Enhancing L2 Reading and Writing Instruction with Genre-Based Tools

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San Diego, CA USA
# Session Outline

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<th>Activities</th>
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<td>Preview</td>
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<tr>
<td>09:05-09:20</td>
<td>Overview: Genre as a Resource for Reading, Writing, and Strengthening Connections across Skills</td>
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<tr>
<td>09:20-09:50</td>
<td>Table Work: Genre Analysis and Comparison Tasks</td>
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<td>09:50-09:55</td>
<td>Mini-Demonstration: Genre Analysis of TED Talk (How Languages Evolve)</td>
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<td>09:55-10:10</td>
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<td>Feedback and Idea Exchange</td>
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<td>11:40-10:45</td>
<td>Wrap-Up and Resolutions</td>
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Genres: Definitions

- **Socially recognizable ways of using language** (Hyland, 2002) and **(re)producing social life** (Fairclough, 2003)
- **Frames for social action** (Hyland, 2009)
- **Mental structures** *shared* by members of a Discourse or discourse community (Bax, 2011)
- **Orientations to action** for speakers, writers, listeners, and readers (Hyland, 2009)
- **Staged activities**, such as telling a story, writing a letter, sending a text message, and making a dental appointment (Martin, 2001)
Genres: Definitions

**Genre . . .**
- can be “a kind of text,” such as an academic lecture, a casual conversation, a newspaper report, or an academic essay (Paltridge, 2006)
- allows us “to organize and classify our vast experiences in the world and therefore make sense of them” (Tardy, 2016, p. 7)
Genres: Definitions

**Genre . . .**

represents “a staged, goal-oriented, purposeful **activity** in which speakers engage as members of our culture. Examples of genres are **staged activities** such as making a dental appointment, buying vegetables, telling a story, writing an essay, applying for a job, writing a letter to the editor, inviting someone to dinner, and so on” (Martin, 2001, p. 155)
Genres . . .

- Endure because of the **functions** that they perform
- Gain and maintain legitimacy as a result of **recognition**
- Exhibit **features** that are guided, shaped, and even determined by these **functions**
- Reflect idealized, prototypical, and repeated formal **conventions** and structures
Defining Features of Genres

Genres . . .

- Are identifiable not only due to their **formal** characteristics, but also due to their **social** and **contextual** utility
- May or may not manifest **linguistically**
- Index sets of **formal expectations** shared within (and across) communities of users
- Often (but not always) have **labels**
Defining Features of Genres

Genres . . .

- Frequently exhibit *intertextual relations* and can be aligned with *genre sets, clusters, or chains*.
- Tend to be *stable*, but are typically *flexible* and *hybrid* (that is, they change, blend, evolve, and die out).
- Encourage *choice*, as their *constraints* are given.

Genre Analysis and Awareness-Raising in the Classroom

- “... [T]he study of situated linguistic behaviour in institutionalized academic or professional settings” (Bhatia, 2002, p. 22)

- Genre analysis situates texts (oral and written) in textual and sociocultural contexts, connecting texts and contexts with the social nature of the (re)production and reading of texts.
Genre Analysis and Awareness-Raising in the Classroom

- Genre awareness-raising involves “… the study of situated linguistic behaviour in institutionalized academic or professional settings” (Bhatia, 2002, p. 22)
- Genre analysis situates texts (oral and written) in textual and sociocultural contexts, connecting texts and contexts with the social nature of the (re)production and reading of texts.
Working with genres strengthens reading-writing connections by calling on readers, writers, speakers, and listeners to notice prototypical genre features.

By noticing prototypical features, learners can transfer genre knowledge from reading to writing, from writing to reading, and so on.

By experimenting with transfer, learners can repurpose, reuse, reshape, and reconstruct knowledge of (and about) genres.

(Cheng, 2007; DePalma & Ringer, 2011; Hirvela, 2016; Nowacek, 2011)
Contexts for Applying Genre-Oriented (or Genre-Sensitive) Strategies

Academic and Non-Academic ESL and EFL literacy instruction (including EAP and ESP courses) in:

- EAP and mainstream composition settings
- College- and university-based IEP settings
- Adult and vocational education settings
- Secondary settings
Learning and Performance Objectives

Learners will:

- Examine and understand a small range of written and multimodal text samples
- Formulate inferences about textual and contextual dimensions (i.e., participants, purposes, rhetorical arrangement, registerial elements, lexical and grammatical features, document design)
- Identify prototypical text features that align with genre categories
- Practice and evaluate strategies for applying genre knowledge to reading and writing processes
Suggested Procedures

1. Introduce *Genre Analysis and Comparison Exercise* worksheet and grid.
2. Lead learners through *Features* column in grid; ensure their understanding of these terms and their meaning.
3. Distribute text samples.
4. Model procedure by working through the analysis of a sample text.
5. Instruct learners to analyze their choice of one or two text samples and to complete corresponding columns on their own (collaboratively or individually).
6. Invite learners to share their inferences and conclusions.
7. Prepare learners for future encounters with unfamiliar texts and genre categories.
8. Introduce read-to-write assignment requiring the reproduction of target genre.
**Genre Analysis and Comparison Exercise**

**Directions:** With a partner, analyze the text samples provided. Complete the grid below by recording your observations about each text’s features.

<table>
<thead>
<tr>
<th>Features</th>
<th>Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Type and Genre</td>
<td></td>
</tr>
<tr>
<td>Location, Setting, or Digital Space</td>
<td></td>
</tr>
<tr>
<td>Topical Focus</td>
<td></td>
</tr>
<tr>
<td>Layout</td>
<td></td>
</tr>
<tr>
<td>Length</td>
<td></td>
</tr>
<tr>
<td>Rhetorical Arrangement</td>
<td></td>
</tr>
<tr>
<td>Participants (Agents, Subjects, Audience)</td>
<td></td>
</tr>
<tr>
<td>Functions (Social and Communicative)</td>
<td></td>
</tr>
<tr>
<td>Style and Register</td>
<td></td>
</tr>
<tr>
<td>Grammatical Features</td>
<td></td>
</tr>
<tr>
<td>Lexical Features</td>
<td></td>
</tr>
</tbody>
</table>

Buttermilk Scones

Chad Robertson

Yield: 12 scones

Scones are made like biscuits, their delicate and flaky texture the result of carefully cutting in the butter and of using a light hand to mix in the other ingredients. Usually we make these with the traditional Zante currants, although we vary the recipe sometimes in spring and summer with blueberries, raspberries, strawberries, or even peaches. This same dough makes a great cobbler topping or biscuit for berry shortcakes.

Kitchen Notes: Zante currants, also sometimes labeled “black currants” or “dried currants,” are dried tiny Black Corinth grapes that were first cultivated on the Greek island of Zante, thus their name. If you decide to make the scones with fresh berries, such as raspberries, blueberries, or strawberries, instead of the currants, start with about 1 1/2 pints (5 ounces/140 g) berries. Hull and coarsely chop the strawberries but leave the raspberries or blueberries whole. Freeze the whole berries or berry pieces in a single layer on a small baking sheet, and then add them to the dough after you add the buttermilk. You must be careful not to mash the berries into the dough, or you will color it with their juice.

Categories:
Breakfast

Print

Ingredients
3 1/4 cup/3 1/2 oz/100 g Zante currants
4 3/4 cups/24 oz/680 g All-purpose flour
1 tbsp/15 ml Baking powder
3/4 tsp/3/4 ml Baking soda
2 1/2 cup/3 1/2 oz/100 g Granulated sugar
1 1/4 tsp/6 1/4 ml Salt
1 cup + 1 tbsp/9 oz/255 g Unsalted butter, very cold
1 1/2 cups/12 oz/375 ml Buttermilk
1 tsp/5 ml Lemon zest, grated

Topping
About 3 tbsp/45 ml Unsalted butter, melted
Large crystal sugar or granulated sugar for sprinkling

Similar Recipes

Almond-Brown Butter Crêpes

Latest Recipes
Mussels in Spicy Tomato Sauce
Quark
Port Wine Peaches in Vanilla Cream
Old-Time Potato Salad
Asparagus with Green Herbs

Most Popular Recipes
Tomatoes Stuffed with Rice, Pine Nuts, and Fresh Oregano
Crunchy Sesame Chicken Wings
Suquet de Ruta
Grilled Turkey Burgers with Tomato-Mango Chutney
Shrimp and Mango Summer Rolls

Instructions
1. Preheat the oven to 400°F. Butter a baking sheet.
2. To make the dough, first combine the currants with warm water to cover in a small bowl and set aside for about 10 minutes until the currants are plumped. Drain well.
3. While the currants are plumping, sift the flour, baking powder, and baking soda into a large mixing bowl if making by hand, or into the large bowl of a stand mixer fitted with the paddle attachment. Add the sugar and salt and stir to mix with a wooden spoon. Cut the butter into 1/2-inch cubes and scatter the cubes over the dry ingredients. If you are mixing by hand, use a pastry blender or 2 table knives to cut the butter into the dry ingredients. If you are using the mixer, pulse on and off so that you don’t break down the butter too much. You want to end up with a coarse mixture with pea-sized lumps of butter-visible.
4. Add the buttermilk all at once along with the lemon zest and currants and mix gently with the wooden spoon by hand or on low speed if using the mixer. Continue to mix just until you have a dough that holds together. If the mixture seems dry, add a little more buttermilk. You still want to see some of the butter pieces at this point, which will add to the flakiness of the scones once they are baked.
5. Dust your work surface with flour, and turn the dough out onto it. Using your hands, pat the dough into a rectangle about 18 inches long, 5 inches wide, and 1/2 inches thick. Brush the top with the melted butter and then sprinkle with the sugar. Using a chef’s knife, cut the dough into 12 triangles. Transfer the triangles to the prepared baking sheet.
6. Bake the scones until the tops are lightly browned, 25 to 35 minutes. Remove from the oven and serve immediately.
Recipe courtesy of Food Network Kitchen

Total Time: 50 min
Prep: 20 min  
Cook: 30 min

Yield: 2 loaves  
Level: Easy

Pumpkin Bread

Ingredients

- 3 cups sugar
- 1 cup vegetable oil
- 4 eggs, lightly beaten
- 16 ounces canned unsweetened pumpkin
- 3 1/2 cups flour
- 2 teaspoons salt
- 2 teaspoons baking soda
- 1 teaspoon baking powder
- 1 teaspoon nutmeg
- 1 teaspoon allspice
- 1 teaspoon cinnamon
- 1/2 teaspoon cloves
- 2 1/3 cup water

Directions


Recipe Courtesy of Food Network Kitchens

Categories: Pumpkin, Bread Dishes, Baking | View All ☰
Sample 3

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UPGRADE REMINDERS
EVERY 3 MONTHS

"TEXT "REACH" TO 33233"
SAMPLE 4
Science Lab Report

Pendulums

In science class we made pendulums. The materials were string, a penny, tape, and a pen or pencil. First we taped the pen or pencil to the desk. After that we made a loop a little bit bigger than the pen or pencil. Then we tied a paper clip to the other end of the string. We finally put the penny in the clip.

We then timed our pendulums to see how many swings it made. One full swing was back and forth.

After that we wanted to find out how the pendulum would go faster. One variable was the release position. We tried a 45°, 90° (desk height), and 135° angle. We recorded the data. This variable did not make a difference. All of the positions made my pendulum swing 14 times in 15 seconds.

We tried another variable. It was the weight of the pendulum. Instead of one penny, we put two in the clip. It turned out that this variable didn’t change the number of swings.
We finally tried the length of the string. We measured our first pendulum (43 cm). Then we made a smaller (20 cm) and a larger (60 cm) pendulum. We finally found out our answer; the length of the string affects the number of swings.

It turned out that my hypothesis was right. I guessed it would affect the number of swings because a long string would have a very wide swing. A little size string would move much faster because it does not have a wide swing.

<table>
<thead>
<tr>
<th>Length of String</th>
<th># of Swings</th>
</tr>
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<tbody>
<tr>
<td>20 cm</td>
<td>19</td>
</tr>
<tr>
<td>43 cm</td>
<td>12</td>
</tr>
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<td>10</td>
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This work sample illustrates a standard-setting performance for the following parts of the standards:

51a Physical Sciences Concepts: Properties of objects and materials.
51b Physical Sciences Concepts: Position and motion of objects.
54a Scientific Connections and Applications: Big ideas and unifying concepts.
55a Scientific Thinking: Work individually and in teams.
56a Scientific Tools and Technologies: Use technology and tools.
57a Scientific Communication: Represent data and results in multiple ways.
57c Scientific Communication: Communicate in a form suited to the purpose and the audience.
58a Scientific Investigation: An experiment.
November 9 2016

**Trump voters will not like what happens next**

By [Garrison Keillor](http://www.garrisonkeillor.com)

*Garrison Keillor is an author and radio personality.*

So he won. The nation takes a deep breath. Raw ego and proud illiteracy have won out, and a severely learning-disabled man with a real character problem will be president. We are so exhausted from thinking about this election, millions of people will take up leaf-raking and garage cleaning with intense pleasure. We liberal elitists are wrecks. The Trumpers had a whale of a good time, waving their signs, jeering at the media, beating up protesters, chanting “Lock her up” — we elitists just stood and clapped. Nobody chanted “Stronger Together.” It just doesn’t chant.

The Trumpers never expected their guy to actually win the thing, and that’s their problem now. They wanted only to whoop and yell, boo at the H-word, wear profane T-shirts, maybe grab a crotch or two, jump in the RV with a couple of six-packs and go out and shoot some spotted owls. It was pleasure enough for them just to know that they were driving us wild with dismay — by “us,” I mean librarians, children’s authors, yoga practitioners, Unitarians, bird-watchers, people who make their own pasta, opera-goers, the grammar police, people who keep books on their shelves, that bunch. The Trumpers exulted in knowing we were tearing our hair out. They had our number, like a bratty kid who knows exactly how to make you grit your teeth and froth at the mouth.

Alas for the Trump voters, the disasters he will bring on this country will fall more heavily on them than anyone else. The uneducated white males who elected him are the vulnerable ones, and they will not like what happens next.

[How might Trump supporters feel the morning after?]

Early on the morning of Nov. 9, Republican President-elect Donald Trump addressed supporters in New York, declaring victory over Democrat Hillary Clinton.
Sample 6

How Languages Evolve
Why I think developing learners’ genre awareness works . . .

- **Autonomy and Creativity**: Open-endedness promotes independent, critical review of sample texts while encouraging students to construct novel inferences.

- **Cultivation of Literacy Skills**: Students develop genre knowledge, coming to appreciate the social dimensions of diverse genres (including “homely” genres).

- **Transfer**: Students are encouraged to make use of prior knowledge and experience to new challenges.

- **Engagement**: Materials and processes appeal to students, who enjoy the content and processes.

- **Variety**: Limitless range of genres and text samples can acquaint students with rich and interesting material.

- **Versatility**: Tools and procedures can be readily adapted to suit course goals, learner needs, and varying levels of text complexity.
Feedback and Idea Exchange

Please share:
- Your discoveries
- Further ideas
- Questions

Wrap-Up and Resolutions:
- One or two things that you learned . . .
- One or two things that you might experiment with . . .
Thank you ... and good luck!