

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

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Abstract

The objective of this research is to improve the writing abilities of students through a concentrated emphasis on before-writing information input, information output in writing, post-writing reflection. The conceptual framework of the process genre approach informed the design of the course. The framework outlines the developmental stages of learners, beginning with the acquisition and understanding of knowledge, followed by its analysis, and culminating in the application of knowledge in a creative manner. Aiming at improve learners' writing skills, this thesis explores the feasibility and application of process-genre writing in senior high school English writing teaching based on the input and output theory of English teaching, guided by the models of process-genre writing approach.

Keywords

Process-genre Writing Approach; Senior High School Students' Writing; Writing Teaching.

1. Introduction

Writing is defined as a thinking process in which a writer's ideas, thoughts, and learning experiences are translated into written form and it is considered one of the most important skills to acquire in an academic setting, particularly in schools from elementary to tertiary level (Mohamadi, 2018). In order to cultivate senior high school learners' writing skills and improve their writing ability, 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 teaching. This paper further determines the feasibility of process-genre writing method by summarizing the advantages of the process-genre teaching method and discusses the specific teaching steps of it applied to high school English writing.

2. Literature Review on Process-genre Writing Approach

At present, the process-genre writing approach favored by domestic and foreign experts is actually the organic combination of process method and genre method its birth benefits from a series of researches by foreign scholars on process style writing teaching and genre style writing teaching (Rahimi & Zhang, 2022).

2.1. Definition of Process-genre Writing Approach

It was Badger&White (2000) who really first suggested a combination of the combination of process teaching method and genre teaching method, which is process-genre writing approach. They hold that writing should include such elements as language knowledge (embodied genre-based approach), contextual knowledge (embodied in genre-based approach), writing purpose (embodied in genre-based approach) and writing technique (embodied in process approach). This writing method not only pays attention to the writing process and the quality of the results, but also pays attention to the excavation of the content and genre of the text.

2.2. Theoretical Basis of Process-genre Writing Approach

The process-genre approach is based on Krashen’s input theory and Swain’s output theory. Krashen (1985) put forward the input hypothesis theory, which means that learners can acquire the language in a natural state after providing enough “comprehensible input”. Therefore, helping learners to obtain enough “comprehensible input” is a necessary condition for language acquisition. The main content of knowledge input in process genre teaching is to cultivate students’ genre awareness, including the text features and structure, communicative purpose, social context (Huang & Zhang 2020; Rahimi & Zhang 2021).

Swain found, however, that in speaking and writing, the abundance of intelligible inputs did not lead to equally accurate language outputs. In view of this, Swain (1985) put forward the output hypothesis theory. The emphasis on language output is in line with Professor Wen Qiufang’s teaching concept of “output-oriented approach” (Wen, 2015) in second language acquisition theory. Both theories emphasize that teachers should not only provide opportunities for students to be productive, but also encourage students to overcome passivity. In writing teaching, students should seize all the opportunities to input and output language, while teachers should encourage students to get in touch with English by assigning tasks to urge students’ input and help students develop independent learning habits (Ma & Zhang, 2022).

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

This part lists specific implementation models of process-genre writing and teaching steps in senior high school English writing teaching.

3.1. Specific Implementation Models

Badger&White (2000) first proposed the concept of process-genre pedagogy and explained it with specific teaching cases.

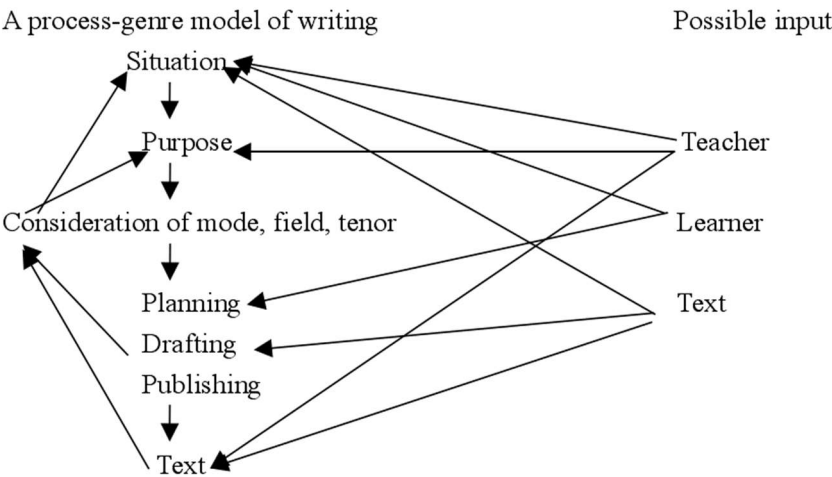


Figure 1. Schematic Diagram of Process Genre Approach (Badger & White, 2000)

As delineated in the adjacent column of the first figure above, it is worth noting that educators, learners and model compositions can all function as writing stimuli and facilitate the release of students’ imaginative capacities. A lot of scholars conclude the following model with four stages: model text analysis, imitation writing, independent writing, editorial revision (Liu, 2023; Zhang, 2023).

3.1.1. Model Text Analysis

At first, the teacher selects a typical example text from a particular literary genre and engages the learner in a comprehensive dialogue about knowledge related to that genre. This may include a wide range of speech, including the stylistic and tonal nuances that are characteristic of the genre, as well as the appropriate speaking styles considered appropriate for the genre. In order for students to have a comprehensive understanding of the style at hand, it is necessary for the teacher to conduct a thorough analysis and summary of its structure, language, and other decisive features.

3.1.2. Imitation Writing,

In order to facilitate the acquisition of the structural and linguistic attributes of a particular genre, it is recommended that educators guide their students towards the application of knowledge they have previously acquired during the initial phase of instruction. This can be achieved through the implementation of imitation writing exercises, which encourage students to emulate the stylistic and structural features of the genre in question. By engaging in this process, students are able to develop a deeper understanding of the conventions and expectations associated with the genre, and are better equipped to produce high-quality written work that adheres to these standards.

3.1.3. Independent Writing and Editorial Revision

In the independent writing stage, a text with different contents is created independently based on the relevant writing knowledge learned in the previous stage. Incorporating all modifications and alterations implemented by the author, the group, and the instructor, the final version of the written work is a culmination of a collaborative effort aimed at achieving a polished and refined piece. The iterative process of reviewing and revising the text has been a crucial aspect of the writing process, enabling the author to refine their ideas and arguments, and ensuring that the final product is of the highest quality.

3.2. Teaching Steps

The practical writing teaching process is divided into three implementation stages: before-writing information input, information output in writing, post-writing reflection (Liu, 2023).

3.2.1. Before-writing Information Input Stage

First is read and analyze the model text. The schema theory emphasizes that writing cannot be separated from reading, and reading is the prelude to writing. The process-genre approach is based on the thematic unit. Teachers should use this method so that students can not only acquire language knowledge and understand the meaning of the unit theme, but also develop their writing skills after learning (Li, 2022).

Second is 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.

3.2.2. Information Output in Writing

First is imitation writing. The teacher designs a topic and guides students to use appropriate vocabulary, tenses, sentence patterns and discourse patterns to construct a specific discourse. The writing process is a recursive and iterative one that involves multiple rounds of drafting, revising, and editing, as the writer refines and hones their ideas and arguments in response to feedback and critique. The establishment of context is a crucial aspect of effective writing, and it can be facilitated by a range of factors, including the input of educators, learners, and textual resources (Zhou, 2023).

Second is 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.

3.2.3. Post-writing Reflection Stage

Students prepare 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. 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.

4. Reflections on the Process-genre Writing Approach in Practice

The following are the advantages of process-genre writing and reflections on it.

4.1. Advantages of Process-genre Writing Approach

The process-genre approach to writing is an instructional methodology that emphasizes the stages of the writing process, focusing on how writing is produced rather than solely on the final product. Besides, the approach often involves engaging students in authentic writing experiences. This could include writing for real audiences or purposes, making the writing more meaningful and relevant to students' lives. It allows for flexibility, accommodating individual writing styles and preferences, promoting a more personalized learning experience (Yao, 2010).

The process-genre approach places a strong emphasis on revision and editing. Students are encouraged to revisit and refine their work, fostering a habit of critically evaluating and improving their writing. It often involves collaborative activities and peer review. Students can learn from each other's perspectives, providing constructive feedback and enhancing their understanding of effective writing techniques. What lies beneath the process-genre writing approach is that the development of writing varies among learners since they are at different stages of writing development and language proficiency as given by their educational backgrounds and practices. The application of the integrated process-genre approach allows learners to observe how a text is constructed based on its purpose (Nakhon et al, 2022).

It is an organic integration of three writing teaching methods: "outcome", "process" and "genre", focusing not only on the quality of the text itself, but also on the cultivation of writing ability (Badger & White 2000). Students get emotional, psychological, cognitive and metacognitive support, can fully understand the goal of writing and social communicative significance, acquire relevant language and skills, learn to apply writing strategies, effectively play their potential, and truly become a person who can write (Ma & Zhang, 2022).

4.2. Reflections

Although the advantages of process-genre writing are great, the disadvantages of it can't be ignored. For example, an excessive dependence on samples could potentially result in a deficiency of instruction in the analytical proficiencies of students. The implementation of imitation exercises may have hindered the creative thinking potential of students. Besides, it may cause insufficient instruction in writing abilities and techniques.

Writing teaching should enable students to promote their own language knowledge learning and language skills development based on their existing knowledge and different types of discourse (Zhang & Zhang, 2023).

5. Conclusion

The present study seeks to find the feasibility and application of process-genre writing approach that emphasizes language input and output. The process-genre approach provides concrete, actionable steps that reduce the difficulty of writing, increase the enthusiasm of writing, and help students acquire some knowledge of the genre. The most significant advantage of the process approach in writing is that it focuses on both process and genre in writing. It is the most efficient in developing writing skills for students. However, this method is not a perfect writing model, and teachers should be aware of its shortcomings when using it. When using this method, teachers should give full play to its strengths, and maximize its utility.

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