

# Teaching Writing through Genre-based Approach

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**Abstract**—This research is an endeavour to examine the impact of genre-based approach on students' writing performance as well as students' attitudes towards the implementation of genre-based approach in writing learning. Research findings reveal that most of the students gained the control over the key features of the required recount genre in terms of social purposes, language features and schematic structure. The necessity and usefulness of the application of teaching-learning cycle into learning the recount genre was predominantly recognized among students.

**Index Terms**—genre-based approach, teaching writing, EFL.

## I. INTRODUCTION

Writing skill is deemed to be difficult for EFL students in the language learning (Richards, 1990). According to Richard and Renandya (2002), the difficulties include those in (1) generating and organizing ideas using an appropriate choice of vocabulary, sentence and paragraph organization and (2) putting such ideas into an intelligible text. As for Vietnamese EFL students, besides these difficulties, they also have to face many other obstacles when learning to write compositions in English.

The first difficulty rests in the fact that English in Vietnamese universities nowadays is treated primarily as a compulsory subject for studying and for exam-driven purposes rather than as a tool for communication. Students have been asked to do the multiple choice tests on their final exams which include several sections on grammar, vocabulary, reading comprehension and writing. In the writing section, students are asked to "rewrite" some sentences in another way but keep exactly the same meaning as the given ones. They are also asked to repair word order in jumbled-word sentences or fill in the blanks with the suitable verbs or verbal phrases. As passing exams is vital for students' lives, most of the time in class, a large number of teachers may be in more favor of teaching such writing skills to help their students pass the exams.

Secondly, the "so-called" teaching writing approach of composition deployed by teachers at present may expose some difficulties for students in the performance of the compositional writing skills. In terms of teaching English compositions, most of the teachers just focus on providing their student writers with vocabulary relating to the required topic and some guiding questions in order to help them shape their ideas into the completed paragraphs. Teaching writing in this way only benefits them to an extent that it can assist them in producing the error-free texts following the models of correct language. However, it does not contribute to help students realize and master such features as purposes, audiences, context and linguistic conventions of text which are the important features of any text-types.

In other words, writing classes in university nowadays are still predominantly language-based writing classes that focus on sentence writing for exam-orientation rather than focus on writing-based classes that focus on creating compositions in order to serve for the purposes of plurality of real readers outside the classroom context.

This research is an endeavour to seek for ways that can both enhance students' writing skills and build up their positive perceptions towards learning this skill. The genre-based approach chosen in this research is to solve students' difficulties in learning to write English compositions. This research is guided by the ensuing questions:

1. To what extent can students' academic recount essays actually be improved with respect to social purposes, schematic structure and language features after their exposure to genre-based approach?
2. What are students' attitudes towards the use of the genre-based approach in learning to write?

## II. LITERATURE REVIEW

### A. What is Genre?

"Genre" refers not only to types of literary texts but also to the predictable and recurring patterns of everyday, academic and literary texts occurring within a particular culture (Hammond and Derewianka, 2001). In the western countries, "genre" or "text-type", either spoken or written, is often identified/grouped according to its primary social purposes. According to Swale (1990), the genres which share the same purposes belong to the same text-types. Derewianka (1990) identified further six main school type-types according to their primary social purposes: (1) Narrative: tell a story, usually to entertain; (2) Recount: To tell what happened; (3) Information reports: provide factual information; (4) Instruction: tell the listeners or readers what to do; (5) Explanation: Explain why or how something happens; (6) Expository texts: Present or argue a viewpoint. These social purposes of the text-genres in turn decide the linguistic inputs of the text (i.e. their linguistic conventions, often in form of schematic structure and linguistic features). Specifically, schematic structure refers

# Teaching Writing Through Genre Based Approach

**Jan Zalewski**



## **Teaching Writing Through Genre Based Approach:**

*College Academic Writing A Genre-Based Perspective* Dr. I Wy. Dirgeyasa, M.Hum.,2017-01-02 The College Academic Writing A Genre Based Perspective course book is organized based on genre perspective It teaches and trains the students about the writing process and content writing It also guides them to identify to whom the writing is for what purpose it is and to what context it is used It is commonly understood that in teaching writing to students with low entry level of English proficiency there is always the risk of sacrificing creativity in order to achieve accuracy or vice versa College Academic Writing A Genre Based Perspective is designed to guide and help students about the process of writing and the product of the writing itself in such a way that the final work of writing is not only expressive and rich in content but also clear and accurate as well as relevant to their needs Buku persembahan penerbit Prenada Media

## **The Effect of the Genre-Based Approach to Teaching Writing on the EFL Al-Azhr Secondary Students' Writing Skills and Their Attitudes Towards Writing**

Ismail Ibrahim Elshirbini Abd-ElFatah Elashri,2013 This study aimed at developing some writing skills for second year secondary stage students and their attitudes towards writing through using the genre based approach Hence the problem of the study was stated in the following statement The students at Al Azhar secondary schools are not good at writing As a result their writing skills are weak Consequently they develop a negative attitude towards writing They need to be trained in the skill of writing and there is a dire need to use a genre based approach to writing content The study adopted the experimental design i e using an experimental group and a control group The experimental group received genre based instruction while the control group received traditional writing instruction The genre based instruction was provided to the experimental group at Satamooni Al Azhar Secondary Institute for Girls at Satamooni whereas the traditional writing instruction was provided to the control group at Roda Al Azhar Secondary Institute for Girls at Roda both institutes are located in Dakahlia Governorate The instruction lasted for nine weeks for each group The instruction took place in the second term of the academic year 2010 2011 The following instruments were designed by the researcher A Writing Performance Test A Holistic Scoring Rubric An Analytic Scoring Rubric and A Writing Attitude Scale The present study provided evidence for the effectiveness of using genre based Approach in developing students writing performance and attitudes towards writing Further the study highlighted the advantages of using genre based approach in developing writing skills and attitudes towards writing The following are appended 1 Students achievement test in the first term 2 A list of writing skills expected from secondary stage students 3 Student writing attitude scale and 4 The pre post writing performance test Contains 1 figure and 14 tables *Proceedings of the 4th International Conference on Education and Technology (ICETECH 2023)* Jeffrey Handhika,Marheny Lukitasari,Sigit Ricahyono,Dewanta Arya Nugraha,2024-11-28 This is an open access book There has been an extraordinary acceleration in the use of digital technology in the world of education during the Covid 19 pandemic So it is necessary to have discussions and solutions on how digital technology can be the

answer to problems of access to quality and social justice in the education sector Researchers and experts are encouraged to innovate across fields to support the four global issues of G20 presidential education Universal Quality Education Digital Technologies in Education Solidarity and Partnership The Future of Work Post Covid 19 The 4th International Conference on Education and Technology ICETECH 2023 organized by Universitas PGRI Madiun UNIPMA Indonesia is a forum for researchers experts academics educators stakeholders and students to exchange experiences through research results in STEAM Based Education Digital humanities Artificial Intelligence Applied Science Curriculum and Instruction Digital Entrepreneurs Digital Education Financial Technology and Education *Expanding Circles, Transcending Disciplines, and Multimodal Texts* Bernhard Kettmann, Georg Marko, 2003 Second Language Writing in Elementary Classrooms Luciana de Oliveira, Tony Silva, 2016-04-29 *Second Language Writing in Elementary Classrooms* focuses on L2 writing in elementary classrooms It features chapters that highlight research in elementary classrooms focused on the writing development of multilingual children and research in teacher education to prepare elementary teachers to teach L2 writing and address L2 writers needs Multiliteracies in World Language Education Yuri Kumagai, Ana López-Sánchez, Sujane Wu, 2015-10-05 Putting a multiliteracies framework at the center of the world language curriculum this volume brings together college level curricular innovations and classroom projects that address differences in meaning and worldviews expressed in learners primary and target languages Offering a rich understanding of languages genres and modalities as socioculturally situated semiotic systems it advocates an effective pedagogy for developing learners abilities to operate between languages Chapters showcase curricula that draw on a multiliteracies framework and present various classroom projects that develop aspects of multiliteracies for language learners A discussion of the theoretical background and historical development of the pedagogy of multiliteracies and its relevance to the field of world language education positions this book within the broader literature on foreign language education As developments in globalization accountability and austerity challenge contemporary academia and the current structure of world language programs this book shows how the implementation of a multiliteracies based approach brings coherence to language programs and how the framework can help to accomplish the goals of higher education in general and of language education in particular *Developing Strategic Writers through Genre Instruction* Zoi A. Philippakos, Charles A. MacArthur, David L. Coker, 2015-05-07 This highly practical guide offers a systematic approach to instruction in the three main writing genres narrative persuasive and informative that students in grades 3 5 are expected to master Ready to use lesson plans and materials are grounded in research on strategy instruction and self regulated learning and connect with learning standards Presented are ways to teach students strategies for planning drafting evaluating revising editing and publishing writing in each genre while making connections between reading and writing Sixty four reproducible planning forms and student handouts are provided the large size format facilitates photocopying The Appendix contains a Study Guide to support professional learning Purchasers also get access to a Web page where they can download

and print the reproducible materials See also the authors Developing Strategic Young Writers through Genre Instruction Resources for Grades K 2 A Genre-based Approach to Teaching Writing in Years 3-6 ,1990 Developing Students' Speaking Ability Through Genre-Based Teaching Novianti Rully,2015-12-23 One of some matters that should be considered in language teaching is that whether teachers should teach implicitly or explicitly related to certain language events in social context and the purpose of the events In line with the importance of whether language teaching should be undertaken implicitly or explicitly there is an approach that represents these needs Genre based approach is an approach that employs explicit instruction in teaching Genre based approach is possibly applied in teaching language skills in general or teaching speaking in particular besides writing as current trends usually focus on Regarding this then this study is aimed at investigating how genre based approach can be applied in teaching speaking especially in recount texts and what the students responses towards the implementation of the genre based approach GBA in speaking class A Genre-based Approach to Teaching Writing in Years 3-6 ,1990 Sociocultural Theory and the Teaching of Second Languages James P. Lantolf,Matthew E. Poehner,2008-07 The fourteen original chapters included in the present volume document innovations in second and foreign language teaching that are rooted in Vygotsky s theory of cognitive development Researchers and language teaching practitioners will find implementations at the classroom and programmatic levels of Vygotskian principles and concepts Thinking Through Genre Heather Lattimer,2003 Supports English teachers who seek to engage their students in genre studies in the reading and writing workshop The book profiles six different units of study memoir feature article editorial short story fairy tale and response to literature Each study is set in an individual fifth through tenth grade classroom and is described from its theoretical foundations through the planning for the specific needs of the students to the teaching and finally evaluation Academic Writing and Genre Ian Bruce,2008-04-07 Academic Writing and Genre is a cutting edge monograph that focuses on the use of genre based approaches to teaching academic writing Genre based courses enable second language learners to integrate their linguistic organisational and contextual knowled Topics in Applied Linguistic [sic] Jan Zalewski,2007 **A Genre-based Approach to ESL Reading** Sung-Heh Sunny Hyon,1995 **A Genre-based Approach to Teaching Writing, Years 3-6: Writing stories** ,1989\* **A Genre-based Approach to Teaching Writing, Years 3-6: Introduction** ,1989\* **A Genre-based Approach to Teaching Writing** Adult Migrant Education Service of South Australia,1991\* **The Effect of an Explicit Genre-based Approach to Teaching Workplace Writing** Gabriel Albino,2015 Teaching Academic Writing Brian Paltridge,2009 Chapters address a full range of critical topics including the context and process of academic writing needs analysis teaching approaches the interrelationship between writing and vocabulary intercultural perspectives feedback and assessment Each chapter includes Classroom Implications tasks and techniques for teaching and some possible exercises to use with students Chapters begin with thought provoking questions and end with a section designed to help users consider their own beliefs and classroom

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