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Enhancing Red Notice Writing through Genre-Based Pedagogy: A Mixed-Methods Repeated-Measures Evaluation with NCB Tehran Officers

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Abstract

This study evaluated the impact of genre-based pedagogy on the quality of Red Notices (RNs) drafted by officers of Iran's National Central Bureau (NCB), a high-stakes institutional genre central to international police cooperation. An instructional program grounded in Swales's genre theory and Systemic Functional Linguistics (SFL), and operationalized through a five-move, CARS-informed scheme, was implemented over a five-week workshop. Using an explanatory sequential mixed-methods design, the quantitative strand employed a one-group repeated-measures design with 30 NCB officers who completed RN drafting tasks at pre-test, post-test, and delayed post-test. Repeated-measures ANOVAs indicated a significant main effect of time, with large gains in overall RN writing performance from pre- to post-intervention that were substantially maintained at delay (e.g., $F(2, 58) \approx 200$, $p < .001$, partial $\eta^2 \approx .87$). Improvements were evident in macrostructural organization, lexico-grammatical accuracy, cohesion, and compliance with institutional conventions. In the qualitative strand, semi-structured interviews with 10 officers highlighted increased awareness of RN move structure, more deliberate use of legal modality and nominalization, and perceived transfer of genre knowledge to routine drafting under time and institutional constraints. Findings support the incorporation of explicit, genre-based instructional design into law-enforcement training to strengthen institutional genre writing and enhance the clarity and reliability of transnational police communication.

Keywords: Genre-based pedagogy, Red Notice writing, institutional genre, Systemic Functional Linguistics, law-enforcement communication

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1. Introduction

In international law-enforcement communication, the clarity, accuracy, and procedural appropriacy of written documentation can influence the speed and effectiveness of cross-border cooperation. One important institutional genre is the Red Notice (RN), a request circulated through the International Criminal Police Organization (Interpol) to locate a wanted person and support provisional arrest or related legal action in accordance with national law (Abiodun & Abioro, 2020; Marder, 2020; Beck & Jeffery, 2007; Bhatia, 1993). Although an RN is not, in itself, an international arrest warrant, it functions as a highly consequential legal-administrative document because it must make case information intelligible and actionable across jurisdictions, languages, and legal systems. For this reason, RN drafting requires more than general English proficiency: it demands control of institutional conventions, legal basis, evidential clarity, calibrated modality, and standardized procedural language) (Bragias et al., 2021; Davis, 2013; Davydova & Kozlova, 2023).

However, officers working in national central bureaus (NCBs), particularly in non-native English contexts, may receive limited systematic training in the rhetorical and linguistic construction of this genre. Even when templates are available, drafting problems can occur at both macrostructural and microstructural levels. At the macro level, drafts may omit or poorly address key elements such as the legal basis, charges, factual summary, cooperation request, or safeguards (Davis, 2013). At the micro level, drafts may contain unclear referential chains, insufficient cohesion, imprecise offense descriptions, miscalibrated modality, overgeneralized claims, or ambiguous distinctions between allegation, evidence, and legal finding. Such weaknesses can have operational consequences, including requests for clarification, delayed circulation, reduced cross-border intelligibility, and potential challenges to procedural legitimacy (Fairclough & Fairclough, 2015). These risks make RN writing an important but under-examined site for English for Specific Purposes (ESP), professional communication, and genre pedagogy (Eslami, 2010).

Genre-based pedagogy offers a principled way to address these challenges. It views genres as socially situated communicative actions that are shaped by recurrent purposes, institutional expectations, rhetorical structures, and patterned linguistic resources (Hyland, 2007; Ariyanfar & Mitchell, 2020; Tardy, 2011)). In the present study, the macrostructural dimension of RN writing refers to the organization of the document into functional moves and steps, such as identifying the subject, establishing the legal basis, summarizing case facts, formulating the request, and including procedural safeguards. The microstructural dimension refers to the lexico-grammatical and discourse features through which these moves are realized, including modality, nominalization, passive and active voice, cohesion, reference, and legal-administrative formulae. A combined Swalesian move-analysis and Systemic Functional Linguistics (SFL) framework is therefore suitable for RN instruction because it links what the document needs to accomplish with how linguistic choices realize those communicative purposes (Halliday & Matthiessen, 2014; Swales, 1990, 2004; Bhatia, 2015).

Previous research has shown that genre-based instruction can support writers' control over rhetorical organization, disciplinary conventions, audience awareness, and functional language use in academic, professional, and legal-educational contexts (Artemeva, 2016; Bhatia, 2014; Cheng, 2008; Flowerdew, 2022; Hyland, 2004). However, most existing studies have focused on academic writing, business communication, or legal education rather than operational law-enforcement genres. The present study, therefore, extends genre-based pedagogy to a rare and high-stakes professional-security context: RN drafting by Iranian NCB officers. It does not treat genre-based instruction as a general writing intervention only; rather, it examines whether an integrated macro-micro instructional design is associated with improved production of a specialized institutional genre whose effectiveness depends on legal precision, procedural clarity, and international intelligibility.

The study used a one-group repeated-measures mixed-methods design, including a pre-test, immediate post-test, delayed post-test, and follow-up interviews. This design enabled examination of changes in RN writing performance over time and exploration of how officers perceived the usefulness and transferability of the workshop. Because the study did not include a comparison group, the findings are interpreted cautiously as evidence of improvement associated with participation in the workshop rather than as definitive proof of a causal effect. The inclusion of a delayed post-test nevertheless provides useful evidence regarding the maintenance of gains beyond immediate post-instruction performance.

The study makes three main contributions. First, it investigates genre-based pedagogy in a rarely studied professional-security genre, thereby extending ESP and genre research beyond more commonly examined academic and legal-educational contexts. Second, it proposes and evaluates a macro-micro instructional model that combines move-step awareness with SFL-informed attention to modality, nominalization, cohesion, and legal-administrative discourse. Third, it includes delayed post-test evidence and practitioner interview data, allowing quantitative performance changes to be interpreted alongside officers' perceptions of structure awareness, language control, and workplace transfer.

2. Review of Literature

2.1. Genre-Based Instruction and Institutional Writing

Genre-based instruction emerged within ESP as a way of helping writers understand how texts are shaped by the communicative purposes, expectations, and practices of particular discourse communities (Hyland, 2004; Swales, 1990, 2004). From this perspective, a genre is not merely a text type or format; it is a socially recognized response to a recurrent communicative situation. Genre knowledge, therefore, involves understanding both the overall structure of a text and the language choices through which institutional meanings are realized (Basturkmen, 2009; Hyland, 2007; Bhatia, 2012; Jalilifar & Moini, 2019).

In applied genre studies, two levels of analysis are especially relevant. The first is macrostructure, which refers to the rhetorical organization of a text into moves and steps. These moves perform recognizable functions, such as establishing a problem, presenting evidence, making a request, or signaling legal authority. The second is microstructure, which refers to the linguistic resources used to realize those functions, including modality, nominalization, clause structure, passive voice, reference, lexical precision, and cohesion. Research across academic and professional settings suggests that explicit instruction in these features can improve writers' ability to produce texts that are clearer, more coherent, and more aligned with institutional expectations (Cheng, 2006, 2008; Fountoulakis, 2025; Rose & Martin, 2012).

This macro–micro distinction is particularly relevant to RN writing. An effective RN must include the expected institutional moves, but those moves must also be linguistically realized in legally precise and internationally comprehensible ways. For example, a legal-basis move requires more than the presence of a statute number; it also requires accurate naming of the offense, a careful distinction between accusation and conviction, and modality that reflects legal status rather than speculation or overstatement. Similarly, a procedural request must be direct enough to be actionable while remaining consistent with jurisdictional limits and due-process safeguards.

2.2. Move Analysis and Red Notice Drafting

Swalesian move analysis provides a useful framework for identifying the staged organization of professional texts (Swales, 1990, 2004). Although the CARS model was originally developed for research-article introductions, the broader concept of moves and steps has been widely applied to other academic and professional genres. In the present study, move analysis is operationalized through a five-move RN scheme. These moves include identifying the subject and case background, establishing the legal basis and charges, summarizing relevant facts and evidence, formulating the cooperation request, and including safeguards or administrative clauses.

This move-based approach is pedagogically useful because it makes the expected structure of the RN visible and teachable. Officers can compare model RNs, identify recurring stages, notice missing or underdeveloped moves in their own drafts, and redraft texts with a clearer sense of communicative purpose (Ruiying & Allison, 2003). Rather than teaching a rigid template, move analysis helps writers understand why particular sections are required and how each section contributes to the document's institutional function.

For RN drafting, the absence or weak realization of key moves can affect the document's operational value. A factual summary that lacks chronology may reduce intelligibility. A legal-basis move that is incomplete or vague may require clarification. A request move that is indirect or overgeneralized may fail to specify the expected action. These problems illustrate why genre instruction for RN writing must address the functional organization of the whole document, not only sentence-level accuracy.

2.3. SFL and Microstructural Control

Systemic Functional Linguistics complements move analysis by explaining how language choices realize meanings in context. SFL views language as a resource for making ideational, interpersonal, and textual meanings (Sarangi & Candlin, 2011; Halliday & Matthiessen, 2014). In RN writing, ideational meaning concerns the accurate representation of persons, offenses, procedures, evidence, and legal actions. Interpersonal meaning concerns the writer's stance, degree of certainty, obligation, and authority. Textual meaning concerns the organization of information into a coherent and traceable text.

In the present study, SFL-informed instruction was operationalized through attention to modality, nominalization, voice, cohesion, reference, and legal-administrative formulae. Modality was important because RN writers need to distinguish between obligation, possibility, request, and evidential certainty. Nominalization was relevant because legal-administrative writing often condenses actions and processes into precise offense descriptions and procedural categories. Cohesion and reference were targeted because readers in other jurisdictions need to track persons, charges, events, and legal actions without ambiguity. Voice was also important because passive constructions can foreground institutional actions or legal processes, while active constructions can clarify agency when needed.

This SFL-based microstructural focus prevents genre instruction from becoming a purely structural exercise. A draft may contain all required moves but still fail if the language is vague, internally inconsistent, or procedurally imprecise. Conversely, accurate sentences may not produce an effective RN if they are not arranged according to the expected institutional sequence. For this reason, the present intervention combined move-step instruction with explicit work on the linguistic resources that realize each move.

2.4. Genre Pedagogy in Professional and Legal Contexts

A central debate in genre pedagogy concerns the balance between explicit instruction and flexible genre awareness. Critics of overly explicit instruction argue that genres may be reduced to templates if writers are taught only fixed forms without understanding context, audience, and purpose (Alavi et al., 2021; Lancaster, 2014; Liu, 2018; Myhill, 2016). Supporters of explicit genre instruction argue that novices and L2 professional writers benefit from visible models, guided analysis, scaffolded practice, and feedback because these tools provide access to discourse conventions that might otherwise remain implicit (Belcher, 2012; Cheng, 2008; Hyland, 2004; Jovic et al., 2023; Kanoksilapatham, 2005; Rose & Martin, 2012).

Recent empirical work supports the value of explicit but context-sensitive genre instruction. Studies in academic and professional writing have reported gains in rhetorical organization, stance, metadiscourse, cohesion, and writer confidence after genre-informed instruction (El-Dakhs et al., 2022; Huang & Yasuda, 2016; Ramos, 2015). In legal and workplace communication, genre-based

approaches have been used to improve case briefs, professional reports, legal reasoning, and audience alignment (Candlin et al., 2002; Devitt, 2009; Hafner & Candlin, 2007; Kessler, 2020; Li & Wharton, 2012). These studies suggest that genre pedagogy is most effective when learners analyze authentic models, connect textual features to communicative purposes, practice target tasks, receive feedback, and redraft their work.

However, RN writing differs from many previously studied genres in important ways. It is not primarily academic, educational, or commercial. It is a legal-administrative and operational document that circulates across national systems and may be read by law-enforcement personnel, legal authorities, and administrative decision-makers. Its quality depends on both procedural conformity and linguistic precision. Therefore, applying genre-based pedagogy to RN writing requires adaptation rather than direct transfer from academic writing instruction.

2.5. The Research Gap

Although genre-based instruction has been widely examined in academic and professional writing, several gaps remain. First, high-stakes law-enforcement genres have received limited attention in applied linguistics and ESP research. Second, research on legal genres has often focused on students or legal education rather than operational professionals whose texts circulate internationally. Third, few intervention studies have examined whether genre-based training can produce both immediate and sustained improvements in macrostructure and microstructure. Fourth, limited evidence is available from non-Anglophone professional contexts where officers are required to draft globally circulated documents in English.

The present study addresses these gaps by evaluating a genre-based workshop for RN writing with Iranian NCB officers. The instructional design combined model analysis, explicit move-step instruction, SFL-informed microstructural work, guided drafting, feedback, and redrafting. The quantitative component examined whether RN-writing scores changed across pre-test, post-test, and delayed post-test. The qualitative component explored officers' perceptions of how the workshop influenced their awareness of RN structure, their control over legal-administrative language, and their perceived transfer to workplace drafting.

The study, therefore, adds to previous genre-based instruction research in three ways. It extends the field to a rare professional-security genre; it tests an integrated macro-micro approach rather than a general writing intervention; and it includes delayed and interview-based evidence to examine both performance change and perceived transfer.

2.6. Research Questions

The study was guided by the following research questions:

- RQ1. To what extent is participation in a genre-based RN-writing workshop associated with changes in Iranian NCB officers' overall RN-writing performance across pre-test, post-test, and delayed post-test?
- RQ2. To what extent is participation in the workshop associated with changes in officers' macrostructural performance, defined as the inclusion, sequencing, and functional realization of RN moves and steps?
- RQ3. To what extent is participation in the workshop associated with changes in officers' microstructural performance, defined as the appropriate use of modality, nominalization, voice, cohesion, reference, and legal-administrative language?
- RQ4. How do Iranian NCB officers perceive the effectiveness, usefulness, and transferability of genre-based training for producing internationally comprehensible and legally precise RNs?

3. Methodology

3.1. Research Design

This study adopted an explanatory sequential mixed-methods design (Creswell & Plano Clark, 2018) to examine changes associated with a genre-based pedagogical workshop for Red Notice (RN) writing among Iranian National Central Bureau (NCB) officers. The quantitative strand was the primary component and assessed changes in RN-writing performance across three time points. The qualitative strand followed the quantitative phase and explored officers' perceptions of the workshop, the usefulness of genre-based training, and the transferability of macrostructural and microstructural learning to professional RN drafting.

Quantitatively, the study used a one-group repeated-measures design. Participants completed parallel RN-writing tasks at three stages: pre-test, immediate post-test, and delayed post-test four weeks later. This design enabled examination of immediate improvement and short-term maintenance of gains. However, because there was no comparison group, the study was treated as a preliminary intervention evaluation rather than a definitive causal experiment. Therefore, improvements are interpreted as associated with participation in the workshop, while possible alternative explanations, such as practice effects, concurrent workplace exposure, expectancy effects, and rater drift, are acknowledged.

Qualitatively, semi-structured interviews were conducted after the delayed post-test with a subsample of officers. These interviews were used to explain and contextualize the quantitative patterns, particularly officers' perceptions of changes in move awareness, legal-administrative language control, and practical transfer to workplace drafting.

3.2. Participants

Thirty Iranian NCB officers participated in the study (N=30). Participants were recruited from units involved in drafting, reviewing, or processing Interpol RNs and related English-medium international correspondence. Participation was voluntary, and all participants provided written informed consent. No monetary incentives were provided; participation was recognized as professional development.

The mean age of the participants was 34.7 years (SD=5.3). The sample included 24 men and 6 women. Participants reported an average of 9.2 years of law-enforcement experience (SD=3.1). Eighteen officers worked in operational or investigative units, while 12 worked in legal or administrative units. Twenty participants held bachelor's degrees, and 10 held master's degrees. Self-reported English proficiency was CEFR B2 or equivalent for 16 officers, CEFR C1/C2 for 12 officers, and not reported by 2 officers. All participants regularly worked with English-medium documentation as part of their institutional duties. Table 1 summarizes participant demographics.

Table 1

Participant Characteristics

Variable	Category	n	%
Gender	Male	24	80.0
	Female	6	20.0
Unit	Operational/investigative	18	60.0
	Legal/administrative	12	40.0
Education	Bachelor's degree	20	66.7
	Master's degree	10	33.3
Self-reported English proficiency	CEFR B2/equivalent	16	53.3
	CEFR C1/C2/equivalent	12	40.0
	Not reported	2	6.7

3.3. Ethical Considerations and Data Security

Because RN-related materials may involve sensitive legal, institutional, or operational information, strict anonymization procedures were followed. The writing tasks used simulated case files rather than active operational cases. Any benchmark RN materials used for pedagogical or analytic purposes were either publicly accessible, institutionally authorized, or anonymized before use. Personal identifiers, case numbers, names, locations, and any potentially sensitive operational details were removed or replaced with neutral placeholders.

All participant drafts, interview transcripts, and scoring sheets were assigned numeric codes. Data were stored securely and accessed only by the research team. Reporting was conducted at the aggregate level, and interview excerpts were anonymized to prevent identification of individual officers, units, or cases.

3.4. Intervention

The instructional intervention consisted of a five-week genre-based RN-writing workshop. Each week included one 120-minute session, delivered in a blended format that combined face-to-face instruction with online practice. The workshop was grounded in Swalesian move analysis (Swales, 1990, 2004) and Systemic Functional Linguistics (Halliday & Matthiessen, 2014). The instructional goal was to help officers produce RNs that were clearer, more complete, more legally precise, and more consistent with international institutional expectations.

At the macrostructural level, the workshop focused on RN moves and steps, including subject identification, legal basis, offense description, factual summary, cooperation request, and safeguard or administrative clauses. At the microstructural level, instruction focused on lexico-grammatical and discourse resources, including legal register, modality, nominalization, passive constructions, reference clarity, cohesion, and logical sequencing.

The workshop followed a model analysis → explicit instruction → guided practice → feedback → redrafting sequence. Activities included guided analysis of benchmark RNs, comparison of stronger and weaker RN samples, move-identification tasks, micro-editing activities, peer review, checklist-based revision, and instructor feedback.

Table 2
Overview of Workshop Sessions

Session	Main focus	Learning targets	Core activities
1	Introduction to RN genre and move structure	Identify the communicative purpose of RNs; recognize obligatory and optional moves	Analysis of benchmark RNs; move identification; comparison of complete and incomplete drafts
2	Legal basis, subject identification, and offence description	Draft legally precise opening sections; distinguish factual, legal, and procedural information	Guided rewriting of weak legal-basis sections; offence-description exercises; checklist use
3	Factual summary and evidential clarity	Sequence facts chronologically and coherently; distinguish allegation, evidence, and legal finding	Case-file analysis; fact-selection tasks; paragraph sequencing; cohesion practice
4	Microstructural control: modality, nominalization, voice, and cohesion	Use calibrated modality; improve legal-administrative register; strengthen cohesion and reference	Micro-editing tasks; modality comparison; nominalization practice; passive/active voice revision
5	Full RN drafting, peer review, and redrafting	Produce a complete RN using macro-micro criteria; revise for clarity, completeness, and compliance	Timed drafting; peer review; instructor feedback; final redrafting using analytic checklist

Online practice tasks were used between sessions to reinforce workshop content. These included short editing tasks, move-labeling activities, and revision of selected RN sections. Feedback was provided on both rhetorical organization and language-level realization.

3.5. Materials and Instruments

3.5.1. Benchmark Corpus

The instructional and analytic materials were informed by a benchmark corpus of 30 authentic or institutionally approved RN models issued by NCBs in native English-speaking contexts or equivalent English-medium law-enforcement sources. These texts were used to identify recurring RN moves, common legal-administrative formulae, modality patterns, cohesion strategies, and institutional conventions. The benchmark corpus informed the development of the move scheme, the workshop materials, the analytic rubric, and the genre-based checklist used during instruction.

The corpus was not used to expose confidential operational information. All sensitive details were removed or replaced before use in classroom activities and analysis.

3.5.2. RN Writing Tasks

RN-writing performance was assessed through three parallel drafting tasks administered at pre-test, post-test, and delayed post-test. At each time point, participants received a simulated case file and were asked to draft a complete RN within 120 minutes. The case files required participants to identify the subject, establish the legal basis, summarize relevant facts, formulate the cooperation request, and include appropriate administrative or safeguard clauses.

To strengthen task equivalence, the three case files were designed to be comparable in length, factual density, legal complexity, number of required moves, and amount of information to be transformed into RN format. Each file contained similar categories of information, including suspect identity, offense description, legal basis, factual chronology, available evidence, procedural status, and requested international action.

The three task versions were reviewed by subject-matter experts for comparability. Reviewers examined whether the case files placed similar demands on legal interpretation, factual selection, rhetorical organization, and English-medium drafting. Minor revisions were made to balance difficulty and information density across the three versions. Because the tasks were administered in a fixed pre-test, post-test, and delayed post-test sequence, full counterbalancing was not possible; this limitation is acknowledged.

3.5.3. Analytic Rubric and Scoring Procedure

RN drafts were evaluated using a weighted analytic rubric developed for this study. The rubric assessed four components:

1. Rhetorical structure: completeness, ordering, and functional realization of RN moves and steps
2. Lexico-grammatical accuracy: legal lexis, grammar, register, modality, nominalization, and voice

3. Cohesion and coherence: logical sequencing, reference clarity, cohesive devices, and thematic progression
4. Compliance with institutional conventions: Alignment with RN templates, procedural requirements, and administrative expectations

The rubric was reviewed by two subject-matter experts with experience in international police documentation and one applied linguist specializing in ESP and genre analysis. The review focused on content validity, clarity of descriptors, appropriateness of weighting, and alignment with RN drafting requirements. The rubric was then piloted with a small set of RN drafts before the main scoring.

To resolve the ambiguity in the scoring scale, the scoring algorithm was made explicit. Each component was rated on a five-point scale from very weak to excellent. These band ratings were then converted into weighted points as follows:

Table 3

Rubric Weighting and Score Conversion

Rubric component	Rating basis	Maximum weighted points
Rhetorical structure	1–5 performance band	15
Lexico-grammatical accuracy	1–5 performance band	10
Cohesion and coherence	1–5 performance band	10
Compliance with institutional conventions	1–5 performance band	5
Total raw score		40

For each component, the rating was converted into weighted points using the following formula:

$$\text{Component score} = \text{performance-band score} \div 5 \times \text{component weight}$$

For example, a rating of 4 out of 5 for rhetorical structure produced 12 out of 15 points. The four weighted component scores were then summed to produce a raw total score out of 40. To make the results easier to interpret and to align the reported means with a percentage-based scale, raw scores were transformed to a 100-point scale using the following formula:

$$\text{Transformed total score} = \text{raw score} \div 40 \times 100$$

Thus, all reported total means in the Results section are based on the transformed 100-point scale. Component scores may be reported either in their original weighted form or as transformed percentages, but the scale used is specified in each table.

Two independent raters scored all drafts. Before scoring, raters received training using benchmark scripts and discussed rubric descriptors until a shared understanding of the criteria was established. Drafts were anonymized and coded so that raters did not have access to participant identities. Where possible, scripts were also separated from explicit time-point labels during scoring to reduce expectancy bias.

Inter-rater reliability was assessed on 20% of the scripts before full scoring. The intraclass correlation coefficient for total scores was .91, indicating strong agreement. Cohen's kappa coefficients indicated very good agreement for macrostructural ratings ($\kappa=.86$) and substantial agreement for microstructural ratings ($\kappa=.80$). After reliability was established, the remaining

scripts were scored independently. Disagreements exceeding one performance band were resolved through discussion, reference to the rubric, and, where necessary, consultation with a third reviewer.

3.5.4. Interview Protocol

Semi-structured interviews were conducted with 10 volunteer officers after the delayed post-test. Participants were selected to include variation in unit type, years of experience, and self-reported English proficiency where possible. Because interview participation was voluntary, possible self-selection bias is acknowledged.

The interview protocol explored four areas:

1. perceptions of move–step modeling for RN macrostructure;
2. perceived gains in microstructural control, including modality, nominalization, passive voice, cohesion, and legal register;
3. perceived transfer of genre knowledge to workplace drafting; and
4. barriers and facilitators in applying the workshop content under real institutional conditions.

The interview guide included open and neutral prompts, such as:

- “Describe a specific change you made to the legal-basis section after the workshop.”
- “How did the workshop affect the way you organize the factual summary?”
- “How do you now decide whether to use stronger or weaker modal expressions in a cooperation request?”
- “Which parts of the workshop were easiest or most difficult to transfer to routine drafting?”

Interviews lasted between 30 and 45 minutes and were conducted in Persian or English according to participants’ preferences. All interviews were audio-recorded with consent, transcribed verbatim, and anonymized. Persian interviews were translated into English and back-checked by a bilingual reviewer to preserve legal and institutional nuance.

The content validity of the interview protocol was reviewed by a three-member expert panel consisting of an applied linguist, a legal-writing specialist, and a senior NCB officer. Items were assessed for relevance, clarity, and appropriateness. Items judged unclear or insufficiently relevant were revised before data collection. Two cognitive interviews with non-sample officers were also conducted to ensure that key terms such as move, safeguard clause, legal basis, and modality were interpreted as intended.

3.6. Data Collection Procedure

Data collection proceeded in four stages. First, the pre-test RN-writing task was administered one week before the first workshop session. Participants completed the task under standardized conditions within 120 minutes, using only the simulated case file and RN template.

Second, participants attended the five-week genre-based workshop. Each session lasted 120 minutes, and online practice tasks were completed between sessions.

Third, the immediate post-test was administered during the week following the final workshop session. Participants completed a parallel RN-writing task under the same time and resource conditions as the pre-test.

Fourth, the delayed post-test was administered four weeks after the immediate post-test. No additional structured workshop training was provided during this interval. However, because participants continued their regular professional duties, possible exposure to related workplace writing during the interval could not be fully controlled and is treated as a potential internal-validity limitation.

After the delayed post-test, semi-structured interviews were conducted with the 10 volunteer officers. Interview data were used to interpret and explain quantitative trends, especially the maintenance of gains and perceived transfer to workplace drafting.

3.7. Quantitative Data Analysis

Quantitative analyses examined changes in RN-writing performance across pre-test, post-test, and delayed post-test. Descriptive statistics, including means and standard deviations, were calculated for the transformed total score and for each rubric component.

One-way repeated-measures ANOVAs were conducted with time as the within-subjects factor at three levels: pre-test, post-test, and delayed post-test. Separate ANOVAs were conducted for total RN-writing performance, macrostructural performance, microstructural performance, cohesion/coherence, and institutional compliance, where relevant.

Mauchly's test was used to assess the assumption of sphericity. When sphericity was violated, Greenhouse–Geisser-corrected values were reported. When omnibus effects were significant at $\alpha = .05$, Bonferroni-adjusted pairwise comparisons were conducted for pre-test versus post-test, pre-test versus delayed post-test, and post-test versus delayed post-test. Effect sizes were reported as partial eta squared for omnibus tests and within-subjects Cohen's d or d_z for pairwise comparisons, with 95% confidence intervals where appropriate.

The inferential results are reported in conventional ANOVA table format, including source, SS, df, MS, F , p , and partial η^2 . Exact p values are reported where possible. All analyses were conducted using SPSS Version 24. The full sample of 30 participants was included, and no quantitative data were missing.

3.8. Qualitative Data Analysis

Interview transcripts were analyzed using a structured thematic analysis procedure informed by Braun and Clarke's (2006) approach. The analysis involved repeated reading of transcripts, initial coding, code refinement, theme development, theme review, theme definition, and final reporting. Because the study sought to connect qualitative findings with predefined instructional constructs, the analysis combined theory-informed coding with openness to emergent themes.

An initial codebook was developed around the main constructs of the study: macrostructural awareness, microstructural control, perceived transfer, perceived effectiveness, and barriers or facilitators. During coding, additional subcodes were added when participants raised issues not fully captured by the initial framework.

Two trained analysts independently coded a stratified 25% subset of the transcripts. Intercoader agreement was calculated at the parent-code level using Cohen's kappa, with $\kappa \geq .75$ treated as acceptable. Disagreements were discussed until consensus was reached, and the codebook was refined accordingly. One analyst then coded the remaining transcripts, with periodic spot-checking by the second analyst to reduce coder drift.

Themes were developed by grouping related codes into broader interpretive categories. For example, codes such as "noticing missing legal-basis move," "reordering factual chronology," and "checking safeguard clauses" were grouped under the theme of increased macrostructural awareness. Codes such as "more cautious use of shall," "clearer reference to the wanted person," and "improved cohesion between facts and charges" were grouped under the theme of improved microstructural control.

Credibility and trustworthiness were strengthened through member checking, peer debriefing, maintenance of an analytic audit trail, and triangulation with quantitative results. Participants reviewed concise thematic summaries to confirm that the interpretations reflected their views. Thematic saturation was considered to have been reached when no substantially new subthemes emerged in the final interviews.

3.9. Mixed-Methods Integration

Integration occurred after separate quantitative and qualitative analyses. Quantitative results were first used to identify the main performance patterns across time, including total-score change, macrostructural improvement, microstructural improvement, and any post-test-to-delayed-post-test reduction. Qualitative themes were then used to explain these patterns by showing how officers understood and experienced the workshop.

A joint-display approach was used to connect qualitative themes with quantitative findings. For example, improvements in macrostructural scores were interpreted alongside interview comments about increased awareness of RN moves and legal-basis organization. Improvements in

microstructural scores were interpreted alongside comments about modality, nominalization, cohesion, and legal register. Maintenance of delayed post-test gains was interpreted alongside officers' reports of using checklists, model RNs, and revision strategies in workplace drafting.

This integration allowed the study to move beyond reporting score gains alone and to examine the possible instructional mechanisms through which the workshop was associated with improved RN-writing performance.

4. Results

Participants completed three RN drafting tasks: pre-test (T1), immediate post-test (T2), and delayed post-test (T3; 4 weeks). Mean total writing scores increased from T1 ($M=65.45$, $SD=4.86$) to T2 ($M=75.84$, $SD=5.09$), with a slight attenuation at T3 ($M=73.66$, $SD=4.72$). The pattern indicates substantial immediate gains with meaningful retention at follow-up (refer to Table 4).

Table 4

Descriptive Statistics for Total RN Writing Scores across Time (N=30)

Time point	M	SD	SE	95% CI for M
Pre-test (T1)	65.45	4.86	0.89	[63.64, 67.26]
Post-test (T2)	75.84	5.09	0.93	[73.94, 77.74]
Delayed post-test (T3)	73.66	4.72	0.86	[71.90, 75.42]

Note. $SE=SD/\sqrt{N}$. Confidence intervals are based on $t(29)$ for 95% CIs. Scores increased markedly from T1 to T2, with a small attenuation at T3 while remaining well above baseline.

Likewise, visual inspection of the trajectory (Figure 1) shows a sharp jump from T1→T2 and a small, expected decline from T2→T3 while remaining well above baseline.

Figure 1

RN Writing Scores across Time Points

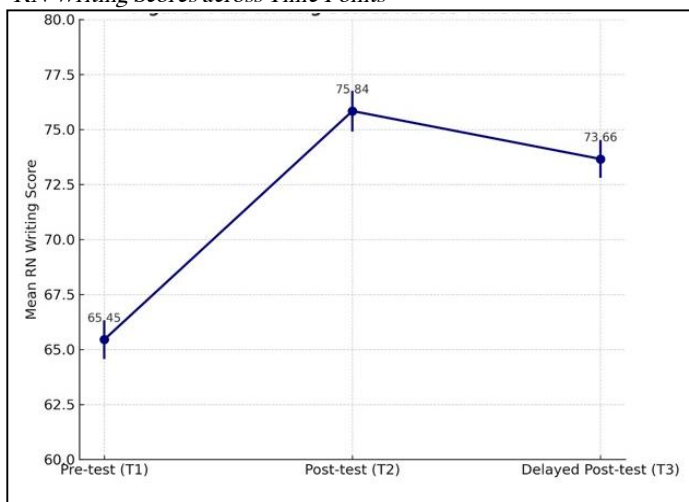


Figure 1 depicts the mean scores and standard deviations for Iranian NCB officers' RN-writing performance across the three assessment time points: pre-test, post-test, and delayed post-test, following the implementation of the genre-based pedagogy intervention. The descriptive statistics reveal a marked improvement from the pre-test ($M=65.45$, $SD=4.86$) to the immediate post-test ($M=75.84$, $SD=5.09$), indicating a substantial enhancement in participants' ability to produce institutional genre texts in alignment with the formal requirements of RNs. This immediate gain reflects the efficacy of the instructional intervention in developing genre awareness, structural organization, and linguistic precision in line with institutional discourse conventions.

Although a slight decline is observed between the post-test and delayed post-test ($M=73.66$, $SD=4.72$), the latter score remains considerably higher than the pre-test baseline, suggesting that the majority of learning gains were retained over time. This pattern implies that genre-based pedagogy not only produced immediate benefits but also facilitated durable knowledge and skill acquisition, consistent with theories of genre learning that emphasize the long-term internalization of rhetorical moves and textual structures. The minor reduction in performance at the delayed stage may reflect natural attrition in the absence of continued scaffolding or practice, a phenomenon well documented in skill-based language learning.

From the perspective of Swales's (1990) Create-a-Research-Space (CARS) model, the post-test performance suggests that officers developed a clearer ability to structure texts according to obligatory and optional rhetorical moves, ensuring that communicative purposes were realized in accordance with Interpol's institutional norms. The improvement also aligns with Systemic Functional Linguistics (Halliday & Matthiessen, 2014), which emphasizes the orchestration of ideational, interpersonal, and textual metafunctions in producing genre-consistent discourse. In this case, post-test gains reflect stronger control over ideational content (accurate case and suspect details), interpersonal stance (authoritative yet objective tone), and textual organization (logical progression and cohesion).

A one-way repeated-measures ANOVA tested the effect of Time (T1, T2, T3) on total RN writing scores. The omnibus test was significant, $F(2, 58)=200.93$, $p<.001$, partial $\eta^2=.87$, indicating a large effect of the intervention over time (Table 4). Bonferroni-adjusted pairwise comparisons showed:

- a) T1 $\rightarrow$ T2: significant improvement, $p < .001$;
- b) T2 $\rightarrow$ T3: small but significant decrease, $p < .01$;
- c) T1 $\rightarrow$ T3: significant improvement, $p < .001$.

Table 5

Repeated-Measures ANOVA for Total Writing Scores across Time (N=30)

Source	SS	df	F	p	partial η^2
Time	1548.90	2	200.93	< .001	.87
Participants	2244.42	29	20.08	< .001	—
Residual	223.56	58	—	—	—

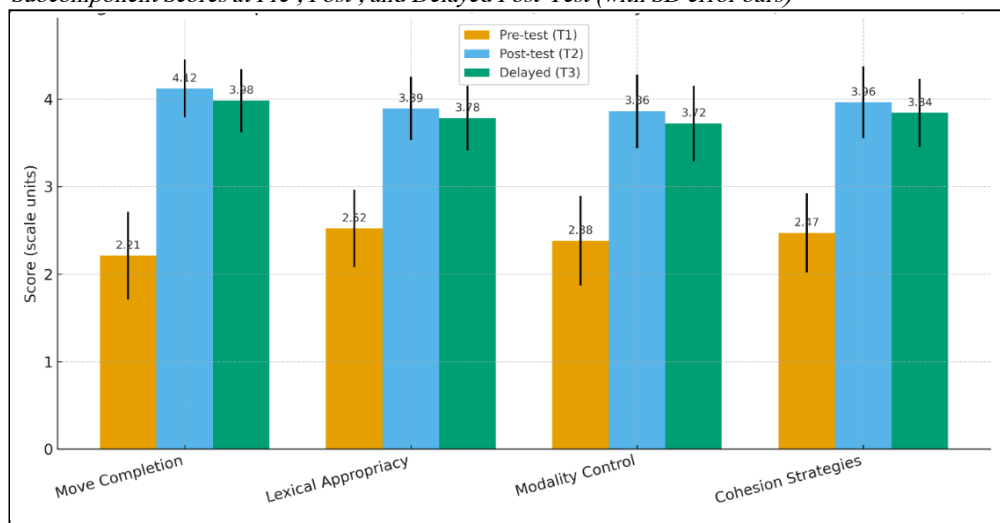
The magnitude and persistence of the time effect indicate that workshop-informed, genre-based pedagogy substantially improves RN-writing performance, consistent with the aims of RQ1. The modest T2 → T3 dip suggests typical attrition in the absence of continued scaffolding, but scores remained significantly higher than baseline, evidencing retention of genre knowledge and skills. Thus, the workshop produced large immediate gains that were largely sustained one month later. A minor decline was observed at the delayed post-test, suggesting some forgetting or performance fluctuation, yet performance remained significantly higher than baseline. The error bars indicate 95% confidence intervals, affirming statistical reliability.

To locate where gains were concentrated, we examined rubric subcomponents indexing macrostructure (Move Completion) and microstructure (Lexical Appropriacy, Modality Control, Cohesion Strategies) across three time points: pre-test (T1), immediate post-test (T2), and delayed post-test (T3). As shown in Table 5, paired comparisons indicated large-to-very-large improvements from T1→T2 across all subcomponents (all $p < .001$), with the greatest gain in Move Completion, indicating stronger control over obligatory and optional rhetorical moves. Crucially, T1→T3 differences also remained significant across all subcomponents (all $p < .001$), demonstrating retention of both macrostructural and microstructural skills one month later. Small T2→T3 decreases were observed in Move Completion, Lexical Appropriacy, Modality Control, and Cohesion Strategies, but none reached statistical significance (all $p > .05$), indicating that post-workshop gains were sustained without meaningful erosion. The pattern visualized in Figure 2, sharp T1→T2 increases followed by stable, slightly lower T3 means, confirms coherent macro-micro alignment immediately after training with durable maintenance at follow-up.

Table 5
Subcomponent Scores across Time with Pairwise Comparisons (N=30)

Subcomponent	Pre (T1) M ± SD	Post (T2) M ± SD	Delayed (T3) M ± SD	T1→T2: t(29), p, d	T1→T3: t(29), p, d	T2→T3: t(29), p, d
Move Completion	2.21 ± 0.50	4.12 ± 0.33	3.98 ± 0.36	-17.92, < .001, 3.27	-16.74, < .001, 3.05	-1.98, .056, 0.36
Lexical Appropriacy	2.52 ± 0.44	3.89 ± 0.36	3.78 ± 0.37	-12.67, < .001, 2.31	-11.20, < .001, 2.04	-1.82, .079, 0.33
Modality Control	2.38 ± 0.51	3.86 ± 0.42	3.72 ± 0.43	-11.94, < .001, 2.18	-10.58, < .001, 1.93	-1.74, .092, 0.32
Cohesion Strategies	2.47 ± 0.45	3.96 ± 0.41	3.84 ± 0.39	-13.45, < .001, 2.46	-12.68, < .001, 2.33	-1.52, .139, 0.28

Notes. Pairwise tests are Bonferroni-adjusted; *d* is Cohen's *d* (within-subjects). Values reflect large immediate gains from T1 to T2 and durable improvements at T3 (all T1→T3 comparisons remain significant). Small T2→T3 decreases are not statistically significant.

Figure 2*Subcomponent Scores at Pre-, Post-, and Delayed Post-Test (with SD error bars)*

Likewise, Figure 2 illustrates that, across all subcomponents, scores rose sharply from pre-test to post-test, with very large effects in Move Completion and large effects in Lexical Appropriacy, Modality Control, and Cohesion Strategies, indicating strong gains in both macrostructural organization and microstructural accuracy. At the delayed post-test (T3), performance remained significantly higher than baseline across all subcomponents (all $p < .001$), indicating retention of genre knowledge and skills. The modest, nonsignificant dips from T2 to T3 suggest natural attenuation without ongoing scaffolding. Still, macrostructural gains in Move Completion remained robust, and microstructural competencies were well sustained, aligning with the overall pattern reported for total RN-writing scores. The significant increase in genre-writing quality from pre- to post-test supports the effectiveness of genre-based instruction in improving participants' ability to produce RNs more aligned with native-like rhetorical structures. The sustained improvement one month later further indicates positive retention and internalization of the genre features introduced during the instructional workshop.

4.1. Qualitative Results

RQ2 examined how Iranian NCB officers perceived the effectiveness of the genre-based workshop in helping them produce Red Notices with clearer macrostructural organization and more appropriate microstructural choices for international comprehensibility and legal precision. Thematic analysis of the semi-structured interviews generated four overarching themes: heightened genre awareness and audience orientation, improved control over legal lexis and modality, increased writing confidence and professional identity, and transferability of skills to institutional writing contexts.

The themes were developed from repeated codes across the interview data. For example, codes such as recognizing missing moves, organizing the legal-basis section, sequencing facts more logically, and considering the international reader were grouped under the first theme. Codes such as using legal terminology more accurately, calibrating shall, should, and may, improving cohesion, and avoiding vague wording informed the second theme. Codes related to reduced anxiety, greater independence, and professional self-perception formed the third theme, while codes such as using the checklist at work, consulting model RNs, reducing supervisor corrections, and applying the training to other documents informed the fourth theme.

Theme 1: Heightened Genre Awareness and Audience Orientation

Most interviewees reported that the workshop helped them view RNs not as a simple collection of facts but as a staged institutional genre with a recognizable rhetorical sequence. Participants particularly emphasized the value of move–step modeling in helping them understand how different sections of the RN contribute to legal clarity and operational usefulness. Several officers noted that, before the workshop, they tended to list information in the order it appeared in the case file. After the workshop, they became more aware of how to organize information for an international audience. One participant explained:

“Before, I was just listing facts randomly. Now, I understand that I must start with the legal basis and lead the reader through the case in a logical way” (P12).

Another officer emphasized the role of audience awareness:

“Now I think about the officer in another country who reads the Red Notice. The information must be clear for someone who does not know our local file or our internal procedures” (P08).

Participants also reported increased confidence in structuring the legal-basis section, which they identified as one of the most important and difficult parts of the RN. They described becoming more attentive to the relationship between offense description, legal authority, procedural status, and the requested action. This theme aligned with the quantitative improvement in macrostructural scores, especially in participants’ stronger inclusion and ordering of obligatory moves after the workshop.

Theme 2: Improved Control over Legal Lexis and Modality

A second major theme concerned participants’ perceived improvement in microstructural control. Officers reported that the workshop helped them use more appropriate legal terminology, clearer sentence structures, and more controlled modality. This was especially evident in their comments on legal lexis, cooperation requests, and the distinction between obligation, request, and possibility.

One participant stated:

“We were using everyday words for legal concepts. Now I use proper terms like ‘extradition,’ ‘provisional arrest,’ and ‘wanted for prosecution’ more carefully” (P03).

Another officer referred specifically to modality:

“Before, I sometimes used strong words without knowing if they were legally suitable. Now I pay more attention to the difference between ‘shall,’ ‘should,’ and ‘may’ in the request section” (P16).

Participants also mentioned cohesion and reference clarity as areas of improvement. Several officers stated that they became more careful in linking factual information to the legal basis and in avoiding unclear references to the suspect, offense, or court decision. These perceptions corresponded to the quantitative gains in microstructural performance, particularly in lexicogrammatical accuracy, cohesion, and coherence.

Theme 3: Increased Writing Confidence and Professional Identity

A third theme concerned changes in participants’ confidence and professional self-perception. Officers reported that the workshop gave them a clearer sense of control over RN drafting and reduced their dependence on supervisors, translators, or repeated revisions. Importantly, participants did not describe confidence simply as general English confidence; rather, they connected it to their ability to produce professionally appropriate legal-administrative texts. One officer commented:

“After this workshop, I feel like a real legal writer. My English is not just grammatically correct; it is professionally correct.” (P19)

Another participant noted:

“I am more confident because I know what each section must do. I can check my draft and see if the legal basis, facts, and request are connected.” (P21)

This theme suggests that the workshop was perceived not only as language training but also as professional genre training. Participants appeared to develop stronger metalinguistic awareness of how English functions in institutional law-enforcement communication. This finding helps explain why many officers viewed the training as relevant to their professional duties rather than as a general writing course.

Theme 4: Transferability of Skills to Institutional Contexts

The fourth theme concerned transfer to workplace writing. Participants reported that the workshop content was applicable to real RN drafting and to other forms of international institutional correspondence. They particularly valued the genre checklist, benchmark RN models, and revision procedures introduced during the workshop.

One participant explained:

“My drafts now require fewer corrections from supervisors. It saves time and avoids misunderstandings” (P25).

Another officer noted:

“I still use the checklist when I write. It helps me see if something is missing, especially the legal basis or the final request” (P14).

Several officers also stated that the skills were transferable to other documents, including letters to foreign law-enforcement bodies, requests for clarification, case summaries, and formal justifications for legal action. However, participants also identified barriers to transfer. The most frequently mentioned barriers were time pressure, reliance on older institutional templates, and the difficulty of changing established drafting habits. These comments are important because they suggest that, while the workshop was perceived as useful, institutional conditions could affect the consistency with which new practices are applied.

Table 6

Emergent Themes, Code Development, and Illustrative Quotes

Theme	Main codes	Description	Illustrative quotes	Link to quantitative pattern
Heightened genre awareness and audience orientation	Recognizing missing moves; organizing legal basis; sequencing facts; considering international readers	Officers reported greater awareness of RN structure, rhetorical flow, and audience needs.	“Before, I was just listing facts randomly. Now, I understand that I must start with the legal basis and lead the reader through the case in a logical way.” (P12) / “Now I think about the officer in another country who reads the Red Notice.” (P08)	Supports improvement in macrostructural scores from pre-test to post-test.
Improved control over legal lexis and modality	Legal terminology; modality calibration; cohesion; reference clarity; register control	Officers reported more accurate use of legal-administrative language and greater attention to modality and cohesion.	“We were using everyday words for legal concepts. Now I use proper terms like ‘extradition’ and ‘provisional arrest.’” (P03) / “Now I pay more attention to the difference between ‘shall,’ ‘should,’ and ‘may.’” (P16)	Supports improvement in microstructural scores, especially lexico-grammar and cohesion.
Increased writing confidence and professional identity	Reduced anxiety; greater independence; professional self-perception; revision confidence	Officers described increased confidence in producing professionally acceptable RNs.	“After this workshop, I feel like a real legal writer. My English is not just grammatically correct; it is professionally correct.” (P19) / “I can check my draft and see if the legal basis, facts, and request are connected.” (P21)	Helps explain sustained performance at delayed post-test.
Transferability of skills to institutional contexts	Checklist use; exemplar consultation; fewer supervisor corrections; application to other documents; time-pressure barriers	Officers perceived the training as applicable to real RN drafting and other international correspondence, although institutional constraints remained.	“My drafts now require fewer corrections by supervisors. It saves time and avoids misunderstandings.” (P25) / “I still use the checklist when I write.” (P14)	

5. Discussion

This mixed-methods study examined whether participation in a genre-based Red Notice (RN) writing workshop was associated with improved RN production among Iranian NCB officers. The study was grounded in Swalesian genre theory and move-step analysis (Swales, 1990, 2004), Systemic Functional Linguistics (Halliday & Matthiessen, 2014), and genre-based pedagogy (Hyland, 2007; Rose & Martin, 2012). In doing so, it addressed an under-researched area of ESP and professional communication: the development of legal-administrative writing competence in a high-stakes, international law-enforcement context.

The quantitative findings showed a clear improvement in RN-writing performance from pre-test to post-test, with scores remaining above baseline at the delayed post-test. These results suggest that the workshop was associated with both immediate gains and short-term maintenance. Subcomponent analyses indicated particularly strong gains in macrostructural organization, including move completion, sequencing, and functional realization of obligatory RN sections. Improvements were also observed in microstructural features, including lexical appropriacy, modality control, cohesion, and legal-administrative register. Although there was a minor decline from post-test to delayed post-test, the delayed scores remained higher than the pre-test scores, suggesting partial retention of workshop-related gains.

The qualitative findings help explain these patterns. Officers reported that the structure of RNs became more visible and manageable through the workshop. They described becoming more aware of the communicative purpose of key sections such as the legal basis, factual summary, cooperation request, and safeguard clauses. They also reported greater attention to microstructural choices, especially deontic modality, legal terminology, nominalization, passive constructions, reference clarity, and cohesion. These interview findings aligned with the quantitative results: the strongest reported learning occurred in the same areas where the largest score improvements were observed.

A plausible explanation for the findings is that the workshop created an explicit link between RN macrostructure and RN microstructure. The move-analysis component helped officers understand what each section of the RN was expected to accomplish. The SFL-informed component then helped them understand how linguistic choices realize those communicative purposes (Malau & Damanik, 2025; Noakes, 2020; Nsereko, 2025; Xu, 2020). For example, the legal-basis move required not only the inclusion of legal authority but also an accurate description of the offense, a careful distinction between allegations and convictions, and appropriate modality. Similarly, the cooperation-request move required clear procedural force, while safeguard clauses required formulaic and legally cautious language. This macro-micro alignment appears to have supported officers in producing texts that were more complete, coherent, and institutionally appropriate.

The findings are consistent with genre-based pedagogy research, which shows that explicit instruction in rhetorical organization and functional language use can improve writing performance (Cheng, 2008; Hyland, 2007; Rachmawati, 2021; Rose & Martin, 2012). They also support professional-genre scholarship that views genres as socially embedded actions rather than fixed textual templates (Bhatia, 2014; Devitt, 2009; Tardy, 2011). In this study, officers did not merely learn a generic writing format. Rather, they appeared to develop a more operational understanding of how RNs function as international legal-administrative documents. This is important because RN writing requires writers to manage legal precision, institutional compliance, and cross-border intelligibility simultaneously.

At the same time, the results should be interpreted cautiously. Because the study used a one-group repeated-measures design, the observed improvements cannot be attributed solely to the workshop with full causal certainty. Practice effects, repeated exposure to RN-writing tasks, concurrent workplace experience, expectancy effects, or increased familiarity with assessment criteria may also have contributed to the score gains. Nevertheless, the convergence of quantitative improvement with interview evidence provides a coherent account of how participants perceived the workshop as useful and how they attempted to apply genre knowledge to workplace drafting.

The pattern of results also suggests that macrostructural gains may be easier to stabilize than microstructural gains. Officers appeared to internalize the move structure relatively quickly, particularly because the RN genre includes recognizable obligatory sections. However, microstructural control, such as accurate modality, cohesion, legal lexis, and nominalization, may require longer practice and reinforcement. This interpretation is consistent with previous studies showing that, while explicit genre instruction can improve rhetorical organization, sentence-level and discourse-level language control may develop unevenly and require continued scaffolding (Carstens, 2009; El-Dakhs et al., 2022; Huang & Yasuda, 2016; Samraj, 2008; Ren et al., 2020; Yasuda, 2011). The minor decline from post-test to delayed post-test may therefore reflect the need for ongoing support after short-term training.

Another important finding concerns transfer. Interviewees reported using workshop tools such as move checklists, model RNs, and revision procedures in their routine writing. Some officers also stated that the training helped them write other institutional documents, including formal correspondence, case summaries, and requests to foreign law-enforcement bodies. This suggests that the workshop may have promoted not only task-specific improvement but also broader genre awareness. However, participants also identified barriers to transfer, including time pressure, older institutional templates, and established drafting routines. These barriers indicate that training alone may not be sufficient unless supported by institutional follow-up, mentoring, and document-quality procedures.

Overall, the study extends genre-based pedagogy to a rare professional-security genre. Prior GBI research has mainly focused on academic writing, legal education, or business communication (Scollon et al., 2011; Xu et al., 2020). By focusing on RN writing by NCB officers, this study

demonstrates the relevance of genre pedagogy to operational law-enforcement communication. The findings suggest that a combined move-analysis and SFL-informed approach can help professional writers manage the relationship between institutional structure and legal-administrative language. This is particularly significant in non-Anglophone contexts where officers must produce English-medium documents for international circulation.

5.1. Implications

Theoretically, the study supports the adaptability of genre-based pedagogy to specialized professional and legal-administrative genres (Reilly, 2020). Swalesian move analysis provided a practical way to make the rhetorical organization of RNs explicit, while SFL helped connect textual function with linguistic realization. Together, these frameworks allowed RN writing to be taught not as a fixed template but as a purposeful institutional genre in which each section performs a legal, procedural, or operational function.

Pedagogically, the findings suggest that RN-writing instruction should include three interrelated components. First, officers need explicit modeling of obligatory and optional RN moves using annotated examples. Second, they need targeted microstructural practice focused on legal lexis, modality, nominalization, passive constructions, cohesion, and reference clarity. Third, they need simulation-based drafting, peer review, checklist-guided revision, and instructor feedback. The qualitative findings suggest that these elements helped officers connect training content to real drafting situations.

In practice, law-enforcement agencies and professional training units could use this model to design short, focused RN-writing workshops. However, the findings also suggest that one-off workshops should be followed by maintenance mechanisms. These may include refresher sessions, institutional RN-writing checklists, peer review procedures, annotated model banks, supervisor feedback protocols, and short micro-modules on recurring language issues. Such follow-up may be especially important for sustaining microstructural accuracy over time.

The study also has implications for international documentation quality. In multilingual law-enforcement contexts, unclear or inconsistent drafting can slow cooperation, create misunderstandings, or require repeated clarification. A shared genre-based approach to RN training may therefore contribute to greater consistency, clarity, and procedural transparency in cross-border communication.

5.2. Limitations

Several limitations should be acknowledged. First, the study used a one-group repeated-measures design without a comparison group. Therefore, although the findings show improvement over time, they do not provide definitive causal evidence that the workshop alone produced the

gains. Future studies should include a waitlist control group, comparison group, or alternative-training condition.

Second, practice effects may have influenced performance. Participants completed three RN-writing tasks across the study, and repeated engagement with similar task types may have improved familiarity with the genre and assessment expectations. Although parallel tasks were designed, complete equivalence across case files cannot be guaranteed.

Third, concurrent workplace exposure may have contributed to improvement or maintenance. Participants continued their professional duties during the study period, and some may have encountered RN-related documentation outside the workshop. This exposure could have reinforced workshop learning or influenced delayed post-test performance.

Fourth, expectancy or Hawthorne effects may have affected participants' effort and motivation. Because officers knew they were participating in a professional-development intervention, they may have been especially attentive to the target features during post-test writing.

Fifth, although inter-rater reliability was strong, rater drift remains a possible concern in repeated performance assessment. Rater training, anonymized scripts, and reliability checks reduced this risk, but future studies should further strengthen this procedure by implementing full rater blinding to the time point and periodic recalibration.

Sixth, task equivalence remains a methodological challenge. The simulated RN case files were designed to be comparable in length, legal complexity, factual density, and required moves, but no set of parallel writing tasks can be perfectly equivalent. Future research should include more formal piloting, expert difficulty ratings, and counterbalancing of task versions.

Seventh, the study was conducted in one institutional context with a relatively small sample of Iranian NCB officers. Therefore, the findings may not generalize to other NCBs, legal systems, law-enforcement cultures, proficiency levels, or institutional writing practices.

Finally, the qualitative strand relied on volunteer interviewees. Officers who agreed to be interviewed may have had more positive or more reflective views of the workshop than nonvolunteers. This possible self-selection bias should be considered when interpreting the qualitative findings.

6. Recommendations for Future Research

Future research should use stronger quasi-experimental or experimental designs, including waitlist control groups, alternative-training comparison groups, or randomized assignment where feasible. Such designs would allow stronger conclusions about the specific contribution of genre-based pedagogy to RN-writing improvement.

Longer follow-up periods are also needed. The present delayed post-test examined short-term maintenance after four weeks. Future studies should include follow-up testing after three months, six months, or longer to examine whether macrostructural and microstructural gains are retained in routine professional practice.

Future studies should also investigate the effects of different instructional sequences. For example, researchers could compare macro-first instruction, micro-first instruction, and integrated macro-micro instruction. This would help determine whether move awareness should precede language-level training or whether both should be taught simultaneously. Another useful direction would be to test maintenance supports. Brief refresher modules, peer editing, supervisor feedback, exemplar banks, and RN-writing checklists could be experimentally examined to determine which mechanisms best preserve microstructural accuracy over time.

Multisite studies across different NCBs and international law-enforcement contexts are also needed. Broader samples would help establish whether the model is transferable across legal systems, institutional cultures, and English-proficiency profiles. Such studies could also examine how genre-based training works in multilingual drafting environments where translation, local legal terminology, and English-medium standardization interact.

Finally, future qualitative research could examine professional identity and genre ownership in greater depth. Officers' comments in the present study suggested that genre training influenced not only their writing but also their sense of themselves as competent institutional communicators. Further research could explore how professional writers internalize, adapt, or resist genre conventions in high-stakes legal-administrative settings.

7. Conclusion

This study examined a genre-based RN-writing workshop for Iranian NCB officers using a mixed-methods repeated-measures design. The findings showed that participation in the workshop was associated with improved RN-writing performance from pre-test to post-test, with gains largely maintained at the delayed post-test. Quantitative improvements in macrostructural organization and microstructural language control were supported by qualitative evidence showing increased genre awareness, improved legal-administrative language control, greater writing confidence, and perceived workplace transfer.

The study contributes to genre-based pedagogy by extending it to a specialized professional-security genre that has received limited attention in ESP research (Ueasiriphan & Tangkiengsirisin, 2019). It also demonstrates the value of integrating Swalesian move analysis with SFL-informed language instruction. This combined approach helped make RN writing teachable at both the structural and linguistic levels. However, because the study did not include a comparison group, the findings should be interpreted as evidence of improvement associated with the workshop rather than definitive causal proof. Further research using stronger designs, larger samples, longer follow-up periods, and multisite implementation is needed. Even with these limitations, the study offers a practical model for improving institutional writing in international law-enforcement contexts and highlights the potential of genre-based pedagogy for enhancing clarity, legal precision, and procedural consistency in multilingual professional communication.

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