UTILIZING DIFFERENT KINDS OF TECHNOLOGY AND GENRE-BASED APPROACH FOR TEACHING WRITING IN AN ESP CLASS

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Abstract: Since English is gaining important concern nowadays, it is being instructed according to the specific needs of the students. In the case of English for Specific Purposes (ESP) class, one of the problems in teaching and learning English deals with the low writing skills. This study attempts to share a model of teaching writing in which utilize different kinds of technology (video, computer, Internet) and genre-based approach to facilitate the teaching of writing. This approach can be applied in three steps: 1) building knowledge of the field and modeling of the text, 2) joint construction of the text, and 3) independent construction of the text. In the first step, teacher can use video and computer when digging the students’ background knowledge and presenting the teaching materials. Then, teacher can also use computer when leading the students to construct a text collaboratively. In the last step, the students write a text independently and submit their work via email to the teacher. Then, the teacher gives some feedbacks using the computer (comment bar) and sends it back to the students. The students must revise their work and email it back to the teacher again. This teaching model is more interesting for the students, more efficient, and helps the students to produce better results in writing.

Keywords: technology, genre-based approach, ESP students

It is well known that the developing of technology as medium teaching and learning has influenced the mode of delivery in foreign language classrooms. Technology plays an important role in providing effect on students’ language achievement. Technology is claimed as one of the potential and practical medium as well as authentic and contextual material to facilitate teaching. It also provides teachers and students with various sources of information, ideas, and data to enhance classroom instruction. Moreover, it accommodates students to learn language skills; writing, reading, listening, and speaking independently and collaboratively. It is in line with the statement of Crawford (2002) that technology provides flexibility and choice to education. Based on this fact, technology provides medium teaching, and prepare teaching activities that provides opportunities for students to write in order to make the teaching and learning of writing meaningful and effective. It is motivated by the fact that genre-based approach promise very real benefits for students as they pull together language, content, and contexts, while offering teachers a means of presenting students with explicit and systematic explanations of the ways writing
works to communicate (e.g. Christie & Martin, 1997). However, since teaching writing due to the amount of time available for its implementation, this limitation can be anticipated by conducting out-of-class and online consultations. In other words, teachers can utilize both genre-based approach and different kinds of technology as one of the solutions. Technology with its varieties provides some advantages in assisting students to produce better results in writing. Thus, technology is considered as an excellent way to combine genre study with work on the writing process.

This proposed model is expected to be beneficial for writing teachers particularly ESP teachers as an alternative teaching strategy in teaching students to write – in this case procedure text. Therefore, this study attempts to share a model of teaching writing in which using both genre-based approach and different kinds of technology; video, computer, and Internet to facilitate the teaching of writing. In this paper, the discussion begins with a brief description of genre-based approach, followed by reviewing different kinds of technology used in this teaching model. Finally it presents a teaching model that utilizes both genre-based approach and different kinds of technology in ESP classroom, particularly Chemistry classroom.

Genre-Based Approach

Basically, genre can be defined as “abstract, socially recognized ways of using language for particular purposes” (Hyland, 2003:18). It means that the students, when they write, should have certain goals and intentions, certain relationships to the readers, and certain information to convey, and use the forms of a text as resources. Thus, the central aspect of the situation in genre-based approach is purpose. The different kinds of genre, such as procedure, arguments, report, functional texts, descriptive provide a place for different purposes (Badger & White, 2000:155).

In the ESP context, the genre-based approach offers a teaching methodology enabling teachers to present explicit instruction in a highly systematic and logical manner, which assists students with the cognitive organization of information. In line with this, Hyland (2004) states that genre-based approach provides a coherent framework focusing on both language and contexts, provides access to the patterns and possibilities of variation in valued texts, provides the scaffolding to help students to transition from spoken to written language use, and increases teachers’ awareness of texts to confidently advise students on writing. In other words, genre-based instruction views language as an open dynamic system, where knowledge about language is taught in an explicit manner where it is in line with the ESP curriculum.

Concerning the typical model of genre-based approach, as stated by Richards (2003:21), it is presented in cycles of learning stages namely; 1) building knowledge of the field (BKoF) followed by modeling of the text (MoT) in which the activities discusses and analyzes text structure, context, and language, 2) joint construction of a text (CoT) in which teacher and students construct text together, and 3) independent construction of the text (ICoT) where students write own essay independently followed by teacher – student conferencing. A typical model of genre-based approach is illustrated in figure 1.

![Figure 1: The Teaching Learning Cycle (Richards, 2003)](image.png)
The Cycle Of Learning by Utilizing Both Genre-Based Approach and Different Kinds of Technology

Dealing with utilizing both genre-based approach and different kinds of technology, then, it is necessary to make a clear explanation for the teachers what kinds of technology should be included in every step in the implementation of this strategy. First of all, the teachers can begin with the implementation of the important elements of genre-approach; 1) building knowledge of the field (BKoF) followed by modeling of the text (MoT), 2) joint construction of a text (JCoT), and 3) independent construction of the text (ICoT) as proposed by Ricards (2003).

Secondly, different kinds of technology locate in all of the cycle; BKoF, MoT, JCoT and ICoT. The instructional sequence for each activity is illustrated in Figure 2.
The learning-teaching cycle applied (see, Figure 1) with reference to one instructional sequence where different kinds of technology also used are outlined below.

Description: The students are going to learn to write a procedure essay.


Goal: The students are able to write a procedure essay accurately and fluently.

1. Building Knowledge of the Field (BKoF) & Modeling of the Text (MoT):
   - By using video containing description on how to make milk soap, teacher explores the students’ background knowledge about procedure essay.
   - By using computer and LCD, teacher mentions what procedure essay is, explains the linguistics features, and shows model essay.
   - Students read model essay and analyze the features within the model essay. (Appendix 1)
   - Teacher leads students to classify information and write the organization of model essay in a procedure scaffold. (Appendix 2)
   - Teacher invites the students to show and tell their procedure scaffold orally.

2. Joint Construction of a Text (JCoT):
   - Teacher tells the students that they with their pairs will work together to make an outline of procedure essay.
   - Teacher shows a video through LCD as a topic to the students.
   - Teacher invites the students’ ideas through brainstorming and writes them down on the board.
   - Students, in pair, begin to do the planning, drafting, and editing the essay.
   - Students complete their work and consult it to the teacher.
   - Teacher gives a feedback on the students’ work.
   - Students with their pairs publish their revised work in front of the class.

Figure 2. The Instructional Sequence

The learning-teaching cycle applied (see, Figure 1) with reference to one instructional sequence where different kinds of technology also used are outlined below.
3. Independent Construction of the Text (ICoT):

- Teacher gives the topic to the students.
- By using Internet, students gather the data, and develop a procedure essay individually by firstly to do planning, drafting, and editing the essay.
- By using or via email, students consult their essay to the teacher.
- By using computer (comment bar), teacher gives feedback and sends it back to the students via email.
- Students revise the essay based on the teacher’s feedback and email it back to the teacher.
- Finally, the students publish the final product in front of their classmates and teacher so that the students realize that they do something meaningful.

Based on the model teaching above, it implies that three of the learning steps; BKoF, MoT, and JCoT are repeated based on the students’ need before independent construction is introduced to the students. During the making the procedural written text, it is clear that the role of medium of learning; video, computer, and Internet provides lots of benefits to assist teaching and learning writing processes. It gives students a chance to expose them to write without any problem in regard to the limitation in implementing writing in the classroom since they can write and revised their writing at school or home any time. Thus, utilizing both genre-based approach and different kinds of technology provide students meaningful experience as well as improve students’ ability in writing.

Conclusions and Suggestions

The genre approach, combined with different kinds of technology, can be an effective way to teach writing to ESP/Chemistry students since it assists students to organize their writing and understand the nature of a text. Besides, by utilizing both genre-based approach and different kinds of technology in ESP writing classroom will likely to work best since it provides a rich educational experience with an emphasis on helping them to improve their writing skill with the technological opportunities in which more easily than the traditionally teaching method. In addition, it also makes language learning more interesting, motivating, and providing a chance to become an independent student. Finally, it is suggested that ESP teachers to combine both technology and genre-based approach in the teaching of writing since it provides many advantages.

References


Appendix 1: Model Text
How to Make Goat Milk Soap

Homemade soap can be a welcome addition to anyone’s bathing routine, especially for someone with sensitive skin. Goat milk soap is a very moisturizing, soft soap and not that difficult to make. Follow some simple instructions and make goat milk soap for home use or to give away as gifts.

First of all, prepare soap molds. Soap molds can be found at most crafts stores. Don’t use molds for soap that will be used for food later. Grease the molds well with Vaseline. Secondly, melt 1½ half pounds of fat; this can be lard, tallow or even vegetable shortening. This should cool to a temperature between 85 to 90 degrees.

Thirdly, carefully pour out 6.5 oz. lye into a paper cup. Use a stainless steel bowl, again being sure to have one for making soap only and not to be used for food. Add 3 cups of goat’s milk and slowly add the lye. Mix this with an old hand mixer set aside for soap making. This will cause a chemical reaction that makes the mixture hot and causes the milk to turn golden. Let the mixture cool to 85 degrees. A dairy thermometer can be used to check the temperature.

Forth, mix together 2 oz. of glycerine, 1 cup of baby oatmeal and 2 tsp. of borax. Add this to the fat and then add the mixture to the lye and milk. Use the mixer for 15 minutes and then let the soap mixture rest for 5 minutes. Mix again for 5 minutes and let rest again for another 5 minutes. Keep doing this until the soap noticeably changes consistency.

Fifth, pour the soap mixture into the molds. Cover the top of the molds with a cloth such as cheesecloth. Keep the soap at a constant room temperature for 24 hours. And finally, peel off cloth and take soap out of molds. If using a big mold, cut into bar-sized pieces. Let the soap cure by air-drying it for a month to 6 weeks before using or giving away. In brief, that’s the way how to make goat milk soap.

Appendix 2: Student worksheet
How to Make Goat Milk Soap

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