

IMPACT OF GENRE-BASED TEACHING ON DESIGN REPORTS

Impact of Genre-Based Teaching on Design Report Writing

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Table of Contents

Abstract.....	8
Chapter 1.....	11
Introduction	11
1.1 Chapter Overview	11
1.2 Background	Error! Bookmark not defined.
1.3 Purpose of the Study.....	Error! Bookmark not defined.
1.4 Problem Statement.....	Error! Bookmark not defined.
1.5 Research Objectives.....	Error! Bookmark not defined.
1.6 Research Questions	Error! Bookmark not defined.
1.7 Proposed Hypothesis	Error! Bookmark not defined.
1.8 Significance of the Study.....	Error! Bookmark not defined.
1.9 Delimitations of the Study	Error! Bookmark not defined.
1.10 Mode of Study.....	Error! Bookmark not defined.
1.10.1 Population.....	Error! Bookmark not defined.
1.10.2 Sample.....	Error! Bookmark not defined.
1.10.3 Research instruments.....	Error! Bookmark not defined.
1.10.4 Data collection.....	Error! Bookmark not defined.
Chapter 2.....	Error! Bookmark not defined.
Literature Review	Error! Bookmark not defined.
2.1 English for Academic Purposes(EAP)	Error! Bookmark not defined.
2.2 Origin of English for Academic Purpose.....	Error! Bookmark not defined.
2.3 The Growth of English for Academic Purposes.....	Error! Bookmark not defined.
2.4 Carter’s Ideology for ESP Model	Error! Bookmark not defined.
2.5 Users of “Academic” English.....	Error! Bookmark not defined.
2.6 Impact of Genre-based Teaching on EAP Learners.....	Error! Bookmark not defined.
2.7 EAP in Multilingual Pakistan	Error! Bookmark not defined.
2.8 Standard EAP Teaching Criteria in Higher Educational Institutes in U.K.....	Error! Bookmark not defined.
2.9 EAP Courses at Tertiary Level Teaching in Pakistan.....	Error! Bookmark not defined.
2.10 Teaching Academic Language in L2 Settings.....	Error! Bookmark not defined.

IMPACT OF GENRE-BASED TEACHING ON DESIGN REPORTS

- 2.11 Teaching Academic Writing in EAP settings..... **Error! Bookmark not defined.**
- 2.12 Importance of Writing skills for Graduates..... **Error! Bookmark not defined.**
- 2.13 Types of Writing Skills in EAP Settings(add reference)..... **Error! Bookmark not defined.**
 - 2.13.1 Process writing skills. **Error! Bookmark not defined.**
 - 2.13.2 Genre-based writing skills..... **Error! Bookmark not defined.**
- 2.14 Genre - Definition and Varying Perspectives **Error! Bookmark not defined.**
- 2.15 Genre-based Teaching **Error! Bookmark not defined.**
 - 2.15.1 Genre in second language teaching **Error! Bookmark not defined.**
 - 2.15.2 Impact of traditional teaching pedagogy in EFL settings..... **Error! Bookmark not defined.**
 - 2.15.3 Impact of genre based teaching in EFL settings..... **Error! Bookmark not defined.**
 - 2.15.4 Impact of traditional teaching pedagogy in ESL Settings..... **Error! Bookmark not defined.**
 - 2.15.6 Impact of traditional teaching in ESP settings. **Error! Bookmark not defined.**
 - 2.15.7 Impact of genre –based teaching in ESP settings. **Error! Bookmark not defined.**
- While discussing ESP approaches to teaching English through Genre Bawarshi & Reiff(2010) also state that it is required to understand the similarity between texts taught as well as discussed in writing so that proper outputs are achieved. For this, Ethnographic settings in ESP also provide insight. This will help language teachers to teach English in Generic feature that seem complex yet are “fixed and static” when taught to learners..... **Error! Bookmark not defined.**
 - 2.15.8 Impact of traditional teaching in EAP settings..... **Error! Bookmark not defined.**
 - 2.15.9 Impact of genre based Teaching in EAP setting..... **Error! Bookmark not defined.**
- 2.16 Implications of Genre-based Teaching in Writing Skills..... **Error! Bookmark not defined.**
 - 2.16.1 Genre analysis..... **Error! Bookmark not defined.**
- 2.17 Multiple Approaches in Genre Pedagogy **Error! Bookmark not defined.**
 - 2.17.1 The Rhetorical Genre studies..... **Error! Bookmark not defined.**
 - 2.17.2 English for Specific Purposes..... **Error! Bookmark not defined.**
 - 2.17.3 The Sydney School Approach..... **Error! Bookmark not defined.**
- 2.18 Report Writing Genre in Academic Writing **Error! Bookmark not defined.**
- 2.19 Teaching Impact on Students in Genre Pedagogy based Classroom Settings **Error! Bookmark not defined.**
- 2.20 Phases of Teaching and Language learning in Genre based Approach **Error! Bookmark not defined.**
- 2.21 Impact of Reward and Motivation on Learner’s Outcome **Error! Bookmark not defined.**
- 2.22 Generic classification of Texts..... **Error! Bookmark not defined.**
 - 2.22.1 Narrative based texts..... **Error! Bookmark not defined.**

IMPACT OF GENRE-BASED TEACHING ON DESIGN REPORTS

2.22.2 Expository texts	Error! Bookmark not defined.
2.22.3 Recount-based texts	Error! Bookmark not defined.
2.22.4 Instructional texts	Error! Bookmark not defined.
2.22.5 Explanation texts.....	Error! Bookmark not defined.
2.22.6 Informational texts	Error! Bookmark not defined.
2.23 Types of Report Writings	Error! Bookmark not defined.
2.23.1 Informal reports.....	Error! Bookmark not defined.
2.23.2 Formal reports	Error! Bookmark not defined.
Chapter 3.....	Error! Bookmark not defined.
Methodology.....	Error! Bookmark not defined.
3.1 Chapter Overview	Error! Bookmark not defined.
3.2 Conceptual Framework.....	Error! Bookmark not defined.
3.3 Research Design.....	Error! Bookmark not defined.
3.3.1 Sample population. Participants were selected from a population of 400 students studying in Leather Accessories and Footwear department, Gems and Jewellery Department and Furniture Manufacturing Departments. The participants enrolled themselves in semester 5 Report Writing module at the university situated in Lahore, Pakistan. They were selected for the investigation of written design details on product designs. This thereby led to assess the impact of genre-pedagogy on undergraduates writing forms. The participants were divided into two groups, i.e., Experimental and Control Group. The experimental group was taught by the researcher whereas the control group was taught by an in-house faculty member. The target population comprises undergraduates who are pursuing for completing their four-year degree program.	Error! Bookmark not defined.
3.3.2 Sample.....	Error! Bookmark not defined.
3.3.3 Research instruments	Error! Bookmark not defined.
3.4 Research Mode and Conventional Needs Analysis.....	Error! Bookmark not defined.
3.5 Research Sources	Error! Bookmark not defined.
3.5.1 Primary research sources.....	Error! Bookmark not defined.
3.6 Research Instruments	Error! Bookmark not defined.
3.6.1 Tests	Error! Bookmark not defined.
3.6.2 Observations	Error! Bookmark not defined.
3.6.3 Checklists.....	Error! Bookmark not defined.
3.6.4 Interviews.....	Error! Bookmark not defined.
3.6.5 Adapted instruments for research.....	Error! Bookmark not defined.

IMPACT OF GENRE-BASED TEACHING ON DESIGN REPORTS

3.6.5.1 COLT-A :Adapted Instrument for Assessing Student-Teacher Interaction. COLT –A (The Communicative Orientation of Language Teaching: An Observation Scheme) tests were conducted to assess the communicative and in-class oriented research by teachers. The test aims to help teacher to probe into understanding the complexity of language teaching and language learning in class of students where English in a non-native language for them. **Error! Bookmark not defined.**

3.6.5.2 MASUS:Adapted Instrument for Assessing Pre-test and Post-testWritings.MASUS (Measuring Academic Skills of University Students) rating sheet had been utilised to assess the design reports. The criteria is a diagnostic assessment instrument designed to measure students' academic literacy.**Error! Bookmark not defined.**

3.7Research Data Collection Procedure **Error! Bookmark not defined.**

3.8Tool for Data Analysis **Error! Bookmark not defined.**

3.9 Ethical Considerations during Research Process **Error! Bookmark not defined.**

Chapter 4..... **Error! Bookmark not defined.**

Data Analysis and Interpretation **Error! Bookmark not defined.**

4.1 Chapter Overview **Error! Bookmark not defined.**

4.2 Introduction to the Analysis Framework **Error! Bookmark not defined.**

4.3Qualitative Analysis..... **Error! Bookmark not defined.**

4.3.1 Classroom Observations through Communicative Orientation of Language Teaching COLT: An Observation Scheme **Error! Bookmark not defined.**

4.4 Qualitative Interpretation of the Experimental Group employing COLT A Observation Scheme**Error! Bookmark not defined.**

4.5 Qualitative Interpretation of the Control Group employing COLT A Observation Scheme... **Error! Bookmark not defined.**

4.6Semi-Structured Interview Responses from Teachers..... **Error! Bookmark not defined.**

4.7Observational Log book **Error! Bookmark not defined.**

4.7.1 Interpretation of classroom observational log book kept for experimental group..... **Error! Bookmark not defined.**

4.7.2 Interpretation of classroom observational log book kept for control group.**Error! Bookmark not defined.**

4.8In-Class Teacher Observational Sheet InterpretationsDuring Pre-Test And Post-Test**Error! Bookmark not defined.**

4.9In-class teacher observational Sheet Interpretations during 10 hours teaching conducted in Experimental Group. **Error! Bookmark not defined.**

4.10 In-Class Teacher Observational Sheet Interpretations During 10 Hours Teaching Conducted In Control Group Classes..... **Error! Bookmark not defined.**

IMPACT OF GENRE-BASED TEACHING ON DESIGN REPORTS

- 4.11 Teacher Observer Feedback Form Responses during Experimental Group Teaching **Error! Bookmark not defined.**
- 4.12 Teacher Observer Feedback Form Responses during Control Group Teaching **Error! Bookmark not defined.**
- 4.13 Interpretation Of Student Self-Assessment Post Test Writing Checklist And Statement Response **Error! Bookmark not defined.**
- 4.13.1 Interpretation of Student self-assessment post test writing checklist and statement response from Experimental Group. **Error! Bookmark not defined.**
- 4.14 Student self-assessment post test writing checklist and statement response from Control Group. **Error! Bookmark not defined.**
- 4.15 Genre based Teaching using Teaching Learning Cycle by Feez in Experimental Group Setting **Error! Bookmark not defined.**
- 4.15.1 Phase 1 of Teaching-Learning based Model in teaching Practice-Building Knowledge of Field **Error! Bookmark not defined.**
- 4.15.2 Phase 2 of Teaching-Learning based Model in teaching Practice: Modelling the Text. **Error! Bookmark not defined.**
- 4.15.3. Phase 3 of Teaching-Learning based Model in teaching Practice Joint construction of the text. **Error! Bookmark not defined.**
- 4.15.4 Phase 4 of Teaching-Learning based Model in teaching Practice Independent construction of the text. During the independent-construction stage, the observing and understanding the textual generic features is taken away and students review and construct their own samples independently using processes such as drafting, editing, and writing their work... **Error! Bookmark not defined.**
- 4.15.5. Phase 5 of Teaching-Learning based Model in teaching Practice: Linking related text. **Error! Bookmark not defined.**
- 4.16 MASUS: Measuring Academic Skills of University Students: Assessment Sheet **Error! Bookmark not defined.**
- 4.17 MASUS Checklist Interpretation Using One –Way Anova **Error! Bookmark not defined.**
- 4.17.1 Hypotheses testing **Error! Bookmark not defined.**
- 4.17.2 Relationship between writing performance pre- and post-tests of Experimental Groups **Error! Bookmark not defined.**
- 4.17.3 Relationship between writing performances pre-test of Control groups and post-tests of Control Groups. **Error! Bookmark not defined.**
- 4.17.4 Relationship between writing performance pre-test of Experimental and post-tests of Control Groups. **Error! Bookmark not defined.**
- 4.17.5 Relationship between writing performance post-test of Control and pre-test of Experimental Groups. **Error! Bookmark not defined.**

IMPACT OF GENRE-BASED TEACHING ON DESIGN REPORTS

4.17.6 Relationship of LSD responses between writing performance pre-test Experimental Group and post-tests of Control Groups.....	Error! Bookmark not defined.
4.17.7 Relationship of LSD responses between writing performance pre-test Experimental Group and post-tests of Control Groups.....	Error! Bookmark not defined.
4.17.8. Relationship between writing performance pre- and post-tests of Experimental and Control Groups.....	Error! Bookmark not defined.
4.18 Cronbach Alpha Test	Error! Bookmark not defined.
Chapter 5.....	Error! Bookmark not defined.
Findings, Discussion, Conclusion and Recommendations	Error! Bookmark not defined.
5.1 Introduction	Error! Bookmark not defined.
5.2 Findings.....	Error! Bookmark not defined.
5.3 Discussions.....	Error! Bookmark not defined.
5.3.1 Findings of Using COLT-A as Class observation Scheme In Control Group.....	Error! Bookmark not defined.
5.3.2 Findings of Using COLT-A as Class observation Scheme In Experimental Group.....	Error! Bookmark not defined.
5.4 Recommendations	Error! Bookmark not defined.
Appendix – 1	Error! Bookmark not defined.
Sample Consent Form	Error! Bookmark not defined.
Appendix – 2	Error! Bookmark not defined.
Question Constructs for Semi-structured Interview.....	Error! Bookmark not defined.
Appendix – 3	Error! Bookmark not defined.
Pre-test Sample Collection.....	Error! Bookmark not defined.
Appendix – 4	Error! Bookmark not defined.
Post-test Sample Collection.....	Error! Bookmark not defined.
Appendix 5	Error! Bookmark not defined.
Observer Feedback Form.....	Error! Bookmark not defined.
Appendix 6	Error! Bookmark not defined.
MASUS ASSESSMENT CRITERIA RATING SHEET	Error! Bookmark not defined.
Appendix -7	Error! Bookmark not defined.
Student Self-Assessment Checklist	Error! Bookmark not defined.
References	Error! Bookmark not defined.

IMPACT OF GENRE-BASED TEACHING ON DESIGN REPORTS

Abstract

The study explores the impact of Genre-based teaching on learner's outcome in writing forms through Design Report Writing. Various genres have been assessed and reviewed by English Language Teaching practitioners for teaching pedagogy and for assessing learning outcome;

IMPACT OF GENRE-BASED TEACHING ON DESIGN REPORTS

however, no one has ventured to assess the impact of Genre-based teaching of writing on Tertiary students' design detailing in report writing formats who are learning English for a purpose, i.e., to cater the professional needs of describing a product design aesthetically as well as functionality. Therefore, this research paper attempts to identify key factors that affect on students' academic output while learning in an EAP environment. Using Experimental method, the data was elicited through Pre-tests and post-tests, classroom observations, semi structured interviews and self-assessment checklists. Semi structured interviews were conducted from Seven Language Teachers who were teaching Report writing in collaboration with Design Studio Teachers. Self-Assessment Checklist was developed to analyse the level of assimilation of Genre based Teaching in students. Students filled it after post-test was conducted. Classroom observations were recorded and interpreted using COLT A Scheme to ascertain the data. COLT A describes classroom events at the level of activity. COLT A defines the concept of classroom activity as intuitive and pedagogically meaningful. Results obtained through COLT A Scheme suggest that medium of instruction, information clarity, class environment, student behaviour, class instructor, class task activity levels and student activity response level of the Experimental group was more interactive in attaining better outcome in term of written responses than the Control group. Ten hours of teaching based on the Deconstruction, Joint Construction and Independent Construction phases of the Teaching Learning Cycle was conducted in the Experimental Group. The chief finding of the study is that Genre-based teaching through The Teaching-Learning Cycle by Feez was more effective than the traditional 10 hours teaching of PIFD students in design report writings for Design Undergraduates. Along with this, Academic skills of University Students were measured using MASUS for Use of source material-information retrieval and processing, Structure and development of answer, Control of academic

IMPACT OF GENRE-BASED TEACHING ON DESIGN REPORTS

writing, grammatical correctness and Qualities of presentation. Results obtained from MASUS Checklist Interpretations using One-Way ANOVA support the hypothetical stance that the post-test performance of experimental Group in Report Writing tasks was significantly better than that of the control Group. Overall, the study holds significance as it attempts to design a critical, conceptual framework for teaching Report Writing to Design Undergraduates. This research paper plans to address the report writing conventions of design undergraduates studying in countries where English is considered to be a second language.

Keywords: Genre-based pedagogy, Design Report Writing, EAP, MASUS, COLT A.

Chapter 1

Introduction

1.1 Chapter Overview

This chapter investigates genre based teaching on Design reports of Fashion and Design Undergraduates in Pakistan using experimental mode. It also addresses the research objectives, research questions and problem statement. This chapter also focuses on the writing forms of Fashion Design undergraduates in areas related to report writing. Moreover, the significance of the topic is also covered in the current chapter.