Process-Genre Approach: Towards Quality Writing in Qatari Schools

Presented by: Abdelkarim Chaabane
National Center For Educational Development
College of Education – Qatar University

# Education Conference 2019  # Education That Makes A Difference
One Minute Masterpiece

[Image of Mona Lisa]
• In your group, list the approaches you use in teaching writing in EFL classes in Qatar.
• By the end of this workshop teachers will be able to:
  • identify the strengths and weaknesses of the product, process and genre approaches.
  • recognize the main teaching procedures of the process-genre approach.
  • explore how the implementation of the process-genre approach.
• Based on your experience, discuss within your group how you apply each of the 3 mentioned approaches.
Quick Summary of Approaches

• Product Approach
• Process Approach
• Genre Approach

Richard Badger and Goodith White
Students are encouraged to mimic a model text, which is usually presented at an early stage.

Teachers focus on what a final piece of writing will look like and measure it against criteria of:

- Vocabulary
- Grammar
- Mechanical considerations, such as:
  - spelling and punctuation
  - content and organization
Process Approach

Process Approach stresses on writing activities which move learners from the generation of ideas and the collection of data through to the ‘publication’ of a finished text. (Tribble 1996: 37).

Stages

- Prewriting
- Composing/drafting
- Revising
- Editing

(Tribble 1996: 39).
How do you define the Process Approach?
Genre Approach

Martin’s models of genre
“Genre is a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture.”

Martin (1984)
Genres are also influenced by other features of the situation, such as the subject matter, the relationships between the writer and the audience, and the pattern of organization.

Writing Development in Genre Approach:
- modelling the target genre,
- co-construction
- Independent construction
## Comparing Product, Process, Genre

<table>
<thead>
<tr>
<th>Strength</th>
<th>Product</th>
<th>Process</th>
<th>Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recognize need for linguistic knowledge through imitation</td>
<td>Understand the importance of skills involved in writing. -Recognize that what learners bring to the class contributes to the development of writing ability</td>
<td>Writing takes place in a social situation. -Reflection of particular purpose. Understand that learning can happen consciously through imitation and analysis</td>
</tr>
<tr>
<td>Weakness</td>
<td>- Process skills are given small role</td>
<td>-All writing as same set of processes</td>
<td>-Undervalue skills needed to produce text, see learners as passive</td>
</tr>
<tr>
<td></td>
<td>- Knowledge and skills of learners undervalued</td>
<td>-Less importance on kind of texts produced, why produce it,</td>
<td></td>
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</tbody>
</table>

- All writing as same set of processes
- Less importance on kind of texts produced, why produce it,
What is the alternative?

Process-Genre Approach

→ Badger & White (2000)
What do “writing” and “swimming” have in common?
Towards a Synthesis:

→ Writing in the **Process Genre Approach**—combining the strengths of all 3 approaches
The essential idea

→ writing involves knowledge about language (as in product and genre approaches)
→ knowledge of the context in which writing happens and especially the purpose for the writing (as in genre approaches),
→ skills in using language (as in process approaches)
ACTIVITY 3

- Use your mobiles to surf the net about the Process-Genre Approach steps.

http://tiny.cc/6ffu4y

http://tiny.cc/phfu4y
Let’s put them in order!

- Preparation
- Reinforcing and Consolidating
- Revising & Editing
- Independent Constructing
- Joint Constructing
- Planning
Practice Time!
**PURPOSE:** To give students a clear idea about what they are going to do in the class and provide a context in which students construct their writing.
Discuss

- What type is this website?
- What is its purpose?
- Who is going to read it?
Your Task!

Write a description of an interesting place you have visited and know well for a travel blog. Use your notes from activity C and follow the plan below.

- What type of text you are going to write?
- Who is going to read your text?
- What information do you need to have in the blog?
Phase One
Preparation

Descriptive Writing
PURPOSE: To reinforce the purpose of descriptive writing, and familiarize students with its structural features.

READING

Istanbul is one of the most spectacular cities in the world. Located on both sides of the Bosphorus, Istanbul is unique because it is a city that is shared between two continents, Europe and Asia. With a population of over 14 million and a rich history which dates back thousands of years ago, it is a chaotic but also a fascinating city. Istanbul offers many interesting sights for visitors to the city. Because of its Ottoman architecture, Istanbul is well-known for its mosques. The most popular one is Sultanahmet, which is widely known as The Blue Mosque. The second largest is the Süleymaniye Mosque, which has several buildings around it, including a hospital, a school and a soup kitchen. Other attractions worth visiting are the Museum of Turkish and Islamic Arts, Topkapi Palace (Topkapi Sarayı) and Galata Tower, where you can get a breathtaking view of the whole city.

The Grand Bazaar is also one of the places that you shouldn’t miss. It’s an amazing and colourful market with over 60 streets where you can find practically everything. It is more than 500 years old and is one of the largest indoor markets in the world, with about 5,000 shops, sixty restaurants and twelve mosques, among other things.

At the crossroads of the East and the West, Istanbul is a truly impressive city. Indeed, it definitely deserves to be on your list of must-visit places.

TIME IS UP!
Discuss

- What is the purpose of this text??
- Who is the target audience?
- Has the writer achieved his purpose? How do you know?

Istanbul: A EUROASIAN CITY

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Phase One
Preparation

Phase Two
Modeling & Reinforcing

READING

1- How many paragraphs are there?
2- How is the text sequenced?
3- What is the function of each paragraph

1

Parag. 1

Parag. 2

Parag. 3

Parag. 4

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Phase One
Preparation

Phase Two
Modeling & Reinforcing

Discuss
- How do you find the main idea?
- What is the aim of the other sentences in the paragraph?
Istanbul is one of the most spectacular cities in the world. Located on both sides of the Bosphorus, Istanbul is unique because it is a city that is shared between two continents, Europe and Asia. With a population of over 14 million and a rich history which dates back thousands of years ago, it is a chaotic but also a fascinating city.

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Phase One
Preparation

Phase Two
Modeling & Reinforcing

Phase Three
Planning

PURPOSE: To arouse students’ interest in the topic and prepare for the joint construction of a text.

Think of an interesting place you have visited and know well. Look at the questions below and make some notes.

- What’s the name of this place?
- Where is it?
- What is special about it?
- What are some of the most interesting sights?
- Do you know anything about them?
- Do they attract many tourists?
- What can visitors do there?
- What did you like the most about this place?
- Is this place worth visiting? Why?
Phase One
Preparation

Phase Two
Modeling & Reinforcing

Phase Three
Planning

Doha
PURPOSE: To provide students with a chance to write in the descriptive genre as a group and to prepare them for individual work.
Phase One
Preparation

Phase Two
Modeling & Reinforcing

Phase Three
Planning

Phase Four
Joint constructing

Phase Five
Independent Constructing (First Draft)

**PURPOSE:** To provide students with the chance to use what they have learned to write independently.
Think of an interesting place you have visited and know well. Look at the questions below and make some notes.

- What’s the name of this place?
- Where is it?
- What is special about it?
- What are some of the most interesting sights?
- Do you know anything about them?
- Do they attract many tourists?
- What can visitors do there?
- What did you like the most about this place?
- Is this place worth visiting? Why?
Phase One
Preparation

Phase Two
Modeling & Reinforcing

Phase Three
Planning

Phase Four
Joint constructing

Phase Five
Independent Constructing (First Draft)

English Homework

Date

(First Draft)
**PURPOSE:** To revise and edit the draft and make the necessary changes.

- **Phase One:** Preparation
- **Phase Two:** Modeling & Reinforcing
- **Phase Three:** Planning
- **Phase Four:** Joint constructing
- **Phase Five:** Independent Constructing (First Draft)
- **Phase Six:** Revising and Editing

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### REVISE VS. EDIT

<table>
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<tr>
<th>REVISE</th>
<th>EDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add - sentences and words</td>
<td>Capitalize - names, places, titles, months, etc.</td>
</tr>
<tr>
<td>Remove - words or sentences you don't need</td>
<td>Usage - nouns and verbs are correctly used</td>
</tr>
<tr>
<td>Move - change a word or placement of a sentence</td>
<td>Punctuation - periods, quotes, commas, semicolons, apostrophes, etc.</td>
</tr>
<tr>
<td>Substitute - trade words or sentences for new ones</td>
<td>Spelling - check all words, look for homophones, use a dictionary</td>
</tr>
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</table>
Thank you....

QUESTIONS....
References:


