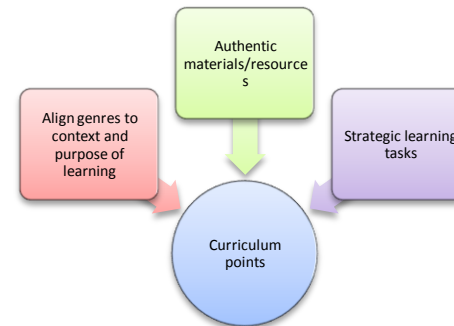
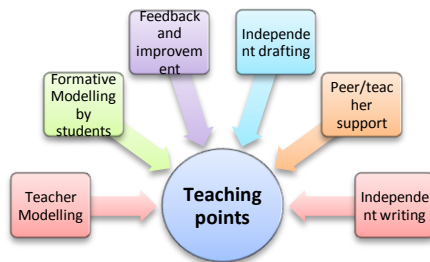
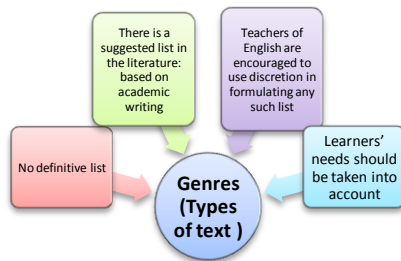


Waltz with writing

Aims:- To explore the ways I can effectively adapt the use of Genre Based Approach to teaching of writing within my context of teaching to support ESOL learners improve their writing skills

Brief description of Genre Based Approach to teaching of writing:- This method of teaching writing involves teaching writing using conventions of texts (e.g. recounts, information texts, etc.).

What the background literature suggests?



Research problem

I wasn't convinced that my learners were engaging well with the content of my writing sessions and if the content was useful. Thus, I looked into the literature on teaching writing to speakers of English as a second language (foreign language) and identified an approach called Genre Based Teaching .

I wanted to use this Approach in my teaching of writing with a group of ESOL learners; the aim was to test if my learners engage better if I choose genres of texts (which are relevant to their learning needs) to teach writing and whether using this approach supports their improvement of writing skills.

This project was part of my continuing professional development as a teacher.

Methodological framework

Data collection and analysis

- **Sample:-** 16 adult ESOL students (Entry 3). Majority of these students attend class to improve their English skills to enhance their scope of employability.
- **Methodology:-** Action- based Case Study Approach. Tools for data collection included - assessment data and teacher reflective log.
- **Analysis:-** Findings and recommendations were drawn from the key patterns identified in the data and throughout the research process.

Findings from my research

- 50%: showed considerable improvement in their writing
- 15% - 25%: limited to some improvement
- 25%: no improvement at all

Findings from my research

- Students benefit from identifying the Genres that are relevant to their lives (e.g. writing a cover letter for jobs, filling in an accident report at work, etc.)
- Teaching Genres which are relevant gives students a 'push' to engage with sessions and content
- Teaching of functional grammar in conjunction with teaching of writing is beneficial/essential
- Learners responded well to authentic teaching materials
- A tension exists between teaching a genre and embedding grammar skills at the same time in such teaching; this is also important when marking students' work

Recommendations

- Use the idea of genre to help align teaching content to be aligned with the learners' needs and agendas for learning e.g. why they are learning a particular text/topic
- Genre Based Learning tasks and materials should be as authentic as possible to allow students to take ownership of their learning process and use such learning outside the classroom
- A staged and balanced approach in marking students' work and providing feedback should be developed through –
 - (i) Sharing of marking criteria with students
 - (ii) In the marking criteria getting a balance between criteria for conventions of the text and grammar is crucial; this helps to determine the amount of feedback given and its effectiveness

Strengths and Limitations of my research

Strengths of the project: The design of the project ensured that I focused on the actual experience of ESOL learners and a teacher of ESOL in a particular educational context and I (we all) could learn from this.

Limitations of the project: This was a small-scale project with a very small sample. The structure of the project limited the range of literature that could be considered. The Case Study approach is limiting in the sense that the project looked at one single case without a control and experimental group. Also, the educational context is limited as it is just one context.

Indicative sources

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