

Process-Genre Approach in Teaching Expository Writing in Secondary ESL Classes

Agnes M. Reonal

Bicol University, Philippines

Abstract: In this study, data were gathered to assess the writing weaknesses of the students and process-genre based expository writing lessons were designed. It is concluded that the lessons provided opportunities for the students to acquire an understanding of the purpose and structure of the expository writing genre through cause and effect, classification, and process and of the processes of rewriting, drafting, revising, and editing, and enable them to use that knowledge to compose a text, both as a group and individually. The lessons were constructed using the ADDIE model of instructional materials development. These can also be adopted for use by teachers handling English either as the main instructional material or as supplementary material on teaching writing.

Keywords: Secondary ESL Classes, Teaching Expository Writing, Process-Genre Approach, ADDIE model.

1. INTRODUCTION

There are three major approaches in teaching writing which a writing teacher may draw from, namely, the **genre, product, and process** approach. Recently, the idea of combining genre and process approach has gained popularity. Kim (2005) suggests using the balanced instructional and curricular approach of the process and genre-based approach to teaching writing. It is believed that complementary use of both approaches helps student writers develop their skills in using language by experiencing a whole writing process as well as gain knowledge of the contexts in which writing happens and the purpose of their writing. The study of Badger and White (2000) validates the theory that combining the two approaches in writing is effective in enhancing the writing skills of students.

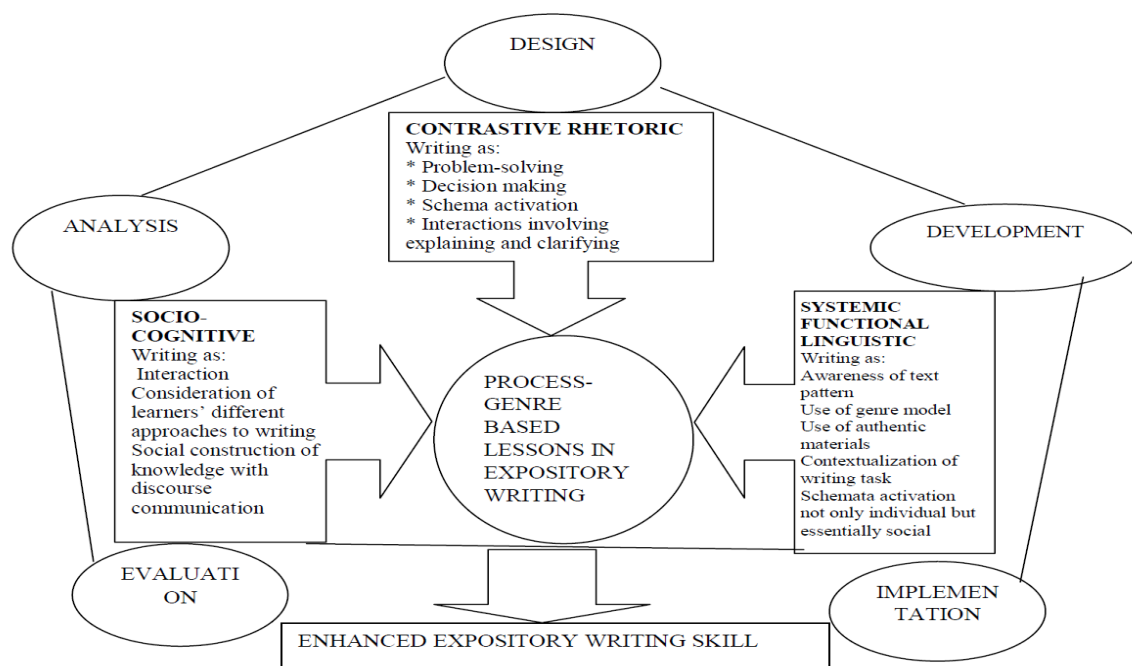


Fig: 1. Conceptual Paradigm

In the Philippine setting, writing classrooms still generally follow the product approach given the number of students in a classroom, the limited space, and the non-changing tradition of classroom teaching (Parina, 2011). This study was aimed to design and develop process-genre based lessons in expository writing to address writing weaknesses of students. The conceptual paradigm below illustrates the interplay of concepts and research design in this research.

2. METHODOLOGY

Research Instruments:

The research instruments used in the study are 1) the rubric for evaluating the process genre lessons used by the validators, 2) the assessment tool for the process genre lessons given to the students and 3) the rubric used in the pre-test and post-test.

Type of Research:

This study is a descriptive qualitative research.

Respondents:

The respondents are the freshmen students of Bicol University College of Education Integrated Laboratory School- High School Department, Legazpi City, Philippines.

The Operationalization of Process-Genre Approach in the Classroom:

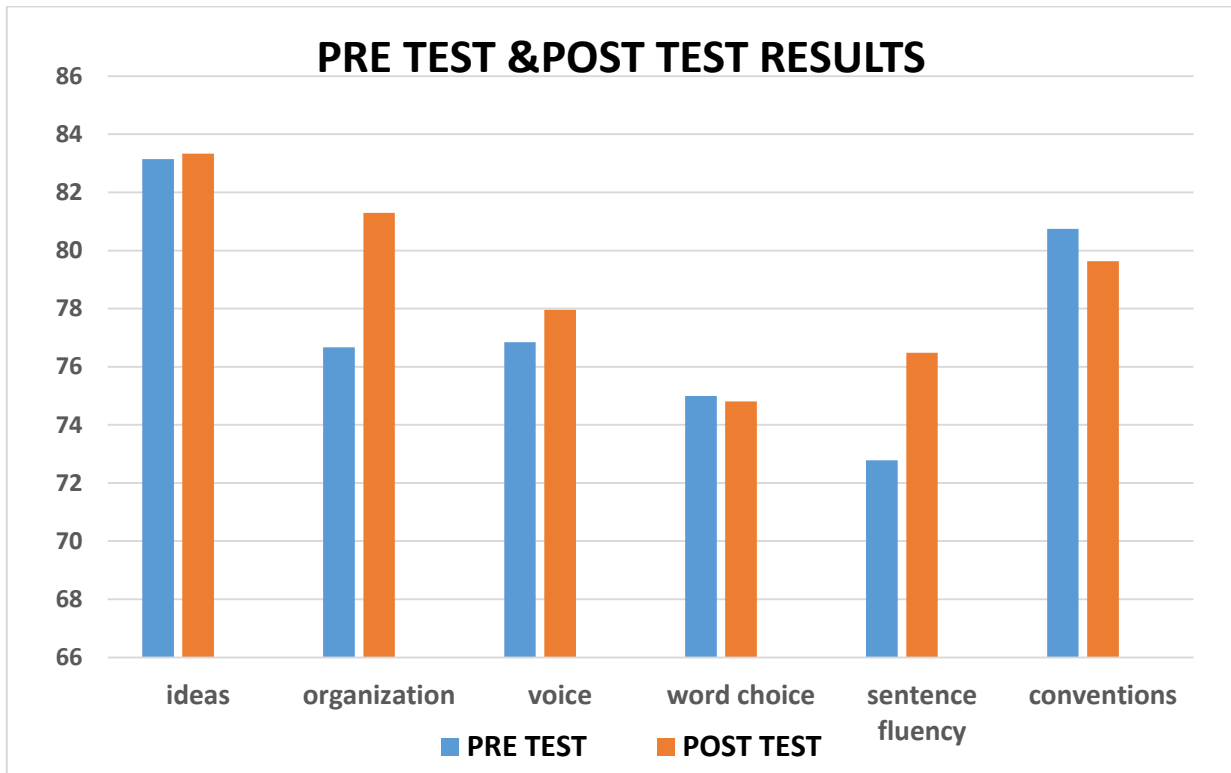
The stages of preparation, joint construction, independent construction, and publishing are the **Process** aspect of the lesson while text organization and language of text type is the **Genre** aspect in the lessons.

- ▶ In the **preparation** stage, the schemata of the students were activated. A sample text about the given topic was presented. The students were grouped and were tasked to read the sample text and analyze its features using a set of key questions. These questions will lead them to the awareness of the text structure and will serve as their guide in writing.
- ▶ In the **joint construction** stage, the teacher introduced the graphic organizer that will help the students organize their ideas. There is a student to student and student to teacher interaction in this stage. The works were submitted for editing and evaluation of the teacher.
- ▶ In the **independent construction** stage, the students were given a topic to write about independently. Then self-checklists were given to each of them as a guide to writing.
- ▶ In the **evaluation** stage, the students rate their work using a rubric. After revising, the output will then be subjected to peer evaluation and teacher evaluation.
- ▶ The posting of the best outputs in the bulletin and in the class facebook page comprise the **publishing**

Salient Features of the Process-Genre Based lessons in Teaching Expository Writing:

- ▶ provides opportunities for the students to acquire an understanding of the purpose and structure of the expository writing genre and of the processes of rewriting, drafting, revising, and editing, and to have them use that knowledge to compose a text, both as a group and individually.
- ▶ Reinforces collaboration in the process of writing
- ▶ Utilizes graphic organizers in the mapping of group members' ideas
- ▶ Utilizes self-assessment, peer assessment, and teacher assessment

3. FINDINGS



The pre test shows that the student does not have a good introduction and the organization of the ideas is weak. In the post test, there is an improvement in the introduction. The student also failed to use transitional devices for cause and effect essay in the pre test while in the post test, he/she used transitional devices that signal cause and effect. This improved the organization and fluency of the text. As a whole, there is a noted improvement in the organization of the text of the same student in the post test.

It is assumed, based from the findings that the model text presented in the lesson has provided the student a pattern of organizing his/her ideas better.

4. CONCLUSIONS

Based from the findings in the study, the following conclusion can be drawn;

- 1) The students are weak in writing expository text by cause and effect, classification, and process. They are also weak in the skills of organization, word choice, and sentence fluency.
- 2) The process genre lessons provided opportunities for the students to acquire an understanding of the purpose and structure of the expository writing genre through cause and effect, classification, and process and of the processes of rewriting, drafting, revising, and editing, and to have them use that knowledge to compose a text, both as a group and individually.
- 3) The lessons improved the students' performances in writing expository texts and specifically their performance in the skills of organization, sentence fluency, and voice.

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- [44] Bionote Agnes M. Reonal is a MAED-ELT graduate of PNU and is a faculty of Bicol University College of Education.