

Genre-based approach in Academic English Writing

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Abstract

Genre is a pivotal concept in English-language learning and teaching. Linguistic and pedagogical scholars use a genre-based approach as a legitimate strategy for teaching undergraduate and graduate learners on academic writing courses by practicing the analysis of rhetorical structure and linguistic features of each textual convention. This paper reviews the genre theories of three schools: New Rhetoric (NR), Systemic-Functional Linguistics (SFL), and English for Specific Purposes (ESP) and their applications for a linguistic genre-based approach based on previous studies. The data and methodology of the genre-based approach focus on language and composition in different contexts. Linguistically, referring to a genre-based approach at the graduate level, one qualitative case study encouraged individual participants to examine research articles and develop their awareness of their own disciplinary-specific genre according to the process-genre approach. The impact of a genre-based approach focuses on the textual structure in academic essays and non-academic texts. This paper argues that an ESP genre-based approach in teaching academic writing in the L2 context can contribute to learners' writing development and increase writing awareness in the learners' target genre. This knowledge can shed light on the pedagogical approach as used in academic composition courses with a genre-based approach to rhetorical structures and linguistic features.

Keywords: Academic English Writing, ESP genre, genre-based approach, SFL genre

แนวการสอนแบบอรรถฐานกับการเขียนภาษาอังกฤษเชิงวิชาการ

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บทคัดย่อ

อรรถฐานของภาษาเป็นแนวคิดที่สำคัญในการเรียนการสอนภาษาอังกฤษ นักภาษาศาสตร์และนักวิชาการด้านการศึกษานำรูปแบบอรรถฐานมาเป็นกลวิธีการสอนในกลุ่มผู้เรียนระดับอุดมศึกษาและบัณฑิตศึกษาในวิชาการเขียนเชิงวิชาการ โดยฝึกรวบรวมโครงสร้างทางอรรถฐานและลักษณะทางภาษาของการเขียนแต่ละรูปแบบ บทความนี้ทบทวนทฤษฎีอรรถลักษณะ 3 รูปแบบ คือ อรรถฐานใหม่ อรรถฐานเชิงระบบ และ อรรถฐานภาษาอังกฤษเฉพาะด้าน และศึกษาการนำอรรถฐานทางภาษาไปประยุกต์ใช้ในการศึกษาวิจัย ข้อมูลและกระบวนการวิจัยในการศึกษาอรรถฐานได้จุดประกายให้กับภาษาและการเขียนในบริบทต่างๆ เช่น ส่งเสริมให้ผู้เรียนแต่ละคนตรวจสอบบทความวิจัย และพัฒนาการตระหนักรู้เรื่องอรรถฐานทางภาษาเฉพาะด้านของแต่ละสาขาวิชาของผู้เรียนเองจากกระบวนการทางอรรถลักษณะ และผลการศึกษาอรรถฐานมุ่งเน้นที่รูปแบบเรียงความเชิงวิชาการและรูปแบบที่ไม่เน้นวิชาการ บทความนี้แสดงถึงการศึกษาค้นคว้าที่ใช้อรรถฐานทางภาษาอังกฤษเฉพาะด้านกับวิชาการเขียนเชิงวิชาการในบริบทการใช้ภาษาอังกฤษเป็นภาษาที่สองที่ส่งเสริมให้ผู้เรียนพัฒนาการเขียนและเพิ่มทักษะการตระหนักรู้ในอรรถลักษณะของรูปแบบการเขียนที่เป็นเป้าหมาย ความรู้ที่ได้จากบทความนี้จะชี้ให้เห็นแนวทางการจัดการเรียนการสอนที่นำโครงสร้างทางอรรถฐานและลักษณะทางภาษาของอรรถฐาน มาใช้ในวิชาการเขียนเชิงวิชาการ

คำสำคัญ: การเขียนเชิงวิชาการ, ทฤษฎีการสอนแบบอรรถฐาน, อรรถฐานภาษาอังกฤษเฉพาะด้าน, อรรถฐานเชิงระบบ

Introduction

It is widely recognized that there are a growing number of academic English courses in both the L1 and L2 university context. Of particular interest and complexity is the genre-based approach (GBA) to teaching academic writing in the L2 classroom. Within the realm of scientific research, L2 graduate learners have to compose a thesis or a dissertation. Similarly, L2 undergraduate learners must write academic essays, and it is a challenge for such learners to compose research articles and academic essays. With both non-linguistic and linguistic approaches, studies of genre analysis (GA) have been applied in writing classrooms for decades (Flowerdew, 2002). Scholars can use genre to determine and identify the conventions of the lexicon, grammar, and textual structure in different academic areas. Hence, a GBA has become critically significant in the teaching of academic English writing to L2 learners.

This article reviews recent research on GBA in academic English writing. The objectives of this paper are to clarify the notion of GBA theories and to discuss the applications of GBA to academic English writing in the classroom. Empirical studies of GBA have been conducted at both graduate and undergraduate level. This paper will argue that among university undergraduate learners, the conceptualization of GBA has been applied in some studies emphasizing the textual level of the essay or a business letter, without considering the type of text appropriate to research reports as written in academic English. Therefore, this article will discuss the data and findings of previous studies that indicate that GBA can have a beneficial effect on the pedagogical study of academic English writing.

The paper is organized as follows: it begins with the definition of genre, and then differentiates genre into three main streams, New Rhetoric (NR), Systemic-Functional Linguistics (SFL), and English for Specific Purposes (ESP). From the discourse standpoint, genre in linguistics (SFL and ESP) is more likely to be discussed at the semiotic level or as a lexical function in context and the conventional structure of the entire text with disciplinary variations. Focusing on the textual level, the text type of data and methodology used and applied in GBA studies will be discussed. Lastly, this paper will draw some conclusions.

Genre theories

The term genre has been employed to categorize literary writing, e.g., ballads, novels, plays, poems, prose, and short stories since the 1960s (Abdullah, 2009). Since the 1970s, genre has also been applied to recognize academic and professional writing (e.g., abstracts, research articles; brochures, and company audits) (e.g. Swales, 1990, 2004; Bhatia, 1993). Similarly, the acknowledgement of genre has been redefined in applied linguistics (e.g. Bhaktin, 1986; Bhatia, 1993; Flowerdew, 2013; Hyland, 2004; Swales, 1990, 2004). For example, Swales (1990) defined the genre as “a set of communicative events. The members of which share some set of communicative purposes” (p. 58) in the social and cultural context of speech and writing. Although genre refers to a category, type, kind or style in the dictionary definition of the Oxford Advanced Learner’s Dictionary (2005), a variety of genre classifications and conceptualizations are found in its applications.

Genre-based approach

Genre definitions and origin theories can be found in studies of folklore, literature, and syntax (Swales, 1990). First, genre in folklore can be divided into three categories: myths, legends, and tales. Subjectively, although it seems a reasonable approach to categorizing textual structure, it is recognized that the discourse elements and the role of the text can change depending on a particular society or culture. For example, if writing styles and literary-conventional forms depend upon cultural values, myths are based on those elements (Li-Ming, 2012). Nevertheless, GA is meaningful for the folklore community as it helps define the orientation of their literature.

In literature, genre theory elicits the communicative purposes that people share in the same discourse communities or cultural contexts. However, genre in this sense identifies the meaning of composing and a universal understanding between writers and readers (Swales, 1990). For instance, if one reads lesbian literature as, for example, *Fingersmith* by Sarah Waters, the reader could conclude that the multitude in that community may be disturbed. Probably, from a social point of view, an individual will judge and condemn people in this community. Hence, not only what a writer writes, but

also how a reader reads and interprets the writing critically is meaningful for genre in literature.

Additionally, linguistic genre influences textual structures and terminology. Hallidayean researchers (e.g., van Dijk, 1997; Fairclough, 1989; Fairclough & Wodak, 1997) studied systematic functional linguistics (SFL) genre in terms of the field (school of content studied), tenor (status and role of participant), and mode (in spoken or written communication). Accordingly, lexical words used in different contexts, such as “what would you like?”, may express different meanings depending on the relationship of the speaker and hearer. For example, if the speaker is a sales assistant in a department store and the hearer is a customer, the expression will be used with politeness. Hence, a genre in linguistics is defined by Saville-Troike (as cited in Swales, 1990, p. 39) as a “type of communicative event” in speech and text, especially, in terms of text type for communicative purposes in a societal community, it concentrates on the semiotic level or lexical function in context rather than in the formal structure of the full text. Thus, genre can be distinguished as social actions in a communicative sense in folklore, literature, and philology.

As already mentioned, the diversities within genre theory depend on the communicative dimensions and purposes participants share in discourse communities. In order to recognize GA, three schools have been developed since the 1970s in English for specific purposes (ESP), North American rhetoric studies (NR), and Australian systemic-functional linguistics (SFL) (see also Hyland, 2007; Hyon; 1996; Johns, 2002; Swales, 1990).

Genre in a new rhetoric: North American school

The definition and concept of genre in the “new rhetoric school” (NR), a specific group of North American theorists (e.g., Freedman & Medway, 1994; Miller, 1984), were implemented to scrutinize language convention. Studies of genre applied Bakhtin’s recognition theory (1986) of dialogue with postmodern social and literary scheme in the L1 context (e.g. Freeman & Medway, 1994). One may use language in some situations and react in a recurrent state with similar or different communication purposes. To identify these aspects, genre here pinpoints a social activity in the context

of speech features within textual patterns. With respect to the “flexible, plastic, and loose” (Bakhtin, 1986, p. 79) concept, a social action here focuses on the periodic and accurate communication which one converses with in the forms and patterns used within a community. Therefore, scholars in NR focus on the outcomes of the genre in social contexts and consider why people produce language differently in related situations (Hyland, 2007; Johns, 2002; Swales, 1990).

GA studies seem more open to individual actions than from a linguistic aspect that embraces ideological and social perspectives by using a “stabilized-for-now” form. This means that the textual orientation is an element in a discourse study, whereas a social action carries on the convention of negotiation (Miller, 1994, p. 24). As Flowerdew and Wan (2010) mention, GA in NR focuses on ethnography in people’s activities, attitudes, behaviors, beliefs, and values as parts of the discourse community. Similarly, Flowerdew (2011) and Johns (2002) anticipated that the communication between writer and reader recognized the role of social relations and power plays. Thus, as Johns (2002) characterized GBA by this school in academic writing courses, it might benefit learners to explore their writing for general purposes rather than for specific form and function.

Genre in linguistics: Sydney school

Unlike NR, linguistic genre in this school focuses on textual orientation. Hyon (1996) called this approach the Sydney school because linguists and instructors from the University of Sydney in Australia implemented it in courses for adult immigrants and pre-university learners and it is originated from Michael Halliday’s SFL (Hyland, 2007). Genre is defined as “a stage, [a] goal oriented social process” (Martin, 1992, p. 505) in spoken and written language. Based on social semiotics, Halliday (1978) addresses linguistic features and social functions on two levels: register and genre. The connection of text and context to determine choices of register is influenced by contextual variables: field (the topic of language), tenor (community relationship), and mode (the organization of text). When learners write an essay entitled, “Smart Phone addiction affects learners’ concentration,” they will use a specific way for the teacher-reader (e.g., tenor) and consider suitable vocabulary to use in writing the text. In addition, learners make a

genre choice regarding the structure of the essay as argumentative, descriptive, or problem-solving. Therefore, text produced in each situation is shaped by communicative purposes, by the genre characteristic within different contexts, and by the systematic language-context connection.

Genre in this school emphasizes communicative language in text (linguistic features), and context (rhetorical structures). In fact, genre is sometimes called a “text type” (Biber, Conrad, & Reppen, 1998, p. 169; Biber, 1989, p. 6) as a textual organization or basic elemental genres (Martin, 1992), i.e., expository, argumentative essay, etc. Additionally, macrogenre (Martin, 1992), or location SFL, is used to label larger genre units such as research reports, essays, and political speeches (Hyland, 2007; Kress, 1990). Productively, one can compose an essay, indicate the author’s objectives, and distinguish genre by examining a set of texts that can share the same purpose and structure in the same genre. However, an internal linguistic criterion has been emphasized by identifying different text types from vocabulary, grammar, and cohesion patterns (Hyland, 2007). Consequently, it seems that this genre has been generally accepted and implemented in K12 and at adult-learner levels (Johns, 2002) in order to examine standard structures of the text, and stages of rhetorical moves by using the SFL GBA focus on grammatical varieties.

Genre in linguistics: ESP school

Significantly, ESP genre, as a current method in the US (Johns, 2002), refers to a class of communicative events in a spoken and written discourse community. As Bhatia (1993) and Swales (1990) mentioned, individuals in an academic field provide their practice with a set of purposes, and those purposes are determined by specialists in the field and become a consistent pattern for a specific discipline. Consequently, writing in an academic genre is a convention of language used in the internal academic essay, research report, and dissertation. As Flowerdew (2002) classified genre in linguistics (the SFL and ESP schools) and non-linguistics (NR school), ESP researchers of genre concentrate on textual convention which is similar to the SFL concept. Thus, it seems that the investigation of the internal and external factors of a text might be categorized into academic and professional contexts, respectively.

Based on Swales' (1990, 2004) model of introductions to academic-research articles create research-spaces (CARS), GA is seemingly used to define the sequence of text moves and sub-moves in a text. Along these lines, the macrostructure (Introduction-Methods-Results-Discussion [IMRD] pattern) and rhetorical structure of academic writing production (e.g. research articles [Swales, 1990, 2004]) may be able to prepare learners to write academic articles in their field before graduating. In order to examine the convention of genre or text type at the discourse level (lexico-grammatical features) and functional grammar (or its social context), learners should analyze texts in terms of their rhetorical features and identify the meaning of authentic texts (Flowerdew, 2002).

Illuminating the differences in rhetorical structure and language features in macrostructure, authentic research articles are restricted to specific disciplines. For example, Posteguillo (1999) proposed that the regular pattern of computer-science research articles is Introduction, Results, and Discussion sections. Hence, studies of ESP academic genre have investigated the structure of academic articles in various disciplines (e.g. biochemistry [Kanoksilapatham, 2005], engineering [Kanoksilapatham, 2012], and implemented them into their pedagogy [e.g. Cheng, 2011]) as part of research-based language education and needs analysis in the L2 context for more than three decades (Cheng, 2007; Paltridge & Starfield, 2007; Swales & Feak, 2004).

However, focusing on Bhatia's (1993) Professional English setting, the situational context or external text features are more likely to be analytical than purely linguistic in terms of a communicative event and its purposes, and they are also likely to identify writer-reader roles. To implement ESP in the classroom, learners should have an insight into the sociological, cultural and language disciplines which affect the writing of texts. As a result of these requirements, Swami (2008) provided a set of academic and professional genre types for implementation in the classroom.

Since distinguished notions of the theoretical framework established by Bakhtin, Halliday, or Swales, the concept of genre has led to analytical discourse in the writing classroom as shown in Figure 1 and Table 1. It seems that the application of ESP and SFL genre is based on the textual convention of the target genre. The academic writing genre here refers to research articles and academic essays. In spite of the beneficial concepts of genre in the two linguistic schools mentioned, the focus has been on textual-

based analysis and aims to provide standard model for L2 learners. There has been some consideration of its implications based on the target text and communicative purposes between writer-reader. Nevertheless, there has been criticism of the drawbacks of the application of genre features, and social context for the L2 multi-disciplinary classroom. Due to the specificity of each discipline, the requirement of time is essential for the teacher to clarify the purposes and language features for particular L2 learners with lower levels of English proficiency. Such learners are less likely to be able to read and write in particular academic genres.

Another serious weakness in NR genre is in terms of social context which means that L2 analysts might be sophisticated in the language produced by L1 writers owing to the dynamics of the text and context. Likewise, in Bhatia's (1993) situational contexts of communicative genres, it is recognized that the language used in a company is based on various discourse features, such as voices, points of view, and styles. The analysts should be aware of the cultural and situational background of the various textual conventions. In addition, NR genre is complex and acquires actual knowledge of genre, but using simplified texts taught in the classroom provided an artificial context for learners. It is possible that the implementation of GA will not be generalized in authentic environments (Hyland, 2007). Consequently, focusing on the linguistic GBA, some skeptical observers reveals that genre knowledge may still be of benefit in the implementation of teaching. The next section will discuss the applications of ESP (Swales' GA) and SFL schools in the classroom.

The application of linguistic genres from previous studies

As previously mentioned, the linguistic ESP genre concentrates on academic writing situations (Flowerdew, 2013) in terms of disciplinary conventions. To be exact, L2 learners create their own writing tasks with a high level of English proficiency in their professional field to establish the academic discourse community, so that it is obligatory to use the relevant language and rhetorical structures of the target genre in each field. In fact, authentic texts produced by L1 writers in a discursive disciplinary community is examined (Devitt, 2004; Hyland, 2002) by L2 learners to recognize analytically, creatively, and purposively the selected lexical choices and composing

regular patterns of the target genre. Another approach, the SFL genre, is concerned with examining the linguistic features and rhetorical structure in academic essays. Subsequently, this paper reviews the implementation of ESP academic genre and SFL genre in the classroom context. Some scholars (e.g., Cheng, 2007; Henry & Roseberry, 1998; Hsu, 2006; Kuteeva, 2010, 2013) have advocated that graduate and undergraduate learners can engage in using the target genres in their writing practice.

Genre-based approach (GBA) at the graduate level

In an L2 graduate classroom context, scholars have integrated ESP genre in academic writing courses (e.g., Cheng, 2006a; Kuteeva 2010, 2013; Swami, 2008). By examining the language features and the schematic structure of moves and steps, these studies illustrate how the GBA approach improves graduate learners' writing and analytical skills.

Cheng (2006b, 2007, 2008a, 2008b, 2011) implemented ESP genre-based instruction with a series of case studies with 42 international graduate learners in two academic writing courses at two US universities. At the beginning of the course, after establishing their learning purposes in terms of the study background and language capability, six Taiwanese participants— Fengchen (Cheng, 2006b, 2007, 2008b), Ling (Cheng, 2007, 2008a), and four graduate learners (Cheng, 2011) — were selected to be interviewed. Qualitatively, genre awareness was determined after analyzing their writing assignments and annotations. The purpose was to raise the awareness of linguistic features and rhetorical features between non-academic and academic genres. Cheng motivated learners to discuss how they examined four interrelated in-class GA tasks as examples for class discussion. These tasks aimed to clarify the rhetorical context comprising the authors' and readers' roles and communicative purpose. Consequently, among the four sections of research articles: introduction (I), method (M), result (R), discussion (D), and conclusion, knowledge of the moves and steps of the rhetorical structures and lexico-grammatical features in different disciplines could increase learner's awareness of the target genre.

More importantly, based on a qualitative discovery-based approach, learners examined five research articles collected from their own fields (Swales & Feak, 2009).

One short, general background paragraph from three individual research-article introduction sections was collected to be used for discussion of in-class materials. Moreover, learners were assigned to analyze eight out-of-class GA tasks to give them insight into a variety of moves and steps in research-article IMRD sections. Open-coded and inductive analysis was used to group the idea of keywords, phrases, and notes from learners' annotations and reflections. Based on a specific disciplinary genre, Cheng's studies (2006b, 2007, 2008a, 2008b) emphasized text-based analysis to understand genre knowledge, rhetorical context, and situation from self-reflection of the GA literacy narrative task. Conversely, the NR genre (in terms of context based on social actions, purposes, and responses) was used in the ESP genre framework to contribute to the learners understanding of research articles genre in context (Cheng, 2011). Cheng (2008a) investigated the application of GA in literacy tasks to get insight into learner standpoints (or goals of learning) and their analysis and production of a target genre. Overall, according to Cheng's studies (2006b, 2007, 2008a, 2008b, 2011), GA tasks in this context are seemingly used as a self-directed learning tool allowing the transfer of genre knowledge from reading to writing. However, this approach only allows advanced learners to engage and develop rhetorical structures and lexico-grammatical features of academic writing in a degree-research genre.

Swami (2008) determined the effectiveness of GBA applications in writing courses with postgraduate learners in India. A set of genres, such as a non-academic genre (sales promotion letter and job application letter) and academic genre (expository essay) were designed as in-class GA materials. Pre- and post-tests, five questionnaires, and a teaching journal were collected for the analysis of qualitative and quantitative data. Subsequently, the findings of the study revealed that the learners' writing performance improved effectively through GA sample tasks, and their cognitive awareness also increased across different genres, the rhetorical structures of moves, and sub-moves and linguistic features.

Kuteeva (2010, 2013) implemented online interaction and GBA applications in different disciplines of PhD and masters' learners in Swedish university research writing courses. Only four disciplines of the heterogeneous groups were selected, and 95 pieces of GA writing tasks were analyzed. Although the tasks for doctoral class were designed

to analyze the structure, citation practices, data commentary, and the conclusion, the tasks for master-level learners concentrated on the overall organization of academic texts. In order to promote genre-awareness, GA in-class materials were designed for the humanities learners; a hands-on genre-based approach (examine-and-report-back) was used to allow learners to recontextualize (Cheng, 2007) and crystalize the similarities and differences of a disciplinary-specific genre. In short, using a process-genre approach, learners could compose, edit, and evaluate their own genre production with peers and teachers from online collaboration. Even though the technological communication used in Wiki and online Fora self-study was a vital tool to share short writing tasks, improve learners' writing, and raise learners' awareness, this approach might limit the linkage of their ideas and organization of peer evaluation.

As previously noted, emphasis on raising awareness of the rhetorical structures of moves and steps and lexico-grammatical features with advanced PhD and MA learners could significantly bridge non-academic writing forms through academic genre forms (e.g., from job application letters to research articles) as demonstrated in studies by Cheng (2006b, 2007, 2008a, 2008b, 2011), Kuteeva (2010, 2013) and Swami (2008). Moreover, GBA approaches with qualitative, narrative assignments (self-reflection, annotation, and self-evaluation) by Cheng (2006b, 2007, 2008a, 2008b, 2011) encourage graduate learners to engage in GA for their writing development and raising their genre awareness. In fact, a GA sample task related to the rhetorical structures and language features could be used to enhance learners' insight into their own target genre. Additionally, learners' awareness of the notion of specific genres and genre production were stimulated through interwoven literacy skills (by shifting from comprehension as a "writerly reader" to their own reflections and explanations as a "readerly writer") (Cheng, 2007; Hirvera, 2004; Kuteeva, 2013).

Qualitatively, apart from an ethnographic analysis (e.g. Cheng, 2007, 2008a, 2008b), the application of ESP GA in academic writing courses for graduate learners emphasizes class observation, learners' reflection of classroom activities and learning outcomes, and online collaboration (Kuteeva, 2013). These approaches can contribute to analytical thinking when learners are engaged in the writing process with a classroom

discussion session to guide learners toward a writing strategy which should lead to a greater awareness of genre.

In the adult education level, a case study of eight English pre-service teachers in Sweden was also conducted (Negretti & Kuteeva, 2011). Negretti and Kuteeva concentrated on using Swales' (1990) GA in a seminar class to examine metacognitive awareness in an academic reading and writing course. The GA study was designed to examine raising-awareness of rhetorical contexts, and discourse communication by using academic articles from three different disciplines of (linguistics, literature, and English language teaching). Seemingly, using online tasks encourages learners to identify the nature of genre, specificity of disciplinary rhetorical structure, and the lexical choice used and encourages students to make comparisons with their friends, as well as using observational data which comprised group discussions and the learners being asked to make summaries of what they had learned. However, with the limitation of time constraints, six weeks was not enough to demonstrate learners' developments in metacognitive, reading, and writing skills.

Additionally, a qualitative GBA study of an instructional framework was conducted with six voluntary pre-service Turkish learners conducted by Yayli (2011). He carried out his study of six English primary and secondary teachers' annotations, interviews, and pre-post instructional interviews by using open-ended questions. With two drafts of an in-class writing assignment and one annotation of the first draft of the writing assignment, learners could reflect on their own writing in these tasks. By adopting the principles of genre-based writing instruction from Hyland (2007), the writing activities were designed to include planning learning, sequencing learning, supporting learning and assessing learning. In this way, genres were sequenced in order from easy to difficult (e.g. e-mail to essay writing) in order to increase learner motivation through greater challenges. Thus, this study used the SFL GA framework to gradually enhance peer and teacher interaction in terms of consciousness and knowledge sharing (Hyland, 2007) rather than through knowledge discovery (Cheng, 2007).

However, the contribution of shared communication classroom activities can result in learners reflecting and annotating progressively in the genre sample tasks. In Cheng's (2007) terms of validity, the in-class writing assignment was designed to

increase regularities or consistency of generic features according to moves and steps and lexical choices. Moreover, raising-awareness of rhetorical and textual organization can occur by modeling learners with GA sample tasks (as a set of heuristics) to resolve learners' writing problems in their theses and dissertations (Cheng, 2007). Consequently, Yayli clarified that the intervention of GBA in the writing process can encourage learners to deploy textual analysis by using a generic structure of moves and steps and genre orientation to enhance contextualization of the target genre. Therefore, GBA can become a useful multi-dimensional approach for learners to get insight into the communicative roles of writers in a variety of rhetorical situations before writing one genre or trying to write across genres. However, it might not be very appropriate for L2 practitioners due to the difficulty of the academic language and text organization in authentic texts.

Genre-based approach (GBA) at the Undergraduate level

Studies of GBA in the undergraduate context aim to heighten learners' performance in literacy skills, critical thinking, and content acquisition in specific writing courses. In fact, scholars (e.g., Henry & Roseberry, 1998; Lerdpreedakorn, 2009) developed the use of GA in academic composition courses to raise learners' cognitive awareness by means of comparing a genre-based and a non- genre-based approach (Henry & Roseberry, 1998; Pang, 2002) and one single group (Hsu, 2006; Kongpetch, 2006; Lerdpreedakorn, 2009; Negretti & Kuteeva, 2011; Nueva, 2013)

In the Henry and Roseberry classic GBA study (1998), 34 first-year management students (divided into a genre group and a non-genre group) in Brunei Darussalam were asked to compose a short tourist-information text. However, two separate units were assigned to the two groups of participants (one teacher with one group; another teacher with another using a group design). In order to evaluate the effectiveness of GBA in academic writing, the textual genre was administered as a pre-test before the experiment and the final output for the post-test was divided into three parts: motivation, move, and text. Afterwards, learners' writing tasks were appraised by two raters with the highest degree (10) for motivation to non-motivation (0); the deliberation of move index was adopted from Hatch and Lazaration (as cited in Henry and Roseberry, 1998).

A textual index was adopted from Roseberry (1995), in which the first six clauses of the textual genre were measured in terms of conjunctions, conjunctive reach, specificity, connectivity, topic, and topic from a low (0) to a high (2) degree. To standardize the macrostructure of tourist-information genres, the 20 textual genres were analyzed for consistency in the obligatory and optional rhetorical moves. Although there were six GA sample tasks of the target genre which the learners could use as models to write informative academic texts, the results revealed that the GA tasks were not significantly different from the traditional approach in terms of the textual index.

In the interim, learners' performance did not reveal their motivation and it was not possible to measure their moves. Nevertheless, post-test scores of individual learners in the genre group illustrated significantly different higher post-test scores than for the non-genre learners. However, if a GBA framework is adopted, the teaching and learning cycles tend to be time-consuming and require frequent practical exercise to develop learners' competence.

On the contrary, when Pang (2002) studied GBA application and contextual awareness in a writing course, it was found that these approaches contributed to learners' writing development. By using register analysis, learners examined the situational context of the film review as a target genre to develop awareness of social context; meanwhile, textual structures focused on the rhetorical move structure and linguistic features of SFL genre. The results of the pre- and post-test of the two approaches were compiled to compare the differences and similarities. In terms of writing performance, the results of the genre textual analysis and contextual register analysis revealed similar improvements in the use of appropriate lexical conventions in both the specific genre and the real-life situation. Thus, in terms of discourse analysis, this study focused on the specific communicative purposes of a film review.

Likewise, Kongpetch (2006) established the application of SFL GA and also an ethnographic case study (Cheng, 2007) with 42 Thai EFL learners which focused on the lexico-grammatical features of an expository essay. Based on four teaching and learning cycles suggested by Hammond, Burns, Joyce, Brosnan, and Gerot (as cited in Kongpetch, 2006), Kongpetch designed teaching materials and a course based on the principle of GBA. The findings suggest that when learners use the SFL pedagogical

model they develop language awareness through writing a diary, make drafts of their written work, and also participate in a classroom discussion session. In sum, based on the teacher's comments and learners' level of writing engagement, this model could contribute to learners' writing performance of linguistic features, such as grammar, and vocabulary.

Using Swales' move framework, Hsu (2006) investigated the effectiveness of the ESP GA on two groups of participants majoring in English in a research-writing course in Taiwan. A variety of GA tasks were used to encourage learners to examine the overall rhetorical organization and lexico-grammatical features of the written assignment. More interestingly, focusing on grammar and syntax, the key findings suggested that GBA intervention could ease learners' writing development in terms of rhetorical structure. Nevertheless, the study could not endorse learners' achievement in their use of lexico-grammatical features. Along with the discussion panel in the writing process stage, the effectiveness of the GA in-class materials (e.g., business letters) increased learners' awareness of context, collocation, and content. However, because of time constraints, the preparation of GA materials needed more time for design and integration into the classwork.

Furthermore, Lerdpreedakorn (2009) investigated the effects of the use of SFL GA to develop writing performance in argumentative essays with 39 Thai EFL learners majoring in English. This Australian program adapted in-class materials and teaching and learning cycles of the discussion text were designed for eight weeks (2 hours per week) to recognize learners' and teacher's perceptions. Indeed, the study compiled the quantitative and qualitative data, self-assessment questionnaire (before and after each three teaching and learning stages [modeling, joint construction, and independent writing]), learners' written texts (comprising high, medium, and low performance), semi-structured interviews, a teacher's observational journal and learners' diaries. Although the teacher observed a positive impact which revealed that the GBA application improved learners' writing and contributes to the learners' composition skills in a discussion genre, there were also some negative impacts from the study. Specifically, due to the limitation of time, some learners in the three different groups needed more time to become involved with the textual conventions and classroom collaboration.

Moreover, because of the limitations in their grammatical knowledge, some learners felt unable to compose their texts individually.

Similar to Lerdpreedakorn, Chaisiri (2010) determined teachers' and learners' perception of the GBA implementation in the SFL Australian framework. By using questionnaires and interviews, 63 writing English respondents were collected and 10 English teachers from one campus were randomly assigned to take part in a semi-structured interview session to survey teachers' perspectives in the 1st phase. Through eight (two and a half-hour) weekly classes of phase 2, learners engaged in the use of GA along with three teaching and learning stages with four different text types (recounting, instruction/process, explanation, and argument). Moreover, learners were asked to take part in a focus group panel at the end of each class. In key findings, the effects of the use of GBA resulted in a higher level of satisfaction and writing improvements as a result of learners' new-found perceptions.

Similarly, Rohman (2011) implemented the ESP professional genre (Bhatia's [1993] framework) and writing process approach of non-academic text in a writing course in India. The writing stage was designed from a modeled-genre introduction, discussion through analysis, and drafts sequenced through evaluations of the product, by using qualitative methods, Rohman collected data from learners' writing tasks (focused on grammatical structure used in letter writing), observation of classroom discussion, and annotated self-reflection. The findings reveal that the development of self-reliance in advanced L2 learners could not be determined; meanwhile, L2 learners at the beginning and intermediate level were more motivated and showed much more improvement. As an illustration, lower level learners were able to compose their writing with practical and flexible patterns from the GA activities. Furthermore, although GBA enhanced learners' awareness of a discourse community to develop an accurate logical structure, this study was only able to use a few GA tasks. As a result, it might be an obstacle for L2 learners to understand the text external investigation in a situational context.

Changpueng (2012) implemented GBA in an ESP occupational course for 40 engineering students who were required to write requests and enquiries in e-mails and reports. Even though the course materials and provided tasks were designed and based

on Bhatia's (1993) framework, the collected assignments were analyzed according to Swales' model. The activities used in the teaching and learning cycles were based on Feeze (as cited in Changpueng, 2012), and they were designed to help learners understand the genre knowledge and develop their writing. Thus, learners at a high or low English level can use appropriate language when writing their tasks. This finding illustrates that the GBA experiment developed learner's writing significantly which was demonstrated by the differences of the pre-test and post-test scores of the students in control and experimental group.

Nueva (2013) determined the effect of genre-based instruction (GBI) with 40 undergraduates of veterinary science in the Philippines. By using the score criteria from an IELTS rubric, the assessment indicated from the pre-test and post-test scores that learners developed their learning. In fact, the higher post-test scores showed that the GBA implementation influenced the learners' proficiency level and writing awareness in the use of news articles. The findings reveal that learners' productions resulted in a few mistakes in content, text organization, and sentence structure.

As regards the Sydney and ESP approaches, the combination of Bhatia's and Swales' ESP genre and SFL genre have been implemented in an undergraduate setting. Focusing on SFL genre, some studies integrated the approach to help learners' writing development (Chaisiri, 2010; Kongpetch, 2006; Lerdpreedakorn, 2009). This helps learners to develop an understanding of the genre knowledge and communicative purposes and improves the structure of sentences and language used in the target genre (academic essay) by examining the rhetorical features and language features. Adapting the applications of Swales' concept, some researchers (Henry & Roseberry, 1998; Hsu, 2006; Nueva, 2013) also encouraged learners to examine the text organization and language of non-academic texts (such as, letters, news articles, and informative texts).

For example, the applications of ESP GA and SFL register analysis were determined from a case study in Hong Kong (Flowerdew, 2000). A group of engineering students integrated the analytical, effective rhetorical structure of IMRD research articles and the problem-solution pattern to write their senior projects. However, some studies focus on contextual investigation to raise learners' writing awareness (Pang, 2002). In addition, bridging Bhatia's genre and writing approach can help learners to understand

grammar, structure, and vocabulary used in writing a letter (Rohman, 2011). Also, Changpueng's (2012) study determined a set of professional genres in teaching materials and applied Swales' model to analyze learners' tasks.

As noted, although GBA approaches can contribute to the insights of undergraduates into the textual organization and language used in the target genre after practicing the use of genre analysis, it needs to be pointed out that there are some drawbacks of SFL and ESP genre applications which can occur in different settings. Thus, the application of the two approaches will be discussed in the next section.

Conclusion

This paper presents and discusses genre theories and GBA applications in linguistic ESP and SFL schools. According to the theoretical dimension, GBA focuses on language and composition in different contexts. Qualitatively, referring to GBA studies at graduate level, a case study encouraged individual learners to scrutinize certain tasks and develop their awareness of their own disciplinary-specific genre by means of the writing process. The data of other studies were drawn from classroom-activity observation, self-annotation reflecting analysis or portfolios, and learners' interviews. Using a hands-on "examine-and-report-back" approach in some studies could motivate learners to transfer their knowledge of genre from reading and analyzing to their writing. Accordingly, based on the concepts of GA (Swales, 2004), sample tasks led learners to examine and practice the rhetorical organization of moves and steps as well as lexicogrammatical features of research article introductions.

By the same token, referring to Swami (2008), the rhetorical structure of moves and steps, and the discursive communication of academic essays were combined in the pedagogical materials (e.g. academic essay, job application letter, and sales promotion letter). Remarkably, GA materials encouraged learners to identify similar organizational structures across genres (situation-problem-response-evaluation pattern to IMRD research articles). Furthermore, this model focuses on the discourse perception of communicative purpose within the target genre.

Some research studies on the evaluation of GBA in undergraduate level as applied in Brunei, Ethiopia, Hong Kong, India, Philippine, Taiwan, Thailand, and

Turkey focused on the textual structure in an academic essay. Only a study in Sweden emphasized metacognitive awareness in academic articles (Negretti & Kuteeva, 2011). Most studies were qualitative (e.g. Henry & Roseberry, 1998; Nueva, 2013), but a few used mixed methods in a heterogeneous group of English sub-disciplines at the undergraduate level (Yayli, 2011). Moreover, some studies conducted GBA intervention in teachers' and learners' perceptions (Chaisiri, 2010; Lerdpreedakorn, 2009). Other scholars focused on ESP genre framework (e.g. Swales [1990] CARS model, [Flowerdew, 2000; Hsu, 2006; Negretti & Kuteeva, 2011]; and Bhatia, [1993], [Changpueng, 2012; Rohman, 2011]). However, other genre school approaches have been used (e.g. NR [Pang, 2002], SFL [Chaisiri, 2010; Henry & Roseberry, 1998; Kongpetch, 2006; Lerdpreedakorn, 2009; Pang, 2002; Yayli, 2011]) which are related to the textual structure of business text and academic articles.

In tandem with experimental research at the undergraduate level, these studies analyzed a teaching approach affecting learners' engagement with and development of their writing (e.g. Henry & Roseberry, 1998; Nueva, 2013; Yayli, 2011). Only one pre- and post-test design was intended to focus learners' contextual awareness in the target genre (Pang, 2002). Some studies emphasized how teachers and learners saw the effects of the GBA invention during the writing process (e.g., Chaisiri, 2010; Changpueng, 2012; Lerdpreedakorn, 2009). However, as Henry and Roseberry (1998) mentioned, learners' writing performance can be measured from pre- and post-test scores in terms of the textual structure, but learners' writing development might not always improve in terms of rhetorical move structure. Also, the genre examples may lead to limited knowledge of lexico-grammatical features (Hyon, 2002).

Though some scholars combined the three different frameworks, as such, using NR approach in essay writing (e.g., Flowerdew, 2000) and applying ESP framework at an essay level (e.g., Amogne, 2013), they might consider the use of GA application with the appropriate target genre (or text type). That is, based on linguistic genre, SFL GA encourages undergraduate learners to analyze and develop the academic essay; meanwhile, ESP GA focuses on the analysis of rhetorical organization and lexico-grammatical features of academic research articles at the graduate level. These studies integrate GBA in the writing process to contribute to raising the awareness of learners'

when they compose an academic essay or research article. In this way, according to Feeze (as cited in Changpueng, 2012 and Hyland, 2007), five teaching and learning cycles were designed in SFL studies based on a pedagogical writing model: building the context, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and linking related text. Meanwhile, ESP studies focus on the implementation of writing process-based orientation. Moreover, although these scholars have argued the possibility of American ESP GA application with L2 graduate writers and Australian SFL GA with L2 undergraduate learners, some findings of the studies were eliminated by removing negative results from sufficient learners (Rohman, 2011).

Accordingly, using GBA application in the classroom should be based on the relevant principles of the course curriculum, teaching and learning cycles, and learners' context. Depending upon the target genre, instructors should consider the appropriate framework to guide learners as to how language is used in a particular genre (e.g., using SFL genre for academic essays, ESP Swales' genre for academic research articles and report, and Bhatia ESP for business letters). If the contribution of the writing course emphasizes developing learners' performance by means of genre knowledge, communicative purposes, and writer and reader roles, GBA is a meaningful approach in pedagogies. That is to say, it helps learners to raise their awareness in written tasks in terms of vocabulary, grammatical structure, and textual organization. However, GBA is probably evaluated as less useful for learners because the simplified materials provided by instructors can limit learners' ideas (Badge & White, 2000).

Additionally, instructors should anticipate the situational context of the learners' background and target genres (Byram, 2004) for their sufficiency. It is possible to say that GBA may seem meaningless for motivating active learners if instructors spend too much of their time on knowledge of genre. More importantly, although these concerns may be true, the application of GBA can be productive with regard to the writing process approach (Badge & White, 2000). Therefore, despite the emphasis on the development of learners' writing products by using the genre approach, the teaching and learning cycles should be carefully designed and scaffolded to help develop learners' writing processes by means fo GBA investigation. Thus, instructors can implement the GBA approach with a process approach in writing courses as a genre-process approach.

Likewise, a hands-on examine-and-report-back model as in Kuteeva's study (2013) seems to be a useful approach for graduate learners.

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Appendix:

Table 1 A Summary of Genre-Issue in Three Approaches

Issue of Genre	NR school	Australian SFL	ESP
Definition	Social action	Staged, social action	Communicative event
Context/focus	Specific communities	Two levels of text in situation context (register) and cultural context (genre)	Discourse communities share own set of genre (e.g., discipline and field)
Conceptual framework	Bakhtin's notion of dialogism (1986)	Halliday's SFL (1978)	Swales' (1990, 2004) CARS and Bhatia's (1993) 'moves'
Analysis	Ethnographic methods	Schematic structure and stage in microgenre (or text type) (e.g., essay) and contextual variation in register (pattern) (e.g. narrative)	Two levels of move analysis (move and step) in schematic structure and linguistic features
Pedagogical contexts	L1-general writing and social context	All educational levels: primary, secondary school and adult migrant learners; more focus on rhetorical structure and lexico-grammatical features	Academic writing and professional courses in L2 graduate and post graduate learners; focus on authentic research articles within discourse communities

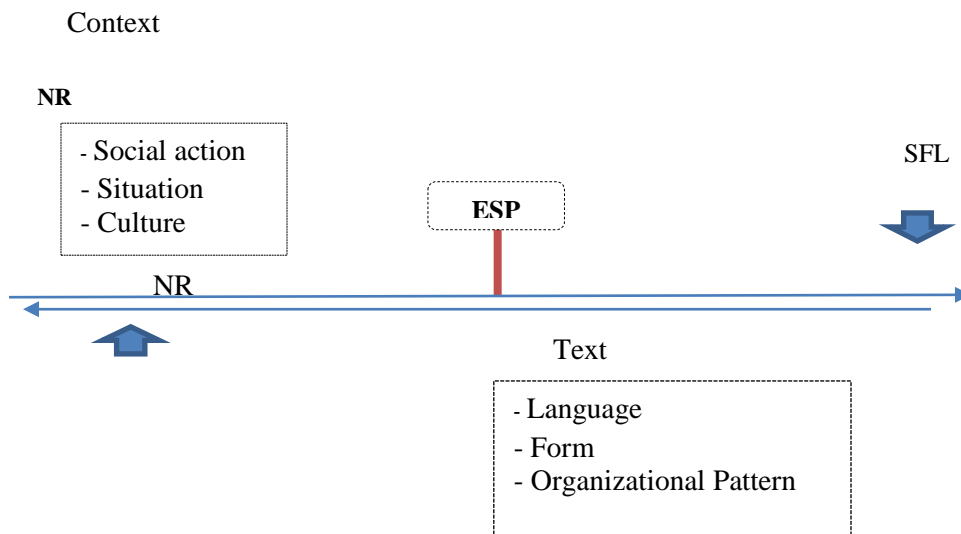


Figure 1 Relationship between Text and Context according to the Three Approaches
(Adapted from Flowerdew, 2002, p. 92; Hyland, 2007, p. 44)

Biodata

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