2. Literature Review

2.1 What is Genre-Based Approach (GBA)?

The genre-based approach emerged in Australia in the mid-1980s to develop students' academic writing (Wibowo & Lengkanawati, 2024). The genre-based approach (GBI), was put emphasis on different text types and showed how these texts relate to social texts. Basically, GBI is considered a way of teaching

literacy (Hyon, 1996). According to Herawaty (2009), this approach is dependent on three assumptions. First, the learning process is considered a social activity, as it is cited by Halliday (1992), and as a learning process means students learn from each other to gain information and knowledge through contact and communication. Besides, learning a language, according to him, results from collaboration among the teacher/students and student/students. Through interaction with people in influential social activities, learners will acquire the comprehension to utilize the target language for making meaning (Herawaty, 2009). Hyland (2004) identifies several key characteristics of GBA; it's known for its explicit teaching since it facilitates students' acquisition of skills. Also, it's systematic due to its clear construction on language and context. GBA is supportive because teachers are given a key role to encourage learners' learning and creativity. It's critical because through GBA, students understand valued discourses.

2.2 Genre and Genre-Based Instructions (GBI)

Etymologically, the origin of the term genre derived from the French word, which means kind or type (Erlinda, 2008). She also states that the word genre is usually used in the area of literature, media, theory, and later in the area of linguistics. Genre-based instructions can be called (GBI) is mainly used within the English language classroom for writing instruction. It builds on two key teaching approaches: the process approach, in which teachers assist students in developing and polishing their writing skills via multiple activities (Morgana, 2017), and the product approach, which emphasizes the production of clear, understandable writing from the viewpoint of the reader. Although genre-based instructions are mostly used in teaching writing skills, it can be used for teaching speaking skills effectively. Some researches testify that GBI is useful for teaching speaking skills and enhancing EFL learners' speaking skills. Kojima (2020) advocates that the increase of GBI in language education was along by the growth of genre analysis and genre study. The significance of GBI for enhancing communicative skills of language is that communication doesn't only mean speaking fluently, but it means understanding language in different social contexts where the speakers understand each other appropriately (Kojima, 2020). Genre-based instructions aims to teach language explicitly, improve understanding, and facilitate teacher development (Morgana, 2017).

2.3 Stages of GBI in Teaching

Generally, genre-based teaching centers around four main stages. These stages include: building knowledge of the field, modeling and deconstruction of the text, joint construction of text, and independent construction of text. In building knowledge of the field, numerous activities can be done, for example, discussing cultural context, sharing personal experience, searching for related vocabulary, and practicing grammatical patterns. Based on this stage, students can make observations, conduct interviews, or read the references to obtain more related information needed. The teacher starts by reading a text or making the students listen to a text using an audio recorder (Nabilah, 2023). Also, students retell what they learned or read, and answer questions about the text orally; they may ask questions to a friend with classmates. In the second stage, which is called the modeling stage, models of texts that learners follow are shown to learners by the teacher. Explicit instructions are extremely crucial in the modeling stage, which allows students to observe linguistic and rhetorical features in the target genre easily (Kojima, 2020). Activities may involve such as the introduction of some models of text to the class, and discussion of the language features (Nabilah & Emilia, 2023). Joint construction is a collaborative model of GBI where both the teacher and students work together collaboratively or have students work in groups (Nabilah & Emilia, 2023). Henceforward, Novianti (2015) states that through peer working and with the guidance of the teacher and scaffolding, students are assisted to create spoken genres. Moreover, teacher and students' collaboration under the teacher's support and scaffolding enables students to deconstruct a spoken or written text (Kojima, 2020). This stage aims to build confidence and indicate speaking and writing abilities (Endah, 2009). The last stage is independent construction, where students are expected to create their own text based on what they have learned in the earlier stages (Kojima, 2020). The purpose of this stage is to enable students to apply what they have learned independently while the teacher observes and gives advice from the sidelines (Novianti, 2015).

To understand the GBI in teaching speaking skills, the researcher highlights some of the previous research. A study was conducted by Shuji Kojima in 2020. It's entitled "**The Effect of Genre-Based Instruction on Academic Speech,**" and it was conducted at a private Christian high school in western Japan. This study aims to develop spoken English proficiency in Japanese EFL contexts using GBI. Mixed methods research design was used to conduct this study, and

the participants of the study are 63 Japanese high school students aged between 17 and 18 years old. The findings in the study displayed significant improvement in the performance in the procedure of the experimental group and causation micro-genres. A study entitled **“Developing Students’ Speaking Ability Through Genre-Based Teaching”** was conducted by Rully Raslina Novianti in 2015 at a state senior high school in Subang, West Java, Indonesia. The aims of the study are to examine whether GBA can enhance students' speaking skills and understand students' responses to GBA in a speaking class. The methodology in this study is Action Research using the “Look-Think-Act” cycle. The number of participants is 38 first-year students from a high school in Subang, West Java. The researcher used three tools: oral pretest and posttest, classroom observation, and student questionnaires. According to the findings in the study, GBA significantly enhances students' speaking skills and makes the class encouraging and cheering. In **“Teaching Speaking Skills through Genre-Based Approach,”** conducted by Budi Purnomo in 2008, the researcher explores teaching speaking skills via GBA. It was conducted at Muhammadiyah University of Surakarta. The study used descriptive-qualitative research methods, and the tools were used for data collection and give recommendations for developing teaching methods and improving future programs. The participants in the study included three teachers who taught speaking skills subjects and fifteen students from different faculties, such as Medical, Economics, and Psychology, at Muhammadiyah University of Surakarta. Curriculum designers and course book authors, some of whom were also the lecturers were also partook as participants in the study. Based on the findings of this study, the researcher recommends that the Language Center policy makers hold a workshop on the quality development of teaching speaking skills using a genre-based approach for the lecturers.

2.3 Speaking skills

Speaking is considered one of the three most significant skills for learning a second language (Rao, 2019). Participants convey the meaning of ideas, feelings, and information through speaking (Brwon, 2004). Harmer (2007) argues that teaching speaking skills is concerned with some components, including grammar, vocabulary, pronunciation, fluency, and comprehension. Grammar is a set of rules that enable speakers to speak accurately and use the correct form of language. Hence, grammar enables students to arrange precise sentences. Vocabulary is also a crucial component of speaking. Lack of

vocabulary hinders good communication and self-expression. Pronunciation is another speaking component that plays an important role in producing explicit language while speaking. Pronunciation has two features, phonemes and suprasegmental features. It's hard for a speaker from another language to understand when a speaker mispronounces phonemes. Another significant component of speaking is fluency. It means speaking fluently and accurately. It's also speaking confidently without or less pauses like (ums, or ers). A fluent person is capable of speaking without thinking of possible language items to express their ideas and opinions. Comprehension is understanding exercises and activities in the class.

Consequently, Suitable teaching methods and techniques must be applied for teaching speaking. Nunan (2003) indicates five principles for teaching speaking. First, teachers must be aware of the differences between second and foreign language learning contexts. Second, learners must practice with fluency and accuracy. Third, give students the chance to speak using group or pair work, and the teacher must talk less. Fourth, giving students tasks that enable them to check whether they understand what other people say. The fifth and last one is providing activities to practice in transactional and interactional speaking. Interactional speaking involves communicating with people for social purposes, while transactional speech is communicating to achieve something. Harmer (2001) suggests several activities which make the speaking class more attractive and interactive, including role-play, acting from a script, communication games, discussion, prepared talks, simulation and role-play, and questionnaires. Speaking skills require a positive environment and active classes. Teachers must use interactive activities to facilitate learning and bring motivation. As Mousa and Ayad (2022) mention that activities in the classroom assist and accelerate the enhancement of speaking skills.

3. Methodology

3.1 Research Design and Instrument

The study employs a quantitative questionnaire research design. It aims to explore EFL students' perceptions of how effective GBI is at enhancing their speaking skills. The questionnaire was handed to the students, and it consisted of 25 items constructed by the researcher herself and piloted. It was divided into three sections. The first section was a brief introduction about the GBI and

spoken genres. The second section consisted of (11) closed-ended items focusing on GBI, while the third section consisted of (14) closed-ended items focusing on the effect of GBI on speaking skills. The statements in the questionnaire were adopted from some sources and adapted to the context and subjective of the current research. Through the questionnaire, the researcher could realize how the GBI has an impact on EFL university students.

3.2 Validity and Reliability

Twenty-eight students were chosen to pilot the questionnaire. The purpose of piloting was to check how clear, suitable, and practical the questionnaire was for the students. The reliability and validity were also checked. Cronbach's alpha was used to assess the reliability, which gave a score of 0.803. To ensure its validity, the questionnaire was sent to expert judges. They reviewed the content to see if the questions actually measure what they are supposed to measure. They confirmed the questionnaire's validity. Five Likert Scales were given: strongly agree, agree, uncertain, disagree, and strongly disagree. The process of data analysis was accomplished via the SPSS program.

Table 1. Reliability and Validity Statistics

Measure	Value / Description
Number of Items	24
Number of Cases (Total)	28 (100%)
Valid Cases	28 (100%)
Excluded Cases	0 (0%)
Cronbach's Alpha	0.802
Reliability Level	Acceptable to Good (≥ 0.8 is generally considered good reliability)

3.1 Participants of the Study

The current study was conducted at Salahaddin University, College of Basic Education, College of Education, and College of Language for the academic year (2024-2025). After completing the piloting procedure, a group of 150 EFL junior students out of 273 were selected non randomly to participate in this study. The sample selection method was purposive. It was based on certain criteria like the class and module study, the research questions, and experience

to ensure that they are relevant to the aims of the study. The questionnaire was given to 150 third-year students.

Table 2. Participation of Students Info

Population	273
Sample	150
Grade	3 rd

4. Data Analysis and Results

This section introduces the findings and results of the study. The findings are based on the data that are collected through a questionnaire. The researcher divided the participants into three groups and demonstrated the results through three tables.

4.1 Analysis of Highest Mean Scores

Table (3) demonstrates the descriptive statistics for each item (5,11,3,24,6), which indicate high mean scores and demonstrate a positive agreement tendency; student believed that GBI enhances their speaking skills.

Table (3) shows that item 5 indicates the highest mean score, which is (≥ 4.22). This means that students strongly agree and find it more effective when the teacher teaches explicitly by presenting relevant words, phrases, and structures needed for the genre. The standard deviation is (0.863) indicates that most respondents agreed. Item 11 also received the highest mean score, which is (≥ 4.22). According to item 11, most of the students believe that through communicative activities like storytelling, debates, presentations, interviews, etc, they can develop their speaking proficiency. The standard deviation of the item is (0.892). It means that most of the participants responded similarly; however, few of them believed spoken genres may not be beneficial because of anxiety or little exposure to spoken genres.

Item 3 demonstrates a high mean score of (≥ 4.21). Students find authentic materials and role play are helpful in understanding how language is used in different contexts. The standard deviation is (0.860), it means the responses are consistent, but role-play and authentic materials are less effective or challenging

for some students. The mean score of item 24 shows (≥ 4.15), and the standard deviation is (0.846). The mean score indicates that participants strongly agree that autonomous practice improves speaking skills. The standard deviation shows that students' responses were consistent. Most of the respondents agree on the importance of independent practice. In addition, the mean score of item number 6 is (≥ 4.10), and the standard deviation is (0.947). Based on the mean score, students strongly agree that teachers providing examples facilitate understanding of the purpose, structure, and language. Most of the participants found the examples helpful. The respondents in item 18 don't strongly believe or reject the idea that practicing with peers can build their confidence, and the mean score received (4.06).

Besides, the item (8,15,25) indicates a mean score of (4.05), which demonstrates students believe that group work and collaborative activities in GBI have benefits and are effective in enhancing speaking skills. The standard deviation of item 11 is (1.032) which is moderately high. It indicates that most of the students responded positively, but some of them were uncertain. Item 18 recorded a standard deviation of (0.874), which means students agreed with collaborative activities, and most of them may find it helpful. The standard deviation of item 15 is (0.987), which means the majority of students found group work beneficial; however, some participants didn't agree and may prefer individual work. The standard deviation of (1.077), which is recorded in item 25, reflects students' different opinions about feedback. Some students may believe the feedback is unambiguous and prefer feedback from colleagues or self-assessment.

Finally, the mean score of item number 23 is (4.03) which displays that respondents agree that GBI influences their speaking skills in terms of vocabulary and fluency. Besides, the (SD=0.914) indicates that respondents have different feelings. Many of them found GBI effective, while a few of them may have noticed little improvement while implementing GBI. The statement of item 16 is that collaboration between the teacher and students enhances speaking skills. According to the result of the mean, which is (4.01), students agree with the idea of collaboration. The standard deviation of (0.936) elaborate participants had somewhat different views. It means most of them had a good experience, whereas some didn't feel that working closely with the teacher was encouraging and helpful.

Table 3. Descriptive Statistics for Highest Mean Scores

Item	Mean	Standard Deviation	Summary
Item5	4.22	0.863	I can learn better when teachers introduce relevant words, phrases, and structures needed for the genre.
Item11	4.22	0.892	Telling stories, debates, presentations, interviews enable me to learn about language and speak in various situations.
Item3	4.21	0.860	Using authentic materials and role play help me understand how language works in contexts.
Item24	4.15	0.846	Practicing speaking tasks on my own improves my skills.
Item6	4.10	0.947	Examples of texts that the teacher gives help me understand their purpose, structure, and language.
Item18	4.06	1.032	I feel more confident speaking after practicing with my peers.
Item8	4.05	0.874	Collaborative activities help me understand the texts better.
Item15	4.05	0.987	Group activities helped me learn how to organize my thoughts before speaking.
Item25	4.05	1.077	Feedback from my teacher helps me improve during independent speaking tasks.
Item23	4.03	0.914	Genre-based instructions have greatly influenced my speaking skills (e.g., vocabulary, fluency).
Item16	4.01	0.936	Collaborating with the teacher to create spoken texts enhances my learning skills.

4.2 Analysis of Lowest Mean Scores

Table (4) shows the lowest mean scores of items (9,17,22,10,20), which demonstrates the results where students disagree or strongly disagree and feel less supported. Items 9 and 17 show the lowest mean scores of (≤ 3.66). The reason item 9 received a low mean score is that students might not have enough information about teaching methods and course content. The standard deviation is (0.993), which means that some students found GBI supportive, and some others are uncertain or disagree. Item 17 also received the lowest mean score, and the reason is that students might tick the choices haphazardly without care. It received a high standard deviation (1.038). It means respondents have

different opinions. Item 22 received a low mean score of (≤ 3.70), which means that students feel GBI doesn't help them for academic or professional speaking situations. The high standard deviation (1.069) shows variations in responses. Some students found that GBI prepares them for academic speaking, though some others may not agree due to a lack of confidence in speaking.

Moreover, item 10 elaborates on students' less interest in GBI since they believe GBI doesn't help them to learn. The reason behind this result is that students might not have information about GBI, and they answered carelessly. The standard deviation of (0.955) shows some different responses. Many students agreed; however, others may be uncertain due to a lack of knowledge about the GBI application. Likewise, item 20 indicates a low mean score, which is (≤ 3.78). It means students have less confidence practicing tasks of spoken genres on their own. It received a high standard deviation of (1.056), and it indicates that many participants feel confident with independent practice, but some students may face difficulty due to a lack of knowledge about genre, little or limited exposure to autonomous practice, and anxiety.

Table 4. Descriptive Statistics for the lowest mean scores

Item	Mean	Standard Deviation	Summary
Item9	3.66	0.993	The structure and format of Genre-Based Instructions (e.g., teaching methods, course content) encourages me to participate in the class discussion.
Item17	3.66	1.038	Teacher's providing temporary support improves my speaking proficiency.
Item22	3.70	1.069	Genre-based instructions prepare me very well for academic or professional speaking situations.
Item10	3.76	0.955	Through Genre-based instruction, I can apply what I have learnt.
Item20	3.78	1.056	I feel confident when independently practicing spoken genre's tasks.

4.3 Moderate Mean Scores

Table (5) illustrates the middle group mean scores from (3.97 to 3.82). This group doesn't strongly agree nor disagree with the statements mentioned in the questionnaire. The item (2,12,4,21) indicates a mean score from (3.97 to 3.90). These results indicate that participants are not completely satisfied with the initial discussions or pre-task conversations to understand the purpose of the genre. Also, to some extent, GBI motivates students to participate in the speaking tasks and understand the genre's culture and purpose.

Item 2 has the standard deviation of (0.787), which is moderately low. A score mean in item 13, which is (3.85), reveals that participants moderately agree that GBI facilitates understanding communication in different contexts. The standard deviation is (0.924), which means some students agree, while others are uncertain.

The mean score of item number 19 is (3.84) which means students believe that the teacher's support is present, but it's not fully effective. The standard deviation is (1.025). Some students agree with the idea of teachers' support, while others are uncertain. Item 7 received a mean score of (3.84), and it suggests that respondents are neutral to moderately positive. It elaborates that students know the importance of analyzing model texts, but it doesn't have an impact on learners. The standard deviation of (0.947) suggests that many participants find it useful, while others may struggle analyzing model texts.

Item 14 received a mean score of (3.83), which demonstrates that participants moderately agree that providing examples by teachers is helpful. According to the mean score, examples are helpful, but they are not fully supportive and effective. The standard deviation is (0.966), showing that some participants find it helpful, but others believe they need more explanation. To be added, item 1 has a score mean of (3.82), showing respondents moderately agree that GBI enables students to analyze texts critically. The standard deviation is (0.676) means participants' views are similar.

Table 5. Descriptive Statistics for moderate mean scores

Item	Mean	Standard Deviation	Summary
Item2	3.97	0.787	The initial discussion help me understand the context and purpose of different genres.
Item12	3.96	0.866	Genre-based instruction is highly effective in improving my speaking proficiency.
Item4	3.95	0.947	Introducing the genre's social context helps me understand its culture, purpose, and situation.
Item21	3.90	0.979	Genre-based instruction is highly effective in motivating me to participate in speaking activities.
Item13	3.85	0.924	Genre-based instruction helps me understand different contexts and purposes of communication.
Item19	3.84	1.025	I feel supported by my teacher while creating spoken texts with classmates.
Item7	3.84	0.947	I understand better through breaking down the model text to analyze its parts.
Item14	3.83	0.966	The examples given by the teacher help me learn how to speak in different types of genres.
Item1	3.82	0.676	Genre-based instruction enhances my ability to analyze texts critically.

5. Conclusions

This study investigated how GBI develops EFL students' speaking skills. The findings suggest that genre-based instructions significantly enhance EFL learners' speaking skills among university students at the English departments of Salahaddin University. Although in a few items participants disagree with GBI, which shows significant disagreement, the majority of students agree that GBI helps them to communicate in English in the classroom or real-life situations.

By dividing students into certain groups, the researcher found out that the majority of students are familiar with GBI. Whereas some students are uncertain about GBI, they somehow still see it as an effective method for developing speaking skills. According to the questionnaire's results and students' perception toward GBI, it is an effective way of teaching speaking skills. Finally, future studies and research could investigate genre-based instructions by utilizing longitudinal or larger sample size research designs in different language skills, such as listening skills.

References

1. Brown, H. D. (1993). *Principles of language learning and teaching* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.
2. Brown, H. D. (2004). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York: Pearson Education.
3. Dirgeyasa, I. W. (2016). Genre-based approach: What and how to teach and to learn writing. *English Language Teaching*, 9(9), 45–51. <https://doi.org/10.5539/elt.v9n9p45>
4. Erlinda, R. (2008). Genre-Based Instruction (GBI): The concept and its application to foreign language classroom. *Ta'dib*, 11(2), 197–201. <https://pdfs.semanticscholar.org/2955/a7d6d5824c423a1e268e09afbcda5d05fb6f.pdf>
5. Devitt, A. J. (2004). *Writing genres*. Carbondale, IL: Southern Illinois University Press.
6. Hammond, J., & Derewianka, B. (2001). Genre. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 58–64). Cambridge: Cambridge University Press. https://ia600507.us.archive.org/24/items/ilhem_20150321_1654/%5BDavid_Nunan,_Ronald_Carter%5D_The_Cambridge_guide_t.pdf
7. Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Harlow: Pearson Education Limited.
8. Harmer, J. (2007). *How to teach English* (2nd ed.). Harlow: Pearson Education Limited.
9. Herawati, H. (2009). *The implementation of genre-based approach in the teaching of English at SMA N 1 Karanganyar and its effects in promoting students' critical thinking: A naturalistic study* [Master's thesis, Sebelas Maret University]. <http://library.uns.ac.id>
10. Hyland, K. (2004). *Genre and second language writing*. Ann Arbor: University of Michigan Press.
11. Hyon, S. (1996). Genre in three traditions: Implications for ESL. *TESOL Quarterly*, 30(4), 693–724. <https://onlinelibrary.wiley.com/doi/abs/10.2307/3587930>
12. Kojima, S. (2020). *On academic speech* [PhD thesis, Temple University].
13. Morganna, R. (2017). Theoretical, pedagogical, practical views, and the shift of genre based instruction. *English Franca*, 1(1), 81–100.
14. Mousa, M. O., & Ayad, R. (2022). Teaching English Literary Text by Using Personal Response Approach for Iraqi EFL Students. *Journal of Tikrit University for Humanities*, 29(11), 1-23. <http://dx.doi.org/10.25130/jtuh.29.11.2.2022.24>
15. Mustafa, T. A., Shawkat, P., Kawther, & Rashid, S. S. (2020). Investigation of Kurdish students' perceptions of using literature as main material in the EFL speaking course. *Journal of Tikrit University for Humanities*, 27(5), 88-62. <https://doi.org/10.25130/jtuh.27.5.2020.22>
16. Nabilah, N., & Emilia, E. (2023). English teachers' knowledge of genre-based approach: Concept and implementation. *Premise: Journal of English Education and Applied Linguistics*, 12(3), 1045–1057. <https://doi.org/10.24127/pj.v12i3.8046>

17. Novianti, R. (2015). *Developing students' speaking ability through genre-based teaching*. Germany: Lap Lambert Academic Publishing. <https://www.academia.edu/27499080>
18. Nunan, D. (2003). *Practical English language teaching*. Singapore: McGraw-Hill.
19. Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6–18. <https://www.researchgate.net/publication/334283040>
20. Rokhmawati, E. (2011). *The use of realia to improve pupils' speaking ability in procedure text: A classroom action research with the ninth grade pupils of MTs. Mathalibul Huda Mlonggo Jepara in the academic year of 2010/2011* [Master's thesis, Walisongo State Institute for Islamic Studies]. <https://eprints.walisongo.ac.id/id/eprint/3394>
21. Richards, J. C., & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics* (3rd ed.). Pearson Education Limited.
22. Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.
23. Swales, J. (2004). *Research genres: Explorations and applications*. Cambridge: Cambridge University Press.
24. Tardy, C. M. (2009). *Building genre knowledge*. West Lafayette, IN: Parlor Press.
25. Wibowo, E. P., & Lengkanawati, N. S. (2024). A conceptual paper on exploring Genre-Based Approach in Indonesian EFL education. In *Proceedings of the Conference on English Language Teaching (CELT)* (Vol. 4, pp. 79–95). Purwokerto: State Islamic University of Prof. K.H. Saifuddin Zuhri. <https://proceedings.uinsaizu.ac.id/index.php/celti/article/view/1013>