

Application of Genre Pedagogy in High School English Reading Teaching

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Abstract

With the deepening of the theoretical research on genre and genre analysis, people have gradually realized that genre pedagogy is an effective way to improve students' reading level. Genre pedagogy is a teaching model that analyzes reading texts based on genre analysis. Reading is a very important part of English learning, and its score accounts for a large proportion of English tests, which plays a pivotal role in improving students' vocabulary and comprehension skills. It is proposed that the cultivation of students' "genre awareness" is conducive to the cultivation of their textual thinking and logical thinking ability, as well as the improvement of reading and writing ability, which coincides with the teaching requirements of the new curriculum standards. The application of genre pedagogy has a profound impact on English reading, which is related to the efficiency and performance of English teaching in China. This article introduces the theory of genre pedagogy in detail and explains how it can be applied in high school English reading.

Keywords

Genre Pedagogy; Reading; High School; Application.

1. Introduction

The cultivation of students' reading ability is one of the important aspects of English teaching, including the ability to use reading strategies, to understand details, to summarize and reason. According to the General Senior High School English Curriculum Standards (2017 Edition, revised in 2020), English reading teaching not only needs to cultivate students' discourse awareness, but also needs to help students grasp the specific structure, stylistic characteristics, and expressions of different discourses. However, the present English teaching exists practical problems, which lead to poor stylistic awareness of high school students, so they cannot use language appropriately according to different passage types. The causes of that are as follows. Firstly, the singular teaching model. The common reading teaching model is PWP, which includes three parts: Pre-, While-, Post-. And this teaching model usually lacks logic and practical content, and mainly focuses on the form. So the real classroom always keeps the fragmented problem. Secondly, teachers' weak stylistic awareness. Teachers follow the textbooks step by step, regardless of difficulty, length and type. And they mainly rely on the textbook and reference book, ignore the reserves of their own knowledge. The genre teaching method attaches great importance to the schematic structure of the discourse and the comprehension of the discourse, which is conducive to the improvement of students' reading ability.[1].

2. Genre Pedagogy

2.1. Definition

Genres, also known as textual types, were originally in the field of literature and rhetoric before being introduced into the field of linguistics. Genre-based approach is a new teaching method that has emerged since the mid-80s of the 20th century, which can be used to teach both reading,

writing, listening, and speaking. There are two main schools of genre pedagogy, namely the "Swales School" represented by Swales and Bhatia and the "Sydney School" represented by Martin. Regardless of the school of thought, the emphasis is on the communicative and contextual nature of the text. In 1990, Professor John M. Swales proposed in his monograph *Genre Analysis* that genre is a classification of communicative events, and the skillful use of genre is an important factor in the successful organization of communicative behavior. Bhatia (1993) further refined Swales' theory of genre, proposing several important steps in genre analysis. First, select a typical article of a certain genre, analyze it situationally, and analyze the specific use case of the article. Second, it is necessary to clarify the wide range of use scenarios of the genre. Thirdly, the long classic articles in a certain genre should be carefully selected for analysis, and more articles should be selected for extensive reading, and they should be comprehensively compared and analyzed. Fourth, summarize the prescriptiveness of the genre. Fifth, linguistic analysis.[2] Qinxubai explains that genre pedagogy (also known as stylistic pedagogy) is a teaching method that consciously applies genre and genre analysis theories to classroom teaching, and carries out teaching activities around the schematic structure of discourse. In my opinion, the genre pedagogy is a practical and flexible teaching model, which change the teaching method base on the specific text genre, so it can satisfy the learning needs in different passage.

2.2. Characteristics of Genre Pedagogy

Compared with other pedagogies, genre pedagogy has the following characteristics. Firstly, focusing on genres, for example, genre pedagogy has activities in which teachers introduce genres. Secondly, focusing on communication, for example, genre analysis involves analyzing the communicative purpose and strategies for using language, viewing discourse from the perspective of facilitating communication. Thirdly, focus on social, cultural, and situational contexts, such as the historical context of the discourse. Fourthly, pay attention to the process of discourse construction, such as who in the social group is involved in the construction of the discourse, and what are their perspectives.[3].

2.3. Advantages of Genre Pedagogy

Firstly, the teaching of genre method can help students clarify the structural mechanism of different genres in discourse, effectively improve the macro structure of genre discourse, and greatly help students improve their reading speed and efficiency.

Secondly, the genre pedagogy can change the traditional full-classroom teaching in the English learning, so that a more harmonious teaching atmosphere can be formed between teachers and students.

Thirdly, the application of genre teaching method has opened up the path of English reading to a certain extent, changed the traditional reading, analyzed the structure and formation of texts through practical performance ability, combined with social and psychological skills, and improved students' cultural understanding and communication ability.[4].

Fourthly, genre pedagogy regards reading activities as a process of social communication, focuses on the discourse pattern analysis of texts, and believes that the literature in each professional field has its fixed structure and characteristics. So teachers can summarize the rules that students can follow and the discourse patterns that can be used for reference, so as to open up shortcuts for students to enhance their confidence and interest in learning. Once students are proficient in discourse patterns, they can draw inferences from others and create more forms of discourse, so that their creative thinking can be trained and improved.

Finally, genre pedagogy has changed the traditional role of the teacher. Teachers are no longer dictators who monopolize the classroom. They are organizers, coordinators, and answerers in

classroom teaching. Students' learning has changed from passive acceptance to active exploration, which greatly improves their enthusiasm for learning.[5].

2.4. Shortcomings of Genre Pedagogy

The prescriptive nature of the genre may lead to a strong "prescriptivism" in teaching activity. This is more evident than in the teaching of writing, led by unimaginative teachers. Students may also feel that this teaching method is dull and boring, and there may even be a tendency to "write a things in thousand composition" in students' writing practice. In the teaching of reading, once students encounter difficulties in genre type recognition, it often affects the process of reading comprehension.

Genre pedagogy may lead to text-centred classroom teaching, and teachers tend to focus on the description and reproduction of discourse rather than on students' response and creative training. Due to the variety of genres, it is difficult to exhaust all the genres that students may encounter in their future lives, so there are certain limitations in the teaching of writing and reading.

3. Application of Genre Pedagogy in Teaching English Reading

3.1. Genre Introduction and Analysis

First of all, the teacher should guide the students to classify the genres, including narrative, expository, argumentative and practical essays, and briefly summarize and explain the characteristics of each genre. For example, a narrative essay generally describes the course of events, the first part will explain the time, place and people of the event, the second part will often describe the development of the event in chronological order, and the third part will usually explain the outcome of the event or the author's view of the event. Argumentative, on the other hand, usually start with a point of view and elaborate and illustrate around that point or core event. In the process of summarizing the characteristics of the genre, teachers should guide students to think and understand actively, rather than shoe-horning all this knowledge into students.[6].

3.2. Student Imitation Analysis

The teacher gives each student a sample essay of the same genre, and the students imitate the steps of genre analysis for their own analysis, and then the teacher makes evaluations and guidance. This stage is carried out in class, and the teacher can answer students' questions in a timely manner, which is more beneficial for beginners.

3.3. Students Independent Analysis

The teacher asks students to find and select a discourse in the model genre on their own, analyze it independently, and make a written report. Teachers provide evaluation and guidance so that students can experience the socio-historical, cultural context of the discourse.

3.4. Practice

The teacher assigns students to expand their reading, such as language knowledge tests, rearranging discourses, and then the teacher gives feedback on the students'.

3.5. Parody Writing

In the process of English learning, the modules of listening, speaking, reading and writing are interconnected, and teachers can combine the teaching of reading with the teaching of writing, so that students can imitate the structure and language characteristics of the reading texts after reading. Genre writing deepens students' understanding of genres and is conducive to improving students' literacy skills and creativity. Teachers should organize students to simulate the argumentative essays in the textbook and imitate and rewrite the argumentative

essays. For example, the teacher uses the essay *Little White Lies* to have students discuss the importance of honesty and organize a language simulation to write an expository essay. After the simulated writing, the teacher can select several excellent argumentative essays for students to read and master the writing skills.[7].

4. Issues to be Aware of When Using the Genre Pedagogy to Teaching and Learning

4.1. Attention to Mobilizing Students' Learning Initiatives

The genre approach not only improves students' reading skills, but also develops their genre awareness and independent learning skills. Genre teaching method can not only improve students' reading ability, but also cultivate students' genre awareness and independent learning ability. Therefore, teachers should provide students with appropriate scaffolds and opportunities to find out problems, think independently and solve problems when using the genre teaching method. To provide students with opportunities for problem identification, independent thinking, and problem solving. As a result, the genre approach can not only cultivate students' interest in learning, but also enable students to quickly grasp the structure of the article and improve the efficiency of reading teaching.[8].

4.2. Attention to the Preparation and Practice Sessions before and after class.

Understanding the relevant background knowledge is the key to reading the article, so the teacher can assign students to check the background knowledge of the chapter and explain it to other students in a structured way in class, and then the teacher can supplement the knowledge to lay a good foundation for classroom article teaching. Timely practice after class can consolidate what has been learned in class, so that students can better grasp the basic knowledge of the discourse. [9].

5. Conclusion

In summary, teaching design under the guidance of genre pedagogy should have a clear teaching goal, that is, focus on the teaching of genre knowledge. Although the "Genre Pedagogy" is still in the stage of exploration, experimentation and summary, the concept of genre and genre analysis provide many useful enlightenments for English teaching, especially for English teaching at the intermediate and advanced levels. Genre pedagogy can help improve students' English reading ability and comprehensive application ability and can enable students to analyze the discourse from a holistic perspective and grasp the reading passage from a macro perspective. Therefore, based on students' English foundation and teaching goals, teacher can carefully combine genre pedagogy with high school English classroom teaching to improve teaching quality. In classroom teaching, we should also consciously use genre analysis methods to enable students to understand the social function and communicative purpose of a particular genre. To help students understand the structure and cognitive patterns of the genre, so as to help them better understand and create discourses that conform to the conventions of a specific genre, and thus acquire the ability to do things in society in English.

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