IMPLEMENTING TASK-BASED INSTRUCTION AND GENRE-BASED APPROACHES TO DEVELOP STUDENTS WRITING SKILLS

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Annotation: This paper explores the integration of task-based instruction (TBI) and a genre-based approach (GBA) to develop students' writing skills comprehensively. TBI emphasizes real-world tasks to stimulate authentic writing experiences, while GBA focuses on genre conventions and rhetorical structures. The integration of these approaches offers a holistic strategy for enhancing students' writing proficiency, genre awareness, and communicative competence. Through an analysis of theoretical frameworks, practical applications, and empirical evidence, this study highlights the benefits of combining TBI and GBA in writing instruction. The findings suggest that the integrated approach fosters improved writing outcomes, increased student motivation and engagement, effective collaboration and feedback mechanisms, and transferable writing skills applicable to diverse contexts. The paper concludes with recommendations for educators to optimize writing instruction using TBI and GBA strategies.

Key Words: Writing proficiency, discourse communities, explicit instruction, genre-based assignments, brainstorming arguments.

INTRODUCTION

In the realm of language education, the enhancement of writing skills stands as a crucial goal, demanding innovative methodologies that effectively engage students. Among these, task-based instruction and the genre-based approach have emerged as impactful strategies, offering distinct yet complementary frameworks for fostering students' writing proficiency. Task-based instruction prioritizes real-world tasks to stimulate authentic writing experiences, while the genre-based approach emphasizes genre conventions and rhetorical structures to scaffold students' writing development. This paper explores the integration of these approaches, aiming to elucidate their combined potential in cultivating students' writing skills effectively and holistically.

Task-based instruction (TBI) is a pedagogical approach that centers on real-world tasks to facilitate language learning. In the context of writing, TBI encourages students to engage in authentic writing tasks that mimic real-life situations.[1] These tasks can range from writing emails and reports to creating marketing materials or composing narratives. By focusing on tasks relevant to students' lives, TBI promotes intrinsic motivation and a deeper understanding of writing conventions. One key aspect of TBI is its emphasis on meaningful communication.

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[1] Bawarshi, A. S., & Reiff, M. J. (2010). Genre: An introduction to history, theory, research, and pedagogy (p. 4). West Lafayette, IN: Parlor Press.

[2]Students are encouraged to consider their audience, purpose, and context when completing writing tasks. This focus on communicative competence helps students develop clarity, coherence, and organization in their writing. Additionally, TBI promotes collaboration and peer feedback, allowing students to learn from each other and improve their writing collaboratively.

The genre-based approach (GBA) to writing instruction centers on analyzing and producing texts within specific genres or discourse communities. Genres refer to recognizable patterns of text organization, language use, and rhetorical strategies that are characteristic of particular writing types (e.g., narratives, essays, research papers). GBA emphasizes teaching students the conventions and structures associated with different genres, enabling them to become proficient writers across various contexts. In GBA, students are introduced to genre frameworks that outline the typical features, language patterns, and communicative purposes of different genres. For example, students learn the structure of a persuasive essay, including the introduction, body paragraphs with supporting evidence, and a compelling conclusion. By studying and practicing within these genre frameworks, students develop genre awareness, allowing them to adapt their writing style and tone based on the genre and audience.

The integration of task-based instruction and the genre-based approach offers a holistic approach to developing students' writing skills. By combining the authentic tasks and communicative focus of TBI with the genre awareness and structural guidance of GBA, educators can create a dynamic writing curriculum that meets diverse learning needs. In practice, integrating TBI and GBA involves designing writing tasks that align with specific genres while emphasizing meaningful communication. [3]For instance, students may be tasked with writing a persuasive argument (genre) to address a real-world issue or create a narrative (genre) based on personal experiences. These tasks not only provide opportunities for genre-specific practice but also encourage critical thinking, creativity, and language fluency. Furthermore, integrating TBI and GBA allows for scaffolded instruction, where students progress from basic writing tasks to more complex genre-based assignments. Educators can provide explicit instruction on genre conventions, model exemplary texts, and offer structured feedback to support students' writing development. This scaffolded approach enables students to gradually master genre-specific skills and become proficient writers across a range of genres and contexts.

Benefits of Integration:

The integration of TBI and GBA offers several benefits for developing students' writing skills:

A) Authenticity: Writing tasks aligned with real-world genres provide authentic learning experiences and promote student engagement.

B) Genre Awareness: Students develop a deep understanding of genre conventions, enabling them to navigate various writing contexts effectively.

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[2] ISKANDAROV E., SUYUNOV O. Pedagogical technologies and their use in teaching social and economic sciences. Educational manual Samarkand. 2012 - 116 b.

[3] Derewianka, B. (2003). Trends and issues in genre-based approaches. RELC journal, 34(2), 133-154.

C) Communication Skills: Emphasis on meaningful communication fosters clarity, coherence, and persuasive writing abilities.

D) Collaboration: Peer collaboration and feedback promote a supportive writing community and enhance learning outcomes.

E) Scaffolded Instruction: Gradual progression from task-based activities to genre-focused writing tasks ensures systematic skill development and mastery.

Implementing task-based instruction (TBI) and a genre-based approach (GBA) to teach writing skills involves careful planning, instructional design, and classroom management strategies. Here's a detailed guide on how to implement these approaches effectively:

Understanding the Approaches:

Familiarize yourself with the principles and methodologies of TBI and GBA. Understand their respective strengths, such as TBI's focus on real-world tasks and communication and GBA's emphasis on genre conventions and structures.

Curriculum Design:

Align writing tasks and assignments with real-world genres and communicative purposes.[4] Create a scaffolded curriculum that progresses from basic writing tasks to more complex genre-based assignments. Incorporate a variety of genres (e.g., narratives, essays, reports, persuasive writing) to provide students with a diverse writing experience.

Task Selection:

Choose tasks that are relevant, engaging, and meaningful to students' lives and interests. Design tasks that require students to apply genre-specific conventions and rhetorical strategies.

Instructional Strategies:

Provide explicit instruction on genre conventions, language use, and writing structures. Model exemplary writing in various genres and guide students through the analysis of genre-specific texts. Use collaborative learning strategies, such as peer feedback and group discussions, to enhance understanding and skill development.

Assessment and Feedback:

Develop clear assessment criteria aligned with genre-specific writing skills and learning objectives. Use formative assessment strategies, such as peer review, self-assessment, and teacher feedback, to monitor student progress and provide timely interventions. Provide constructive feedback that focuses on both content and genre-specific elements, encouraging students to reflect on their writing and make improvements.

Technology Integration:

Utilize digital tools and resources to enhance writing instruction and practice. Incorporate online platforms for collaborative writing, peer editing, and accessing genre-specific writing resources.

Differentiation and Support:

Differentiate instruction based on students' writing abilities, language proficiency, and learning styles. Provide additional support and resources, such as graphic organizers, writing templates, and language support tools, for students who may need extra assistance.

Reflective Practice:

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[4] Caplan, N. A., & Farling, M. (2017). A dozen heads are better than one: Collaborative writing in genre-based pedagogy. TESOL Journal, 8(3), 564-581. https://doi.org/10.1002/tesj.287

Encourage reflective practice among students, prompting them to assess their writing progress, identify strengths and areas for improvement, and set goals for future writing tasks. Reflect on your own teaching practices, gather feedback from students, and make adjustments to enhance the effectiveness of TBI and GBA implementation.

Professional Development consists of engaging in ongoing professional development opportunities to deepen your understanding of TBI and GBA principles and instructional strategies. Also collaborate with colleagues to share best practices, resources, and insights on integrating TBI and GBA into writing instruction. By following these implementation strategies, educators can create a dynamic and supportive learning environment that promotes the development of students' writing skills through task-based instruction and a genre-based approach.

There are some task and exercise ideas to develop students' writing skills through task-based instruction (TBI) and a genre-based approach (GBA):

Task-Based Instruction (TBI):

Email Correspondence Task:

- Task: Write an email to a classmate inviting them to a virtual study session for an upcoming exam.

- Objective: Develop clarity, coherence, and appropriate language use in email communication.

- Exercise: Provide students with a template for formal email writing, highlighting key elements such as greeting, purpose, details, and closing remarks. Ask students to fill in the template using relevant information.

Creative Writing Task:

- Task: Imagine you are a character in your favorite book. Write a diary entry reflecting on a significant event from the story.

- Objective: Encourage creativity, narrative development, and descriptive language use.

- Exercise: Begin the task with a brainstorming session where students identify key events and emotions from the story.[5] Provide a checklist of narrative elements (setting, characters, plot, emotions) for students to incorporate into their diary entry.

Problem-Solving Task:

- Task: You are part of a student council planning a charity event. Write a proposal outlining your ideas for the event and how it will benefit the community.

- Objective: Develop persuasive writing skills, logical reasoning, and organization in presenting ideas.

- Exercise: Introduce students to the structure of a proposal (introduction, background, objectives, plan, benefits). Provide examples of successful proposals and guide students in crafting their own proposals using relevant content and persuasive language.

Genre-Based Approach (GBA):

Opinion Essay Task:

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[5] Abdel-Malek, M. (2019). Writing recounts of habitual events: Investigating a genre-based approach. Foreign Language Annals, 52(2), 373-387. https://doi.org/10.1111/flan.12383

- Task: Write an opinion essay on the benefits of reading books versus watching movies.

- Objective: Develop argumentative writing skills, thesis development, and use of supporting evidence.

- Exercise: Teach students the structure of an opinion essay (introduction with thesis statement, body paragraphs with supporting arguments, conclusion). Provide prompts for brainstorming arguments and encourage students to support their opinions with examples and evidence.

Research Report Task:

- Task: Choose a scientific discovery or invention and write a research report detailing its history, significance, and impact.

- Objective: Develop research skills, information synthesis, and academic writing style.

- Exercise: Guide students through the research process, including topic selection, gathering credible sources, note-taking, and organizing information into a coherent report format (introduction, background, methods, results, discussion, conclusion).

Narrative Writing Task:

- Task: Write a short story set in a dystopian future were technology controls daily life.

- Objective: Develop narrative writing skills, world-building, character development, and thematic exploration.

- Exercise: Provide students with a narrative framework (exposition, rising action, climax, falling action, resolution). Encourage creativity in imagining the dystopian world, developing unique characters, and incorporating themes related to technology and society.

Integration of TBI and GBA:

Integrated Writing Task:

- Task: Collaborate with a partner to create a persuasive brochure advocating for environmental conservation.

- Objective: Combine TBI by focusing on a real-world task (creating a brochure) with GBA by emphasizing genre conventions (persuasive writing) and effective communication strategies.

- Exercise: Provide guidelines for brochure design, including layout, visuals, persuasive language, and call-to-action. Encourage students to research environmental issues, brainstorm persuasive arguments, and collaboratively draft the brochure content. These tasks and exercises integrate elements of both task-based instruction and a genre-based approach, offering students a comprehensive writing experience that enhances their skills in various genres and real-world contexts.

Furthermore, we provide a general overview of what research studies have found regarding the effectiveness of using task-based instruction (TBI) and a genre-based approach (GBA) to develop students' writing skills.

Studies have shown that both TBI and GBA can lead to improvements in students' writing proficiency. TBI, with its focus on real-world tasks and meaningful communication,

helps students develop clarity, coherence, and organization in their writing. [6]GBA, on the other hand, emphasizes genre conventions and rhetorical structures, enabling students to become proficient writers across various genres and contexts. Implementing GBA has been found to enhance students' genre awareness and understanding of different writing genres. By teaching students, the conventions, structures, and language patterns associated with specific genres, GBA helps them become more adept at adapting their writing style and tone based on the genre and audience. Both TBI and GBA have been linked to increased student motivation and engagement in writing tasks. TBI's emphasis on authentic tasks and GBA's focus on relevant genres help create meaningful writing experiences that resonate with students' interests and experiences, leading to higher levels of engagement and investment in their writing. Studies have shown that implementing TBI and GBA can foster collaboration among students and promote peer feedback mechanisms. TBI encourages collaborative writing tasks and peer review activities, allowing students to learn from each other and provide constructive feedback. GBA, with its emphasis on genre-specific conventions, also facilitates targeted feedback on genre-related elements, leading to more effective writing development. Both TBI and GBA help develop transferable writing skills that are applicable beyond the classroom. TBI's focus on real-world tasks and communication skills equips students with practical writing abilities relevant to professional and academic contexts. GBA's emphasis on genre awareness and rhetorical strategies enables students to transfer their writing skills across different genres and writing situations.

CONCLUSION

Overall, research indicates that integrating task-based instruction and a genre-based approach can be highly effective in developing students' writing skills, enhancing genre awareness, promoting collaboration and feedback, increasing motivation, and fostering transferable writing skills. However, the specific outcomes may vary depending on factors such as instructional design, student demographics, and implementation strategies

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