Teaching writing through genre-based approach

Tuan Trong LUU

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.

Keywords: genre-based approach; teaching writing; EFL

1. 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 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

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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 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 Methodology in Language Teaching Jack C. Richards, Willy A. Renandya, 2002-04-08 An overview of current approaches issues and practices in the teaching of English to speakers of other languages. The paperback edition provides an overview of current approaches issues and practices in the teaching of English to speakers of other languages The anthology a broad collection of articles published primarily in the last decade offers a comprehensive overview to the teaching of English and illustrates the complexity underlying many of the practical planning and instructional activities it involves These activities include teaching English at elementary secondary and tertiary levels teacher training language testing curriculum and materials development the use of computers and other technology in teaching as well as research on different aspects of second language learning Organized into 16 sections the book contains 41 seminal articles by well known teacher trainers and researchers Also included are two sets of discussion questions a pre reading background set and a post reading reflection set This anthology serves as an important resource for teachers wishing to design a basic course in methodology Proceedings of the 4th International Conference on Education and Technology (ICETECH 2023) Jeffry 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 Genre-Based Writing Christine Tardy, 2023-06-22 In Genre Based Writing author Christine Tardy defines genre and genre based writing instruction and the five principles of a genre based pedagogy She then explains how to design genre based writing activities By discussing the genre related practices and social and rhetorical aspects of genre she is able to outline strategies for exploring rhetorical moves and playing with genre form in the classroom In addition the book provides general tips for bringing a genre approach into the writing classroom as well as several application activities and specific suggestions for classroom tasks **Developing Strategic Young Writers** Through Genre Instruction Zoi A. Philippakos, Charles A. MacArthur, 2019-12-19 Chapter 1 contains a definition and explanation of genre based strategy instruction with self regulation for kindergarten through grade 2 In Chapter 2 we discuss writing purposes and the writing process and we provide explanations about how to make connections between reading and writing under the larger umbrella concept of genre In Chapter 3 we explain the strategy for teaching strategies which is the instructional blueprint for using this book and for the development of additional genre based lessons Chapters 4 to 6 are instructional chapters and include the lessons and resources for responses to reading opinion writing procedural writing and story writing Chapter 7 includes guidelines for sentence writing and application of oral language in grammar instruction Asian English Language Classrooms Handoyo Widodo, Alistair Wood, Deepti Gupta, 2017-06-14 The teaching of English in the Asian context is always challenging and dynamic because both teachers and learners have diverse linguistic and cultural backgrounds Equally important where English is not widely used outside the classroom English language classrooms are an authentic site of learner engagement For these reasons for all those concerned with contemporary English language teaching ELT in Asia Asian English Language Classrooms Where Theory and Practice Meet provides an account of theoretical orientations and practices in the teaching of English to multilingual speakers whose primary language is not English While covering the fundamental ELT areas e g the teaching of language skills educational literature the use of technology in ELT the role of pragmatics in ELT social psychology of the language classroom and language classroom management with which every language teacher and teacher trainer must be concerned this volume showcases how particular orientations shape ELT practices We believe that practicing English teachers must have a heightened awareness of

the theory behind their practice At the same time the theoretical stance must be firmly anchored in actual classrooms Containing newly commissioned chapters written by well regarded and emerging scholars this book will appeal not only to beginning teachers or teachers in training but also to established teachers around Asia where English is used as a lingua franca If you are a student teacher of English or an English teacher who would like to see what other progressive teachers like you are doing across Asia this is the book you have been looking for **Handbook for Arabic Language Teaching** Professionals in the 21st Century, Volume II Kassem M. Wahba, Liz England, Zeinab A. Taha, 2017-07-06 Drawing on the collective expertise of language scholars and educators in a variety of subdisciplines the Handbook for Arabic Language Teaching Professionals in the 21st Century Volume II provides a comprehensive treatment of teaching and research in Arabic as a second and foreign language worldwide Keeping a balance among theory research and practice the content is organized around 12 themes Trends and Recent Issues in Teaching and Learning Arabic Social Political and Educational Contexts of Arabic Language Teaching and Learning Identifying Core Issues in Practice Language Variation Communicative Competence and Using Frames in Arabic Language Teaching and Learning Arabic Programs Goals Design and Curriculum Teaching and Learning Approaches Content Based Instruction and Curriculum Arabic Teaching and Learning Classroom Language Materials and Language Corpora Assessment Testing and Evaluation Methodology of Teaching Arabic Skills and Components Teacher Education and Professional Development Technology Mediated Teaching and Learning Future Directions The field faces new challenges since the publication of Volume I including increasing and diverse demands motives and needs for learning Arabic across various contexts of use a need for accountability and academic research given the growing recognition of the complexity and diverse contexts of teaching Arabic and an increasing shortage of and need for quality of instruction Volume II addresses these challenges It is designed to generate a dialogue continued from Volume I among professionals in the field leading to improved practice and to facilitate interactions not only among individuals but also among educational institutions within a single country and across different countries ECEL 2020 19th European Conference on e-Learning Prof. Dr.-Ing. Carsten Busc,, Prof. Dr. Tilo Wendler, Martin Steinicke, 2020-10-29 **Optimizing Education Through** Micro-Lessons: Engaging and Adaptive Learning Strategies Ilic, Peter, 2024-01-10 Traditional teaching methods often struggle to meet the diverse and dynamic needs of both educators and students The persistent challenge of retaining knowledge exacerbated by the Ebbinghaus forgetting curve continues to hinder effective teaching Moreover the burden of mental fatigue resulting from long uninspiring lectures and information overload plagues the learning experience As educators grapple with these issues the need for a more efficient and engaging pedagogical approach becomes increasingly urgent Optimizing Education Through Micro Lessons Engaging and Adaptive Learning Strategies is a groundbreaking compendium of insights from eighteen distinguished authors. This meticulously curated volume provides a transformative solution to the problems plaguing contemporary education Micro lessons concise learning units spanning just 1 to 10 minutes

and accessible across multiple devices hold the key to unlocking superior learning outcomes and bolstering retention rates In this book academic scholars educators and policymakers will find a comprehensive guide that not only explores the theory behind micro lessons but also offers practical strategies for their effective implementation **Developing Chinese EFL** Learners' Generic Competence Liming Deng, Qiujin Chen, Yanyan Zhang, 2014-05-28 This work investigates the development of English as a Foreign Language EFL learners generic competence in reading writing and translation within the particular Chinese classroom context It provides a new perspective for the current teaching and research in reading writing translation within the EFL contexts and offers an insightful framework for pedagogical applications in language learning and teaching Its findings will be extremely valuable not only in local situations but also more generally in a wider regional and global context as well The book employs a series of research tools including pre research and post research questionnaires pre test and post test of reading writing translation multi faceted writing portfolios including reflection reports textual analysis and in depth interviews It involves 209 participants from a primary university in Wuhan among whom 171 are undergraduates and 38 are postgraduates And it draws on the analysis of such varied multi sourced data both qualitatively and quantitatively Genre based teaching is playing a critical role in initiating EFL learners into the discourse community of the target language Developing EFL learners generic competence is viewed as the ultimate goal in the process of teaching and learning This monograph effectively demonstrates that like genre based English for Specific Purposes ESP pedagogies it is also possible to take advantage of already acquired genre knowledge for use in EFL learning contexts It offers an impressive view of the direction in which genre based applications are likely to take in the coming years What. **Do We Know About the World?** Gabrijela Kišiček, Igor Z. Zagar, 2013-10-03 What do we know about the world Rhetorical and Argumentative Perspectives is a book trying to answer the title question by contributing to rhetorical and argumentative studies It consists of papers presented at the First International Conference on Rhetoric in Croatia the Days of Ivo S karic in May 2012 and subsequently revised for publication Through a variety of different routs the papers explore the role of rhetoric and argumentation in various types of public discourse and present interdisciplinary work connecting linguists phoneticians philosophers law experts and communication scientists in the common ground of rhetoric and argumentation The Conference was organized with the intent of paying respect to the Croatian rhetorician and professor emeritus Ivo S karic who was the first to introduce rhetoric at the Department of Phonetics at the Faculty of Humanities and Social Sciences University of Zagreb Implementing AI Tools for Language Teaching and Learning Pham, Vu Phi Ho, Lian, Andrew, Lian, Ania, Barros, Sandro R., 2025-04-30 The implementation of artificial intelligence AI tools has revolutionized language education For teachers and students it provides more options for personalized learning that can be utilized inside or outside of the classroom with real time feedback While AI has been pivotal in making language education accessible for students including those in special education it has its drawbacks in terms of algorithm bias decreased human interaction

and security concerns This calls for responsible use of AI in language education and further professional development for teachers to enhance their experience of language learning Implementing AI Tools for Language Teaching and Learning explores the advancement of digital technology in language education and the implications it has for the future of learning It covers various AI driven applications for language acquisition and translation as well as the impact they may have on students cognitive abilities and performance Covering topics such as essay writing skills long short term memory LSTM models and handwritten text recognition this book is an excellent resource for language educators policymakers professionals researchers academicians and more Proceedings of the 1st Lawang Sewu International Symposium on Humanities and Social Sciences 2022 (LEWIS 2022) Dodi Mulyadi, Siti Aimah, Eny Winaryati, 2023-06-23 This is an open access book 1st Lawang Sewu International Symposium 2022 on Humanities and Social Sciences is an annual international symposium held by Universitas Muhammadiyah Semarang Symposium will be held on November 29 2022 in Semarang Central Java Indonesia by online Lecturers professionals researches and students are invited in 1st Lawang Sewu International Symposium 2022 on Humanities and Social Sciences Multi field study including Education Psychology Economics and management are welcome The submitted papers must meet the criteria including originality novelty not yet published and must be written in English language Symposium will be held through online due to Covid 19 pandemic English for Academic and Specific Purposes in the Classroom Rosmawati, Marjolijn Verspoor, 2025-05-22 situation This volume showcases curriculum designs instructional strategies classroom challenges and assessment practices in courses around the world introduced to meet the demand for English language skills for academic EAP or specific purposes ESP in higher education settings Particularly in English as a medium of instruction EMI institutions the courses are frequently part of the curriculum regardless of discipline or specialization Given the prevalence of such courses it is important to understand how they are implemented Many theories and models have inspired and underpinned these courses including genre based instruction Writing in the Disciplines Systemic Functional Linguistics the academic literacies model and translanguaging Often these are combined with various pedagogical approaches such as constructive alignment flipped learning learning oriented assessment Galperin's theory of Systematic Formation of Mental Actions SFMA the study skills models pedagogical cultural historical activity theory and the TESOL teaching learning cycle This book showcases how these are implemented in EAP ESP classrooms This volume gives a voice to instructors whose experience in real life classrooms is invaluable to inform research and policies as well as to refine theories It serves as a venue for conversation among the community of practitioners and researchers of applied linguistics and language teaching L2 Pragmatics in Action Alicia Martínez-Flor, Ariadna Sánchez-Hernández, Júlia Barón, 2023-04-15 This is the first edited volume dedicated to both teachers and learners of second foreign language L2 pragmatics It comprises a collection of studies that explore how teachers background and practices and individual learners differences contribute to the teaching and learning of L2 pragmatics Also included are chapters that

present pedagogical approaches that bring teachers and learners together in action in the classroom setting Written by an international team of experts the volume examines the most relevant topics on instructional pragmatics in a variety of language contexts including Brazil China Germany Japan Spain the United States and Vietnam This global perspective represents a key contribution in the current increasingly multilingual and multicultural society Taken together the findings presented have diverse research and pedagogical implications and provide new directions to explore L2 pragmatic competence This innovative book will be a valuable resource for researchers and graduate students as well as for language teachers and course developers **Pedagogies in English for Academic Purposes** Carole MacDiarmid, Jennifer J. MacDonald, 2021-07-15 As the delivery of English for Academic Purposes EAP continues to expand internationally so too must the literature available to support teaching This volume showcases some of the research informed work in this exciting and complex field providing insights into EAP pedagogies employed in a diverse range of contexts Drawing on the work of practitioners and practitioner researchers it responds to the repeated calls for a firmer link between theory research and practice in language teaching and provides a much needed focus on pedagogy From contexts where English is the principal dominant societal language or one of several official languages to those where English medium instruction EMI is common in higher education as an additional language for students and faculty the chapters explore a range of geographical contexts including Brazil Canada China Norway South Africa Turkey the UAE the UK and the USA Diversity is also represented in the range of types of EAP provision featured in this volume Contributions focus on EAP for undergraduate and postgraduate students from lower to advanced proficiency levels before and during degree study and in English for both general and specific academic purposes teaching with discussion of consequences for on going teacher education Pedagogic responses and innovations to these varied contexts and needs are illustrated in the range of contributions which provide insights into current practices in EAP globally **Second Language Literacy Pedagogy** Kimberly Buescher Urbanski,2023-06-23 This book provides a detailed and comprehensive design of a new second language literacy pedagogy and the results of implementing this pedagogy in different contexts in order to demonstrate that it is possible to address some long standing second language L2 curriculum and literacy development challenges The author clearly explains the theory behind Vygotskian Sociocultural Theory of Mind and Systemic Functional Linguistics and how they can inform literacy pedagogy in the form of Concept Based Language Instruction and a Division of Labor Pedagogy By presenting detailed qualitative and quantitative analyses and results of multiple forms of data the author demonstrates the effectiveness of the pedagogy In conjunction with background on the intricate and interdependent nature of the concepts needed for second language literacy development and in contrast with a cognitivist approach to reading pedagogy and research the author provides all the details necessary for teachers and researchers to appreciate both the theory and how it can be applied to their practice

Teaching and Learning in Saudi Arabia Amani K Hamdan, 2015-12-01 Saudi Arabia is witnessing unprecedented

progress in the field of higher education Even though the country opened its first university in 1957 so far there seems to be little English scholarly writing about Saudi education in general and higher education in particular The current expansion of Saudi Arabia's higher education system has put a spotlight on this serious gap in the international literature This book helps to fill this lacuna through the work of 16 scholars who have contributed to the development of the Saudi education system In so doing the book reveals areas where more research is required and thus provides a useful starting point for education scholars This anthology is unique in that it is the first to offer a comprehensive perspective on the current knowledge base pertaining to Saudi higher education as well as to the ongoing efforts to introduce reforms **Research Literacies and** Writing Pedagogies for Masters and Doctoral Writers Cecile Badenhorst, Cally Guerin, 2015-10-20 Debates about researcher education emphasise the dramatic changes facing higher education in the twenty first century Post graduate students must learn often hidden research literacies with very limited support Research Literacies and Writing Pedagogies for Masters and Doctoral Writersexplores the challenges students face when engaging in research writing The chapters offer insights into effective pedagogies ranging from direct scaffolded instruction to peer learning in face to face and online interventions Themes extend from genre approaches threshold concepts and publishing pedagogies through to the emotional aspects of post graduate writing writing groups peer learning and relational collaborations employing both online and digital technologies Throughout authors have revealed how research literacies and writing pedagogies in situated contexts around the globe demonstrate practices that are constantly changing in the face of personal institutional and broader influences With contributions from Nick Almond Cecile Badenhorst Agnes Bosanguet Marcia Z Buell Jayde Cahir Mary Davies Turner Robert B Desjardins Gretchen L Dietz Jennifer Dyer Shawana Fazal Mar lia Mendes Ferreira Amanda French Clare Furneaux Cally Guerin Pejman Habibie Devon R Kehler Muhammad Ilyas Khan Kyung Min Kim Sally S Knowles Stephen Kuntz Tara Lockhart Michelle A Maher Muhammad Igbal Majoka Cecilia Moloney Zinia Pritchard Janna Rosales Brett H Say Natalia V Smirnova Natalie Stillman Webb Joan Turner John Turner Gina Wisker and K Hyoejin Yoon

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