

## Original Paper

# Teaching Activities for English Writing: Based on a Process

## Genre

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### **Abstract**

*The objective of this research is to improve the writing abilities of students through a concentrated emphasis on discourse patterns, content, coherence, and language suitability. 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. Furthermore, it provides precise directives for the implementation of said principles. An academic curriculum that is based on genre should include a comprehensive understanding of discourse genres and their intricate characteristics. Proficiency in language and expertise in the subject matter are necessary for teachers to effectively utilize genre analysis in the field of education. The results indicate that educators should underscore to pupils that the attainment of English language proficiency entails the cultivation of communicative proficiency in diverse settings, alongside the acquisition of reading and writing proficiencies.*

### **Keywords**

*L2 writing abilities, discourse patterns, process genre approach, genre Analysis, genre-based education*

### **1. Introduction**

As per the scholarly work of Hyland (2004), the art of writing is a pivotal language proficiency that encompasses the capacity to effectively articulate one's thoughts and ideas while also facilitating cross-cultural communication. In essence, writing is a multifaceted skill that demands a nuanced understanding of language conventions, rhetorical strategies, and cultural nuances to effectively convey meaning and establish meaningful connections with diverse audiences. Hyland's research underscores the importance of writing as a critical component of language learning and highlights its potential to

foster intercultural understanding and communication. The capacity to endow written communication with a considerable degree of worth is a highly significant attribute. Cheng (2006) posits that the predominant approach to teaching writing in China is one that is heavily focused on exam-oriented practices. This approach, unfortunately, tends to overlook the development of critical writing skills and the fostering of cross-cultural understanding among students. As such, there is a pressing need to re-evaluate the current pedagogical methods employed in writing instruction in China, with a view to incorporating more comprehensive and holistic approaches that prioritize the cultivation of critical thinking and intercultural competence among students. Furthermore, it is worth noting that a significant proportion of writing textbooks utilised in China are composed in the simplified Chinese script. This particular writing system, which was introduced in the mid-20th century, is characterized by a reduction in the number of strokes required to write Chinese characters, thereby rendering the language more accessible to learners. The widespread use of simplified Chinese in writing textbooks in China is reflective of the country's ongoing efforts to promote literacy and facilitate the acquisition of language skills among its populace. The primary objective of this research endeavor is to employ the process genre approach in the pedagogy of English writing at a secondary educational establishment in China. The overarching aim of this study is to scrutinize and enhance the writing proficiency of students in this domain. The institution in question is located in China. The present discourse endeavors to expound upon the conventional stages of the process genre approach, as posited by Badger and White in 2000, with the aim of adapting it to the specific classroom context under consideration. The primary objective of this essay is to propose modifications to the aforementioned method, which would enable its effective implementation in the classroom setting being discussed.

## **2. Method**

### *2.1 Genre Analysis*

The primary objective of the antecedent genre analysis conducted by Hyland (2007) was to impart knowledge and skills related to the teaching of English for Specific Purposes (ESP) application. As per the scholarly work of Bhatia (2004), it has been observed that there exists a notable incongruity between the discourse that is employed for the purpose of instruction and the discourse that is actually utilised in practice. This discrepancy has been identified as a significant area of concern in the field of discourse analysis, as it has the potential to impact the effectiveness of instructional communication. Within the confines of a traditional classroom setting, it is not uncommon for educators to focus on a singular, pure genre. However, in the realm of practical application, genres often manifest themselves in a more blended form. This is to say that the boundaries between genres can become blurred, and the resulting hybridization can lead to the creation of new and unique forms of expression. In order to gain a comprehensive understanding of the intricate and multifaceted nature of the real-world that discourses embody, a number of scholars (Hyland, 2004; Swales & Feak, 2000) have emphasized the importance of directing our attention towards the intricate and dynamic nature of genres. It is

imperative that we recognize the intricate and multifaceted nature of genres in order to fully comprehend the complexities of the real-world that discourses represent. The interplay between context and genre is a complex and multifaceted phenomenon that has been the subject of much scholarly inquiry. Indeed, the ways in which context and genre intersect and interact are crucial to understanding the production, reception, and interpretation of various forms of discourse. Whether in literature, film, music, or any other medium, the genre of a given work is intimately bound up with the social, cultural, historical, and ideological contexts in which it is situated. A comprehensive comprehension of the genre can significantly enhance our ability to grasp the context, which is a crucial aspect of comprehending professional discourse. It is imperative to delve deeper into the genre to gain a more profound understanding of its nuances and intricacies. This can enable us to identify the underlying conventions and expectations that govern the genre and, in turn, facilitate a more nuanced interpretation of the text. By doing so, we can gain a more comprehensive understanding of the context in which the text is situated, which is essential for effectively comprehending professional discourse. In order to gain a more comprehensive understanding of professional discourse, it is imperative to consider the contextual factors that surround discourse behaviour, rather than solely focusing on the description and analysis of language use, as posited by Swales (1990). By taking into account the situational and environmental factors that shape professional discourse, we can gain a more nuanced understanding of the communicative practices that are employed within various professional settings. This approach allows us to appreciate the complex interplay between language use and contextual factors, and to better comprehend the ways in which professional discourse is shaped by and shapes the social and cultural contexts in which it occurs.

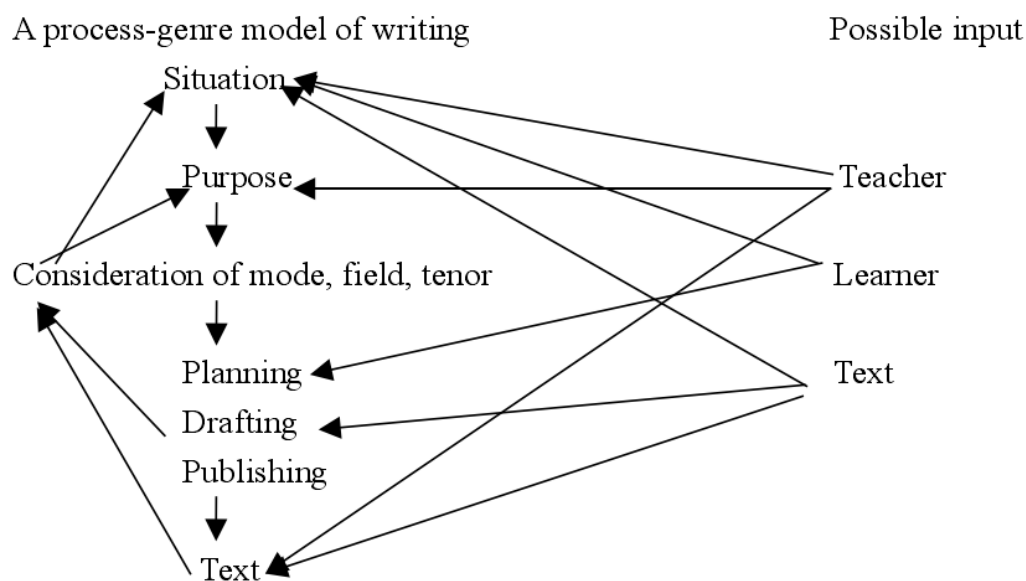
The study of genre analysis and discourse analysis is a fundamental aspect of the field of language and communication. However, it is noteworthy that the genre approach, which is a theoretical framework that seeks to understand how genres function in different contexts, is primarily focused on genre analysis. This assertion is supported by Cope and Kalantzis's (2014), who posit that the genre approach is centered on genre analysis. Therefore, it can be inferred that genre analysis is a crucial component of the study. The primary objective of the study is to gain a comprehensive understanding of the mechanics of language usage and the intricacies of communicative discourse. This involves delving into the underlying reasons as to why individuals tend to construct discourse in a particular manner during informal conversations. By exploring the nuances of language usage and discourse construction, the study aims to provide a deeper insight into the workings of human communication. The study of genre analysis is a multifaceted and interdisciplinary field that extends beyond the mere analysis of language. It encompasses a comprehensive examination of the sociological and psychological aspects of communication, thereby highlighting the intricate nature of this field. As noted by Bhatia (2002) and Ren (2010), genre analysis is a complex and nuanced area of study that requires a broad range of skills and knowledge from various disciplines. The interdisciplinary nature of genre the study of genre has been a topic of interest for scholars across various disciplines, including linguistics, literature, and

communication studies. Within this field, there exist three prominent schools of genre approach, each of which places emphasis on distinct areas of analysis techniques and methodologies for the study of particular genres. These schools of thought have been developed through rigorous research and theoretical frameworks, and have contributed significantly to us understand in the field of discourse analysis, researchers specializing in English for Specific Purposes (ESP) devote their attention to the meticulous scrutiny of the phenomena of motion and step. This entails a rigorous investigation of the various linguistic and pragmatic features that are involved in the expression of these concepts within the specific context of the discourse being analysed. Through this focused inquiry, ESP scholars aim to gain a deeper understanding of the ways in which motion and s the researchers in the field of NR, or Natural Rhetoric, commence their inquiry by delving into the intricate social setting of the genre under scrutiny. In doing so, they aim to gain a comprehensive understanding of the social purpose that the genre serves, as well as the various contexts in which it is applied. The focus of these researchers is primarily on the sociological and psychological components of discourse, as they seek to unravel the complex interplay between language, culture, and s It has been observed that the teaching style employed in language instruction in primary, secondary, and adult education in Australia has been consistent with the approach adopted since the inception of the educational system in the country. This is in contrast to the approach adopted by scholars of English for Specific Purposes (ESP) who tend to focus on the genre-specific features of texts, and those of New Rhetoric (NR) who are less involved in classroom teaching, as noted by Hyland (2002).

### *2.2 Process Genre Approach*

The process genre approach to writing instruction was initially advocated by Badger and White in the year 2000. The assertion put forth by the individuals in question posits that the act of writing can be broken down into four distinct components, namely, a mastery of the language in which one is writing, an acute awareness of the context within which the writing is taking place, a clear understanding of the objectives that one hopes to achieve through the act of writing, and a high level of competence in the actual process of composition itself. Each of these components plays a pivotal role in providing authors with a diverse range of feedback that can aid students in enhancing their writing skills and refining their compositions. The amalgamation of these elements serves as a comprehensive approach to fostering a conducive learning environment that facilitates the growth and development of students' writing capabilities. By leveraging these tools, students can gain valuable insights into their writing strengths and weaknesses, enabling them to refine their writing style and produce more polished and refined compositions. Thus, the integration of these components is instrumental in promoting effective writing practices and nurturing students' writing abilities. It is imperative that learners are afforded the opportunity to acquire the fundamental writing skills that are essential for effective communication. This can be achieved through the provision of prescribed training in writing strategies, which serves to equip learners with the necessary tools to express their thoughts and ideas in a clear and concise manner. By honing their writing abilities, learners are better equipped to navigate the complexities of

written communication, and are empowered to effectively convey their intended message to their intended audience. The act of writing is a multifaceted process that encompasses not only the mere transcription of linguistic input, but also the formation of genre and the internalization of knowledge, all of which are predicated on a variety of talents and abilities (Badger & White, 2000). In other words, writing is not a simple task that can be accomplished by anyone, but rather a complex and nuanced activity that requires a range of skills and competencies. As such, it is important to recognize the intricate nature of writing and the various factors that contribute to its successful execution.



**Figure 1. Schematic Diagram of Process Genre Approach (Badger & White, 2000, p. 159)**

As delineated in the adjacent column of the first figure above, it is worth noting that educators, learners (i.e., peers in close proximity), and model compositions can all function as writing stimuli and facilitate the release of students' imaginative capacities. The process of writing is a complex and iterative one that involves a series of interconnected stages that are interdependent and cyclical in nature. As depicted in the left column of the accompanying illustration, the writing process is characterized by a continuous and dynamic flow of activities that are initiated by the writer and culminate in the production of a written text. Each stage of the writing process is marked by a distinct set of tasks and objectives that are designed to facilitate the writer's progress towards the ultimate goal of creating a coherent and compelling written work. Thus, 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. These stakeholders can play a pivotal role in guiding writers towards a deeper understanding of the subject matter at hand, enabling them to situate their arguments within a

broader framework of knowledge and discourse. By leveraging the insights and perspectives of these various sources, writers can enhance the clarity, coherence, and persuasiveness of their work, ultimately contributing to the advancement of scholarship and intellectual inquiry. It is imperative to provide guidance to students in identifying the writing objectives of genre-specific articles and comprehending the discourse scope, mode, and tone of such articles. By doing so, students can enhance their writing skills and develop a nuanced understanding of the conventions and expectations associated with various genres. This approach can prove to be instrumental in enabling students to produce high-quality written work that is tailored to the specific requirements of the genre in question. Therefore, it is recommended that educators prioritize the provision of such guidance to students to facilitate their growth as proficient writers.

The act of writing, as posited by Halliday and Hasan (1989), is intricately intertwined with the social context in which it is produced. This assertion suggests that the written word is not a static entity, but rather a dynamic and fluid construct that is shaped and influenced by the cultural and social milieu in which it is situated. In essence, writing is not a solitary activity, but rather a communal endeavor that is shaped by the norms, values, and beliefs of the society in which it is produced. Thus, the production of written texts is not only a cognitive process, but also a social one that is mediated by a complex interplay of linguistic, cultural, and social factors. The primary objective of the act of writing is to effectively convey a message or information to a target audience, and the written composition itself serves as the medium through which this communication is facilitated. In essence, the written work functions as a conduit for the transmission of ideas, thoughts, and perspectives from the author to the reader. The utilisation of the process genre approach in language learning and teaching is a pedagogical strategy that requires learners to possess a comprehensive understanding of the communicative purpose that underlies a specific genre, as well as the social context elements that are associated with it. This can be achieved through a meticulous examination of the actual context in which the genre is being used. By paying close attention to these contextual factors, learners can develop a deeper appreciation for the nuances of the genre and its intended message, thereby enhancing their overall communicative competence.

### *2.3 Teaching Steps*

#### *2.3.1 The Typical Model of a Process Genre Approach*

The process genre method, as expounded upon in the scholarly works of Badger and White (2000), is a pedagogical approach that involves a series of fundamental teaching steps. These steps, as outlined in the aforementioned articles, serve as a framework for instructors seeking to implement this method in their classrooms. It is important to note that these steps are considered to be the basic building blocks of the process genre method, and as such, they are crucial to its successful implementation in the realm of writing pedagogy, there exist several distinct approaches to the teaching and refinement of writing skills. These approaches include model analysis, imitation writing, independent writing, and editing revision. Each of these methods serves a unique purpose in the development of a writer's craft, and can

be utilised in a variety of educational contexts.

1) **Model essay analysis:** In the pedagogical context, the instructor selects a prototypical exemplar essay from a specific literary genre and engages in a comprehensive dialogue with the learners regarding the pertinent knowledge associated with the genre. This may encompass a broad spectrum of discourse, encompassing the stylistic and tonal nuances that are characteristic of the genre, as well as the appropriate speaking style that is deemed suitable for the genre in question. In the interest of providing students with a comprehensive comprehension of the genre at hand, it is imperative that the teacher undertake a thorough analysis and summary of its structural, linguistic, and other defining characteristics. This approach is intended to equip students with the necessary skills and competencies required for their future writing endeavors. By delving into the intricacies of the genre, the teacher can offer students a more nuanced understanding of its various components, thereby facilitating their mastery of the genre's conventions and enabling them to produce high-quality written work.

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 the 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. As such, the use of imitation writing exercises can be a highly effective tool for promoting genre awareness and enhancing overall writing proficiency. In addition to the aforementioned, it is imperative to provide guidance to individuals on how to effectively utilize the knowledge they have acquired in order to engage in the practice of imitation writing. This process involves the careful analysis and emulation of established literary works, with the aim of developing one's own unique writing style and voice. To begin with, it is essential to select a piece of literature that resonates with the individual's personal interests and writing goal.

3) **Independent writing:** In the realm of education, it is widely acknowledged that students benefit greatly from engaging in authentic writing activities. These activities, which are designed to simulate real-world writing scenarios, allow students to develop their skills in outlining, drafting, and composing articles on predetermined topics. Moreover, these activities are carried out under predetermined contexts, which serve to provide students with a sense of structure and direction as they work to hone their writing abilities. Additionally, students are encouraged to draw upon their predetermined knowledge of this genre, which enables them to produce high-quality written work that is both engaging and informative. By participating in such activities, students are able to develop a deep understanding of the writing process and are better equipped to succeed in their future academic and professional endeavors.

4) **Editorial revision:** 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. The inclusion of all revisions made by the author, the group, and the instructor has been instrumental in achieving a cohesive and well-structured written work that effectively communicates the intended message to the target audience.

### 2.3.2 An Improved Model Based on the Process Genre Approach

Table 1 shows the pros and cons that emerge from a close examination of the aforementioned model of the process genre approach.

**Table 1. Advantages and Disadvantages of the Basic Model of the Process Genre Approach**

<b>Advantages</b>	<ul style="list-style-type: none"> <li>● The act of examining numerous model articles can facilitate a comprehensive comprehension of the linguistic attributes and textual organization inherent to a particular category of articles, thereby enhancing students' understanding.</li> <li>● The practice of imitation writing serves as a valuable tool for novice writers, offering a model to follow and alleviating the challenges faced by less skilled students.</li> <li>● Initially, students may establish a dependable lexicon and syntax repository.</li> </ul>
<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>● An excessive dependence on samples could potentially result in a deficiency of instruction in the analytical proficiencies of students.</li> <li>● The implementation of imitation exercises may have hindered the creative thinking potential of students.</li> <li>● Insufficient instruction in writing abilities and techniques.</li> </ul>

The author attempted to adapt and improve the pedagogical methods of the process genre approach in accordance with the specific conditions of the instructed classes, as deduced from the analysis conducted earlier. The aim of the design of teaching links is to facilitate the improvement of students' discourse patterns, content organization, coherence, lexical range, and grammatical accuracy. The revised methodologies are delineated in the subsequent sections.

1) **Genre analysis:** The procedure of analyzing genres will be executed in adherence to the "purpose-register-text structure" framework, which will function as a guiding principle for the cognitive processes of learners. It is advisable to commence by furnishing students with a synopsis of the basic tenets of this genre of literature. This will facilitate their ability to discern the intended writing



goals and objectives of their compositions, in tandem with the designated writing tasks. In addition, it is advisable to provide students with suitable linguistic exemplars or phrases that facilitate their ability to participate in experiential, analytical, and reflective cognition in alignment with the desired communicative objectives and contexts.

2) **Writing skills training:** The development of writing proficiency in pedagogy is closely linked to the examination of exemplars and the implementation of imitative techniques, with a specific emphasis on refining students' capacity to utilize cohesive elements, apply them with efficacy, and vary their linguistic expressions.

3) **Independent writing:** Before commencing individual writing, it is customary for me to facilitate students in reviewing their comprehension of the genre and discourse knowledge linked with the specific article type. Furthermore, I offer additional guidance pertaining to specific lexicon and syntactical arrangements. The production of written works without the assistance of an instructor can be carried out either within or beyond the confines of the classroom, depending on the learners' aptitude in a specific genre and the length of instructional sessions.

4) **Evaluation and revision:** The customary practice involves dividing this stage into two distinct elements: evaluation conducted by the educator and assessment carried out by colleagues. In the classroom setting, a comprehensive inventory of common issues encountered in students' exercises will be presented, followed by a collaborative discussion and revision session among the student body. Concurrently, exemplary elements of students' assignments will be employed as a paradigm for other students to gain understanding and reference.

The process and order of autonomous composition, revision, and evaluation may be adapted in a flexible manner to accommodate the genuine instructional circumstances.

### 3. Result

#### 3.1 Teaching Activities

The following is an illustration of the teaching sequences, taking the practical writing genre (a report) as an example.

Writing Task: *If you are Peter, you have recently surveyed 40 students to check their routines on weekends. Write a survey report of about 80 words in English according to the following survey Table.*

**Table 2. Writing Activity**

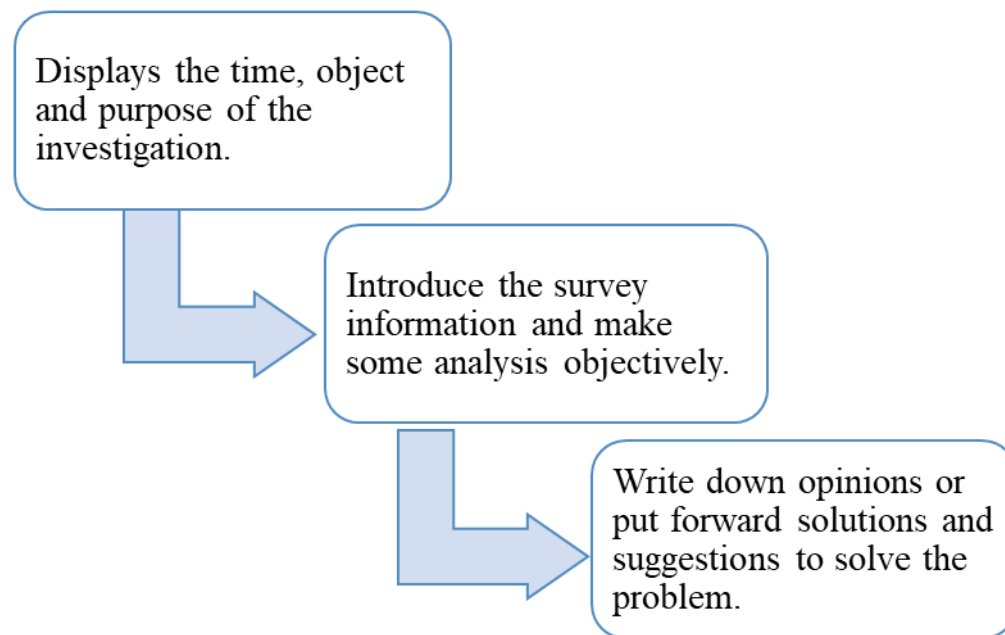
Things to do on weekends	Boys (20)	Girls(20)
Social activities (chatting, sending emails, etc.)	35%	42%
Searching for resources online (news, pieces of literature, etc.)	39%	30%
Studying	18%	18%

Playing electronic games	43%	24%
Outdoor activities	17%	24%

**Genre analysis:** It is presumed that this is the first time that students have had access to the chart composition, I will first introduce the general concepts of the report and chart composition and several forms of commonly used charts (such as pie chart, bar chart, line chart, etc.), and guide students to summarize the following information:

- Investigator: Peter
- The objective of the survey: The distribution of students' weekend time
- Survey object: 40 students (20 boys and 20 girls) from a class
- Purpose of writing: to introduce and analyze the survey results to readers
- Author: Peter, a high school student
- Personal usage: First Person, Third Person
- Tense: simple present tense, simple future tense, past tense or present perfect tense
- Language: objective, accurate, concise and clear, avoiding repeated use of the same sentence pattern

Next, summarize the text patterns. This part requires students to review the investigation reports they have seen before and guide and inspire students to try to summarize the following text patterns:



**Figure 2. Suggested Text Patterns**

**Writing skills training:** In the context of pedagogy, a significant proportion of student's encounter challenges in effectively articulating the survey findings in a coherent and systematic manner.

Consequently, I shall initially guide the pupils in jointly scrutinizing the tables encompassing the information, with a particular emphasis on elucidating the data that necessitates a comprehensive description and the data that necessitates a succinct depiction. Subsequently, the students will receive instruction on a basic writing strategy guide, which involves two commonly utilised methods for presenting survey results. These methods include organizing the results in a point-by-point manner based on the survey's sequence, or categorizing the results according to the characteristics of the survey object classification, as outlined by Ur (2002). To enhance students' comprehension and proficiency, exemplar texts will be furnished for assessment purposes.

In addition, there are several exemplar essays available for the purpose of honing one's writing abilities. Through the assessment of the exemplar essays either in isolation or through collaborative group discourse, pupils are able to not only scrutinize the textual framework of the genre articles but also acquire a more profound comprehension of the linguistic mannerisms employed within the articles (Brown & Richards, 2017).

**Comments and revisions:** In this section, the initial step will involve selecting certain students to recite the exemplary text they have finished, while allowing their peers to assess it in order to identify its strengths and weaknesses, particularly in terms of its expressive merits and demerits. Peer assessment is a crucial component of language instruction and learning that cannot be fully substituted by instructors, as noted by scholars such as Falchikov (2007) and Topping (2009). Furthermore, a comprehensive assessment of students' model essays will be carried out to examine prevalent issues encountered during the writing procedure, and facilitate the acquisition of valuable linguistic knowledge and writing proficiencies. Ultimately, it is imperative to furnish the additional resources, encompassing precise terminologies employed for written analyses in addition to syntactical structures (refer to Appendix 1).

**Independent writing:** Allocate identical writing assignments to students to be accomplished autonomously. In the context of pedagogy, a significant proportion of student's encounter difficulties primarily related to grammatical inaccuracies, whereas a subset of students struggles with incomplete textual organization. As an instructor, I will offer personalized assistance to address these issues as necessary.

For a comprehensive lesson plan, containing information on timing and various forms of interaction, kindly consult Appendix 2.

#### **4. Discussion**

The present study seeks to improve the writing proficiency of students by adopting a specific methodology that emphasizes discourse patterns, content, coherence, and language appropriateness. The process genre approach's theoretical framework forms the basis for the course design, which covers multiple stages of learners' development, commencing from comprehension and analysis of knowledge and culminating in creative application. The curriculum incorporates various discourse

genres and scrutinizes the complexities of discourse complexity, as highlighted by Johns (2002), by following the principles of genre analysis. Linguistic proficiency and specialized expertise in relevant domains are imperative for educators to proficiently execute genre analysis in pedagogy. Hyland (2002) posits that it is incumbent upon educators to apprise students that the attainment of English language proficiency necessitates not only the enhancement of reading and writing abilities but also the cultivation of communicative competence in particular settings. Through the adoption of this all-encompassing methodology, it is possible to cultivate the development of students' writing proficiencies and expedite their acquisition of English language and communicative aptitudes.

## Appendix 1

### Phrase Bank Handout

Item	Phrases
<b>General introduction</b>	1) The table shows (reveals, illustrates, demonstrates, depicts, describes, indicates) _____.
	2) According to the table, _____.
	3) As is shown in the table, _____.
	4) It can be seen from the figures / statistics that _____.
<b>Description of proportion</b>	1) On the top of the list is _____, which accounts for 70%.
	2) At the bottom of the list is _____, which takes up 20% only.
	3) A ranks first, followed by B at 20% and C at 15%.
<b>Conclusion</b>	1) We can conclude from the table that _____.
	2) In short (In brief), _____.

## Appendix 2

### Lesson Plan

<b>Teaching aims</b>	Students can get to know some sentence patterns to write a simple report with data.
<b>Teaching key points</b>	Students can write down a report and check others' correctly.
<b>Difficult points</b>	Students need to learn how to display data in English.
<b>Interaction patterns</b>	Group work; Individual work; Collaboration; Open-ended teacher questioning
	The teaching materials are selected from <i>Fine Guidance for Senior High School English Writing</i> published by China's Tsinghua University Publishing House.
	The book provides the language materials needed for various types

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**Teaching Materials**

of writing, such as narrative, argumentative, expository, and practical writing in English tests. Each chapter provides exercises of the same style as well as model essays for intensive training. It is suitable for junior and senior high school students to prepare for the examination.

**Step 1 Genre analysis (25 minutes)**

Greet students and show different kinds of graphs.

Tell students that how to write a report will be introduced to them, and show some detail information about the report genre.

(Lead-in questions: Ask students what reports they have access to before. What are the characteristics of these reports? What are the differences from the conventional argumentative writing? What do you think maybe a problem in writing a report?)

**Step 2 Writing skills training (35 minutes)**

Then ask students whether they could describe a table in English.

**Teaching procedures**

Let students talk in groups and lead them to write down their sentences. Pick some students to write down their sentences on the blackboard.

The teacher and students check sentences together on the blackboard.

The teacher then introduces the vocabulary and sentences that commonly used in a report. Introduce the overall framework of report writing. Then the whole class is divided into several groups to discuss the essay sample in small groups and draw out the common words and sentence patterns used in the sample.

(Justification: This step will help students know the patterns of how to outline a report as well as how to write sentences correctly.)

(ten-minute break)

**Step 3 Comments and Revisions (50 minutes)**

Propose students a question: If you are the editor of a newspaper, how would you report it? (student' routines on weekends)

Let students discuss in a group of four. They can use the information on the blackboard (structure and some vocabulary/sentences) and write down some key points on paper.

Then, invite some students to present in front of the class.

(Justification: This step could give students a plan about how to

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complete a report, and lay a good foundation for their writing).

Give students 15 minutes to write down their composition. They should pay attention to their spelling, grammar, and logic when they write their passages.

(Justification: This step will develop students' independent learning ability).

After students finishing their writing, ask students to exchange their work with each other, and check whether they have some mistakes. Then invite some students to share in front of all classes.

(Justification: Students will be more confident to speak in public).

#### **Step 4 Independent writing**

The part of independent writing takes the form of homework. Students are required to find a form with data and complete the report.

Summary (10 minutes): Invite one or two students to summarize what we have learned today and sum up the points for the attention of how to write this kind of article.

\*Teacher will provide timely and effective feedback in the whole teaching process so that students can understand and evaluate their own learning performance.

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