The Application of “Process-genre Approach” Teaching Method in Senior High School English Writing Teaching

Yuan Liu
China West Normal University, Nanchong, Sichuan, China.

How to cite this paper: Yuan Liu. (2023). The Application of “Process-genre Approach” Teaching Method in Senior High School English Writing Teaching. The Educational Review, USA, 7(8), 1134-1138. DOI: 10.26855/er.2023.08.017

Received: July 28, 2023
Accepted: August 25, 2023
Published: September 20, 2023

1. Introduction

English writing ability is a core skill emphasized in foreign language teaching in China, and it is also the best reflection of students' comprehensive language skills. However, as an advanced comprehensive learning skill, writing is the most difficult and weakest for teachers and students.

Therefore, in order to address the current situation that high school students have low English writing level, lack of basic writing skills, lack of genre awareness, and the traditional writing teaching method does not focus on genre analysis and writing process, we apply the R. Badger and G. White's "Writing in English" method. This thesis is based on a study of the process genre teaching method proposed by R. Badger and G. White to guide the high school English writing classroom.

This paper summarizes the advantages of the process genre teaching method and discusses the specific teaching steps of the process genre teaching method applied to high school English writing in the form of teaching cases.

2. The Overview and Definition of the Process-genre Approach

In the 1980s, the Genre-based Approach (GBA) became prevalent in the United States, Singapore, and Australia. The Genre-based Approach is similar to the Outcomes Approach in that it focuses on language knowledge, but differs in that
it considers that writing produces different genre types in response to changes in social contexts (Flowerdew, 1993). With the further development of genre theory, genre pedagogy has emerged in China. This teaching method is based on genre analysis of discourse and uses genre analysis theory to guide the English writing teaching classroom, analyze the chapter structure of discourse, and guide students to master the different communicative purposes and chapter structures of different genres of discourse (Han, Jinlong & Qin, Xiubai, 2000). Currently, there are three main schools of genre analysis theory applied to language teaching: ESP (English for Specific Purpose) and EAP (English for Academic Purpose), the New Rhetoric School, which is engaged in rhetoric, composition research, and professional writing teaching in North America, and the Australian School, which is derived from Han Liddell's Systematic Functional Linguistics (Qin, 2000). The teaching model is divided into three steps: model text analysis, imitation writing and independent writing. The genre approach is believed to help students recognize writing as a regular social interaction activity, emphasize that writing is governed by social situations and serves a specific communicative purpose, and that students can use it after mastering the structural features of various genres of writing. It helps students develop their creative thinking skills.

Since the outcome approach, process approach, and genre approach all have their own strengths and drawbacks, Badger and White, UK combined these three approaches to propose a new pedagogy, the process-genre approach was developed.

3. The Applications of the Process-genre Approach in Senior High English writing Teaching

3.1 Specific Implementation Models

Although Badger & White (2000) first proposed the concept of process genre pedagogy and explained it with specific teaching cases, they never gave a concrete and practicable teaching model. Thus, Han Jinlong (2001) proposed a specific teaching practice model in his paper based on his own understanding of various pedagogies and teaching experience, which is divided into four steps: model text analysis, imitation writing, independent writing and editing and revision. In the actual writing teaching, teachers can flexibly adjust the teaching steps according to the specific teaching situation and students' English writing level in order to achieve a good teaching effect.

1. Model text analysis: Each genre has its own specific language characteristics and chapter structure. The teacher provides the writers with typical model texts of a certain genre after screening, and through explaining the communicative purpose and social context of the model texts, students can understand the communicative context of the genre, including the range of discourse, tone and manner of discourse, and then analyze the linguistic and chapter structure characteristics of the model texts, students get the before-writing genre knowledge input and lay the foundation for writing.

2. Imitation/collective writing: Based on the chapter structure and language features of a certain genre mastered by the model text analysis, writers try to imitate writing, internalize the genre structure and language features into their own knowledge system through knowledge construction, and generalize Summarize. Writers become familiar with and master different genres and try to identify different styles of writing to facilitate future integration.

3. Independent Writing: Writers write independently under the guidance of the teacher based on the topic and their knowledge of a particular genre, including outlining, drafting, revising, and finalizing the essay.

4. Editing and revision: After the first draft is completed, writers revise their compositions through peer feedback, self-revision and teacher feedback, and then finalize the draft. The multifaceted revisions help writers improve their compositions, enhance their writing, and develop a sense of cooperation and communicative competence.

The above four teaching steps teach students writing skills and the characteristics of different genres on the one hand, and develop students' cooperative communication skills on the other hand, help students construct a set of writing patterns, avoid the embarrassing situation that students have no idea before writing and don't know how to write, and students can choose the corresponding genre types according to specific situations, which is feasible and more suitable for the current situation of high school English writing teaching.

According to Begich and White, writing should include the key points of language knowledge (as reflected in the outcomes and genre pedagogy), contextual knowledge (as reflected in the genre pedagogy), writing purpose (as reflected in the genre pedagogy), and writing skills (as reflected in the process pedagogy). The purpose of writing, linguistic knowledge and contextual knowledge can provide enough input for students to have something to say and fully mobilize their writing potential.

The training of writing skills will enable students to know how to express their ideas. The genre-based approach can be implemented in three stages as follows:

1. Before-writing information input stage
   a. Read the model text. The schema theory emphasizes that writing cannot be separated from reading, and reading is
the prelude to writing. According to cognitive psychology, reading imitation is a conscious and active learning process of taking in information and constructing schema. By reading a model text, students' genre awareness is strengthened, they become familiar with the patterns of the genre, develop sensitivity to the genre, and form a network of knowledge to be stored in the brain.

b. Model text analysis. By combining the structure of the discourse with the form of the language, the teacher positively inputs vocabulary and sentence patterns of the topic and teaches the discourse, thus developing students' awareness of the genre for writing.

c. Imitation analysis. Teachers provide model texts on relevant topics for students to imitate and analyze in study groups in order to strengthen genre awareness and chapter structure, and to consolidate topic vocabulary and sentence patterns.

(2) Information output in writing

a. Imitate writing. The teacher designs a topic and guides students to use appropriate vocabulary, tenses, sentence patterns and discourse patterns to construct a specific discourse.

b. Independent writing. The group members first analyze the topic through brainstorming to get inspiration, and then write independently to revise and improve according to what they have learned. Distribute and study the internalized writing evaluation form. The students will be able to use self-assessment, self-revision, teacher feedback and post-lesson improvement. The students' sense of ownership is strengthened through self-assessment, self-revision, teacher feedback and post-lesson improvement.

(3) Post-writing reflection stage

Students prepare a writing portfolios to store their first drafts, revisions, evaluation sheets, final drafts, and post-writing reflections, to store their first drafts, revisions, evaluation sheets, final drafts, and Reflections. The reflections should include not only their own achievements and failures, but also the reflections should include advanced vocabulary and sentence patterns from peer work or teacher models to develop self-monitoring, self-evaluation, and reflection. The students should develop strategies for self-monitoring, self-evaluation, and self-compensation.

3.2 Features of the Process-genre Approach

According to the above steps of writing teaching, we can see the following characteristics of using the "genre method" to teach English writing.

(1) Focus on students' experience of the writing process and help them understand their own writing process.

(2) The students are the masters of the classroom and are given enough time to prepare, revise and rewrite the material before writing.

(3) Focus on the characteristics of the genre and the purpose of writing, so that students can write better based on their understanding and mastery of the genre.

(4) Students revise their essays with feedback from a variety of sources, such as peers, students' own and teachers' comments.

(5) Process genre writing focuses on students' knowledge and use of various writing strategies, the perspective of writing changes from that of a simple author to that of a reader, and writing can be done in a variety of ways, even in small groups or in pairs.

In implementing the operational steps of the process genre approach, teachers should focus on the following aspects.

(1) Before writing, teachers should create a writing situation for students, introduce a genre through model text analysis, and explain it before writing, teachers should create writing situations for students, introduce a genre through model texts, explain the language characteristics and chapter structure of the genre, and enable students to grasp the different communicative purposes and discourse structures of different genres. In writing, the teacher will explain the language characteristics and structure of the genre.

(2) In writing, teachers should guide students to consciously imitate the model texts and draw on the sentence patterns and expressions in these genres. In writing, teachers should guide students to consciously imitate model texts, drawing on sentence patterns and expressions from such genres, and include steps such as outlining and organizing ideas in the writing process.

(3) After writing, teachers should guide students to revise each other's essays, revise their own essays, and then teachers should revise their essays. Through this series of revision steps, students can acquire the necessary language knowledge and skills from different sources. Through this series of revision steps, students can obtain the necessary technical input of language knowledge from different sources.
4. Reflections on the Process-genre Method in Practice

In the reading session of the model text of the process-genre method, the reading and writing are the process-genre approach to reading saves teaching time. The process-genre approach focuses on process and genre. The process-genre approach focuses on both process and genre, shifting the focus from the outcome of writing to the process of writing. The process approach focuses on process and genre, shifting the focus from the outcome of writing to the process of writing, with students implementing each writing step under the guidance of the teacher, making writing well-organized. It helps students understand the structural features and linguistic styles of different genres of writing. The students are able to imitate the model texts and improve their writing skills. The students can learn about the structural features of different genres and their language styles.

In the traditional outcome approach, students are dictated to write by the teacher, which hinders their initiative. In the traditional outcome approach, students are dictated to write by the teacher, which hinders the development of students' initiative and creativity. In the genre-based approach, however, students are at the center and the teacher's role is to guide and help them, which is more conducive to students' initiative and creativity. This is more conducive to student initiative and creativity. This way of learning can challenge students and inspire them to write. The process-genre approach focuses on peer feedback and teacher feedback, and peer feedback can develop students' ability to cooperate with others and find out the shortcomings in others' writing. It also promotes students' reflection on their own writing to avoid making the same mistakes. Teacher feedback is based on peer feedback and self-revision, which allows teacher to revise not only an article with improved quality, but also, teacher feedback also becomes clearer and more specific rather than formal.

In conclusion, the process-genre approach can provide concrete and actionable steps to reduce difficulty and enthusiasm in writing, and helps students acquire certain genre knowledge. The process-genre approach provides concrete, actionable steps, reduces the difficulty of writing, increases the enthusiasm for writing, and helps students acquire some knowledge of genre. However, this method is not a perfect writing model, and teachers should be aware of its shortcomings when applying it. Teachers should be aware of its shortcomings and scope of application when using this method, and take advantage of its strengths in order to make the method more effective. The method is not perfect, and teachers should be aware of its shortcomings and scope of application when applying it, and take advantage of its strengths in order to maximize its usefulness.

5. Conclusion

The process-genre approach gives full play to the advantages of the outcome, process and genre teaching methods, both with focus on the application of communicative method in specific writing sessions, giving full play to students' initiative and creativity, but also placing writing activities. It also places writing activities in specific social contexts and makes them serve specific communicative activities, while preserving the advantages of the outcome teaching method. It also preserves the advantages of the results-based approach, which focuses on various chapter structures and modifications. The process-genre approach can effectively monitor students' writing process by setting up specific contexts. It also requires teachers to present as many model essays on the same topic as possible, which can encourage students to write.

This method requires the teacher to present as many model essays on the same topic as possible so that students can correct their writing ideas at any time, avoid disorganized feedback and discussion. The process of writing is shortened. The process-genre approach emphasizes the role of reading in writing, which is important for improving students' overall English proficiency. The process-genre approach emphasizes the role of reading in writing and is important for improving students' overall English skills. Combining reading and writing allows students to master authentic written expressions and provides linguistic support for writing. The process approach emphasizes the role of reading in writing and plays an important role in improving students' overall English proficiency.

References

Huang Jiefang, Yao Xianghong. Research on the Application of Process Genre Pedagogy in English Professional Writing Teaching


