

A STUDY ON GENRE-BASED  
PEDAGOGY IN

ENGLISH  
PERSUASIVE  
WRITINGS

英语论说文  
写作中的  
体裁教学研究

陈凤 著



浙江工商大学出版社  
ZHEJIANG GONGSHANG UNIVERSITY PRESS

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# 英语论说文写作中的体裁教学研究

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## FOREWORD

This book aims to develop a genre-based pedagogy for Chinese university students' persuasive writing from the perspective of SFL approach. It consists of seven chapters in total.

Chapter 1 is the introduction of the study consisting of background of the study, rationale, research questions and objectives, theoretical framework and conceptual framework, scope of the study, definition of terms and significance of the study.

Chapter 2 deals with the theoretical basis and reviews on previous related studies. It first introduces the relevant theories on which the study is based by including SFL, genre theory, persuasion and SFL, the development of various writing teaching approaches, and Vygotsky's sociocultural theory. Then the related studies on genre-based approach to writing, collaborative writing and persuasion are reviewed.

Chapter 3 is about the research methodology of the study. It first introduces the research design, the population and sample. Then the research instrument, validity and reliability of the study are introduced. After that, the data collection and analysis are presented. Finally, the results of pilot study and adaptation of the teaching model after it are given.

Chapters 4, 5 and 6 report the findings of the study corresponding to the research questions. To be specific, Chapter 4 reports the teaching effects of the



genre-based pedagogy on improving students' group writings, Chapter 5 reports the teaching effects of the genre-based pedagogy on improving students' individual writings, and Chapter 6 reports students' perceptions and attitudes towards the designed teaching model—curriculum cycle. The findings of these three chapters indicate that the genre-based pedagogy in the form of scaffolding can improve students' persuasive writing ability and students in general hold positive perceptions and attitudes toward it.

Chapter 7 is the conclusion, discussion and implication of the study. It first concludes the study briefly and then presents the research summary in detail. After that the discussions of the study are presented. Teaching and theoretical implications of the study follow it. Finally, the limitations and recommendations for future studies are discussed.

## LIST OF ABBREVIATIONS



<b>CEFR</b>	Common European Framework of Reference of Languages
<b>CET 4</b>	College English Test Band 4
<b>CET 6</b>	College English Test Band 6
<b>CSE</b>	China's Standard of English Language Ability
<b>CTBU</b>	Chongqing Technology and Business University
<b>EFL</b>	English as a Foreign Language
<b>ELLs</b>	English Language Learners
<b>ESL</b>	English as a Second Language
<b>ESP</b>	English for Specific Purposes
<b>FLT</b>	Foreign Language Teaching
<b>MKO</b>	More Knowledgeable Other
<b>SFL</b>	Systemic Functional Linguistics
<b>SLA</b>	Second Language Acquisition
<b>SLT</b>	Second Language Teaching
<b>TEM 4</b>	Test for English Majors Band 4
<b>ZPD</b>	Zone of Proximal Development



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