

PEDAGOGIC GENRE ANALYSIS: A MODULE FOR COPY-WRITING

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ABSTRACT

Genre analysis has established its place in linguistic research on academic and professional genres but applications of the findings have not been maximised in language pedagogy. This paper attempts to establish pedagogic genre analysis with the main objective of demonstrating how the results of genre analysis can be successfully employed in language instruction. The analysis is based on Bhatia's framework for identifying generic moves followed by a grammatical analysis on a corpus created from 20 print brochures from Malaysian universities. The results were presented in a detailed module specifically developed for teaching copy-writing for corporate brochures, a genre-based instruction (GBI) in ESP. The module was pilot-tested, improved and used with groups of students in the faculty of communication studies in a Malaysian public university. Findings of the pilot study and the actual study reveal the success of the module and hence GBI in improving students' writing skills thus creating interest in the ESL/ESP classrooms. The main contributing factor to the success is the genre knowledge that the teacher possesses.

Keywords: genre analysis, pedagogy, public relations, copy writing, module

1. Introduction

Analysing genres with the aim of investigating their linguistic composition started way back in the sixties when Halliday et al (1964) called upon linguists to conduct detailed studies on specific language for specialised professions before starting to produce teaching materials. This call inadvertently gave birth to English for Specific Purposes (ESP) although this term was not used then. Work on ESP was later continued by Swales (1985) and Hutchinson and Waters (1987). A decade later, Jordan (1997) put forward the development in ESP mapping the different branches but specifically highlighting the two main branches of English for Academic Purposes (EAP): English for Specific Academic Purposes (ESAP) and General Academic Purposes (EGAP). Exploration into the potential of ESP for pedagogical implication was expanded further by Dudley Evans and St John (1998).

Tracing analyses of language use alongside the development of ESP revealed a substantial amount of research conducted covering academic, professional and even social genres although more literature on academic genres has been recorded including theses and dissertations (e.g. Bunton, 2002; Hopkins and Dudley-Evans, 1988); research articles (e.g. Martin, 2003; Cheng, 2008) and academic transactions (e.g. Flowerdew and Dudley-Evans, 2002). Literature in professional genres is also gaining popularity with more investigations on language in the various professions: business, law, engineering, medicine and etc. Clearly much has been accomplished as far as language use is concerned but most of these studies merely recommend some pedagogical implications or what can be done with the results of the analyses of the genres in question. Thus far none has explored in detail how to implement results of a genre analysis in a module for teaching professional or technical writing as undertaken in this paper. Pedagogic genre analysis posits analysing the structure and the linguistic construct of a particular genre for the purpose of language teaching.

2. Related Literature

2.1 Challenges for ESP Practitioners

Teaching ESL or ESP to students in the different academic programmes at tertiary level has always been challenging. To succeed, ESP teaching requires teachers to ‘encroach’ into the disciplinary ‘territories’ (Osman, 2007) and in most cases can be a daunting task. To be effective and as part of their preparation particularly in universities offering interdisciplinary academic programmes, ESP practitioners need to consider three crucial factors. First, ESP practitioners need to familiarise themselves with the subjects of the disciplines (Scollon *et al*, 1999). This includes being well-versed in the requirements of the disciplines and the discursive practices of the professions at the receiving end of the students’ academic programmes (Faigley and Hansen, 1985). This is accomplished by acquiring knowledge of the code (Bhatia, 1997) including the repertoire of genres used in a profession and the occasions they are used in. Conducting a survey to determine the future writing needs of university students as undertaken by Flowerdew (1993); Louhiala-Salminen (1996); and Scollon *et al* (1999) will provide an indication of the range of genres that the students encounter and are required to produce during their studies in preparation for the real world of work.

Secondly, these practitioners need to acquire knowledge in the discursive practices of the disciplines (Mavor and Trayner, 2001) or professions in order to achieve generic competence (Bhatia, 2003). With this competence, they are able to participate in a specialist communicative event as well as to acquire procedural knowledge and social knowledge

(Bhatia, 1997: 137). Genre knowledge includes understanding the communicative purpose(s) and the structural organisation of genres while procedural knowledge refers to knowledge in the procedures involved in producing a genre. These procedures refer to the tools required and the methods and the interpretive framework practised in the discipline or profession. Social knowledge includes the rhetorical and the conceptual contexts in which the genre is used. This knowledge will be a powerful pedagogic tool for teachers and will definitely improve their credibility as ESP practitioners.

Teaching language for specialist genres can be another challenge. It is beyond doubt that language teachers have been trained in English grammar and equipped with linguistic competence. However, there is a large probability that they do not know the specialist grammar of certain professional genres as there are differences between everyday language and specialist language. This does not only occur at lexical level but also at lexicogrammatical, semantico-pragmatic and discoursal levels such as using specific lexicogrammatical features to carry typically genre-specific values in specialised contexts (Bhatia, 1997:136-137). Thus, ESP practitioners should equip themselves with the specialist grammar (Bhatia, 1997, Osman, 2005), the third factor to be considered by ESP practitioners. They need to be aware of the specialist meanings and the genre-specific restricted values of the professional genres they are teaching as this will give them the confidence to handle the specialist genres.



2.2 Collaborative Teaching and Learning

Research has shown that the learning environments in ESL/ESP classes are different from classes in the disciplines (Harklau, 1994; Leki and Carson, 1997). Students take ESL or ESP writing courses at tertiary level as part of the requirements in their academic programmes and they are more interested in developing writing skills which are meaningful and beneficial for them to use in their future careers (Mavor and Trayner, 2001). They need writing skills for the real world (Mansfield, 1993) of work and for a real audience (Johns, 1993). This calls for collaborative teaching as explored by Barron (2002) and Kaufman and Grennon Brooks (1996) where ESP practitioners discuss with the faculty members to find out what type of writing is required by the students and how writing is taught in the students' discipline (Leki and Carson, 1997) and then work towards aligning these requirements in ESL/ESP writing (Mavor and Trayner, 2001). This will help students view ESL/ESP writing classes as “helping them to develop linguistically ... and to learn to encode in their writing a reality that cannot be altered to suit linguistic skills but must be grappled with in order to explain some

phenomenon” (Leki and Carson, 1997:61). This type of collaborative teaching can be accomplished with the approach advocated in this paper – genre-based instruction (GBI).

Genre-based instruction also encourages collaborative learning. This is when students are assigned to work together to produce ESP tasks (Osman, 1997), a type of collaboration that takes place in real-world writing (Bhatia, 1999; Gollin, 1999). For instance, the task of designing and producing brochures will involve a number of people who have different roles to play and who need to collaborate in order to complete the task and to meet deadlines. Students enjoy being exposed to real work situation with real language use as they feel the need to know the language they will use in their future professions. This in itself encourages participation and subsequently, interest in ESAP.

2.3 Classroom Application

Interest in ESL writing class has always been an issue (Jordan, 1997; Nunan, 1999) leading to research on learning styles and learning strategies. The importance of linguistic research in the practice of language teaching has often time been discussed (Bhatia, 1997). The findings inform teachers of the empirical evidence required in language instruction. There have been contributions from linguistic research including that of genre-based research, while advocates of the genre movement are more confident that genre-based instruction is capable of addressing the issue of lagging interest in ESL writing. Similar contention is advocated in this paper: employing a genre-based writing instruction at tertiary level as this type of instruction involves students constructing the type of genres they need to finally produce in their academic programmes (Dudley-Evans and Flowerdew, 2002).

Genre-based teaching and learning is not a new trend and it is definitely not limited to ESP or EAP. It is also a popular teaching approach for teaching literacy and a number of websites for this type of instruction are available on the internet, evidence of the accessibility and the practicality of the approach. The genre-based approach in writing instruction at college or university level is more an ESAP context than an EGAP one. ESAP may not be able to cater to the whole range of genres future graduates will encounter in the course of their career but a genre-based instruction will provide guidance in how to approach and understand these genres and consequently produce these genres effectively. Genre-based instruction prepares students for real-world writing (Mansfield, 1993) which will consequently create interest in the ESP classroom and provides students with the confidence to handle specialist genres. This has prompted many ESP practitioners to embark on this instruction within both

the ESL and the EFL contexts (e.g. Henry and Roseberry, 1998; Burns, 2001; Mavor and Trayner, 2001; Osman, 2004).

This paper advocates for a genre-based instruction (henceforth GBI) for teaching ESL/EFL writing based on existing models developed by Bhatia (1997) and Cope and Kalantzis (1993). Bhatia's model is concerned with the cognitive processes (C) of the genre-based instruction while Cope and Kalantzis's model focuses more on the physical processes (P). The stages of instruction in the two models are merged resulting in a perfect combination of the cognitive processes and the physical processes complementing each other and taking the following form:

Genre-Based Instruction

- | | |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stage 1 | - Guiding learners to understand the code of specialist genre (C)
- Exposing learners to the models of target genre (P) |
| Stage 2 | - Guiding learners to acquire genre knowledge associated with the specialist culture (C)
- Guiding learners to analyse the structural patterns (P) |
| Stage 3 | - Developing learners' sensitivity to the cognitive structuring of specialist genres (C)
- Providing learners with practices to construct the genre (P) |
| Stage 4 | - Guiding learners to exploit generic knowledge of a repertoire of specialist genres by becoming informed users of the discourse of their chosen field (C)
- Assigning the learners to independently construct the genres (P) |

For the purpose of discussion, this paper establishes the objectives of GBI as to:

- guide students to understand the writing process by identifying the communicative purpose of the genres,
- raise the students' awareness of the rhetorical structure of genres and the linguistic features associated with the genres,
- foster students' expressions of an emerging professional identity by selecting the genres related to the students' future work practices, and
- develop students' interest in EFL/ESAP writing.

3. Method

To accomplish the genre-based instruction discussed above, a discipline-based module was developed following the procedures below:

- A corpus of 20 university brochures was created and analysed based on genre analysis (Bhatia, 1993) taking the perspectives of public relations, advertising and publishing into consideration.
- The generic structure and the communicative function of the brochures were identified (Osman, 2005) and used as the basis to develop the module.
- The grammatical items peculiar to the genre were identified and used as teaching items in the module.
- A classic example of brochure format was identified and used as an example in the module. The format was combined with the existing genre-based models for teaching writing.
- A module was developed based on the following prompt:
You are working in the Public and Corporate Relations Department of a university.
You have been assigned to design a brochure for the university to be published and distributed on the university's open day. Write the copy.

4. Generic structure of brochures

The results of a genre analysis conducted on 20 brochures from Malaysian universities indicate the generic structure of these brochures as consisting of ten moves (Osman, 2005). The moves and their descriptions are provided in Figure 1 below. Moves **I**, **C**, **L**, **D**, **J**, **E** and **S** have been identified as obligatory while Moves **A**, **T**, and **V** are considered as optional occurring in between 67% and 91% of the brochures. The module developed in this paper includes three of the obligatory moves: Establishing credentials (**C**), Locating the service (**L**) and Justifying the service (**J**). Results from further analysis on grammatical items in the brochure texts can be obtained from Osman (2005). Some of these results are applied in the module.

<u>Moves</u>	<u>Description</u>
Identifying the Service (I)	Providing the name of the university together with the university crest or logo
Attracting reader attention (A)	Stating the university motto and/or slogan
Targetting the market (T)	Stating the vision, the mission, the objectives and/or the philosophy of the university
Establishing Credentials (C)	Describing the university, with the historical background and/or the present status
Locating the Service (L)	Describing the location of the university including the size of the campus
Describing the Service (D)	Describing the academic programmes offered in the different faculties in the university
Justifying the Service (J)	Describing the facilities available in the university to support the academic programmes
Indicating the value of Service (V)	Describing the entry requirements, duration and fees charged per semester
Endorsing the value of Service (E)	Describing the career opportunities for graduates, awards and international recognitions
Soliciting Response (S)	Providing contact addresses, telephone numbers and email addresses and websites for further inquiries as well as the personnel in charge

Figure 1: Generic Structure of University Brochures

5. The Module

A module has been developed specifically for ESL students at undergraduate level taking a course in Writing in Public Relations (PR) where students are required to produce a number of genres categorised as PR genres. The syllabus for the course includes ten topics to be completed within 14 weeks with four contact hours per week allowing four to six hours to cover each topic. One of the PR genres included in the syllabus is brochure, both informative and promotional types and the module developed and discussed in this paper is for producing either type of brochures. The module has been designed for an ESL class but at the same time to fit in the syllabus of Writing in Public Relations.

Implementation of the module requires that the teachers have a basic knowledge in genre analysis. The schedule for the instruction has been prepared according to the stages of a genre-based model (Bhatia, 1997) and has been designed into six one-hour sessions to enable teachers to fit the module into any class schedule. For each stage, carefully planned explanation has been provided followed by instructions for both the teachers and students which are not necessarily prescriptive. Finally, the expected learning outcomes after every stage have also been stated. The complete module is provided below.

MODULE FOR PRODUCING BROCHURE COPY

The Task: Design a brochure for a university to be distributed to the public during the university's Open Day.

The Objectives: At the end of the module, students should be able to:

1. understand the generic structure of brochures
2. use the genre knowledge to produce brochures
3. use appropriate writing strategies for brochures
4. use appropriate grammatical items for brochures

The Schedule:

STAGE	DURATION	TASKS
1	1 Hour	Introducing brochure writing Discussing sample brochures Identifying the communicative purpose(s) (functions) of brochures Identifying characteristics of brochures Identifying writer-audience relationship
2	1 Hour	Discussing contents of sample brochures Identifying and describing the moves Examining the brochure copy format Examining the possible writing strategies
3	4 Hours	Brainstorming a brochure copy Identifying the grammatical features Drafting the contents of the brochure Drafting the text based on the moves
4	-	Producing final brochure independently (usually assigned as a take-home project)

Stage 1 (1 hour)

Explanation: Generally, the aim of using a genre approach in language teaching is to develop the learners' generic competence. To achieve this, learners need to be exposed to the knowledge of the code as this knowledge is the pre-requisite that develops communicative expertise in specialist discourse (Bhatia, 1997). Knowledge of the code of the target genre includes knowing the communicative goals of the discourse community and being able to

identify the communicative purpose of the genre. Good samples of the target genre should include the typical writing conventions in the profession so that learners are able to identify the rhetorical structure or the structural organisation of the genre that they are required to produce.

Instructions to Teachers:

1. Display five or six samples of different types of brochures to the students.
2. Include both promotional and informative brochures.
3. Ask students to identify the types of brochures.
4. Display selected samples of brochures from public and private universities.
5. Distribute copies of the samples to the class.
6. Discuss the functions and characteristics of sample brochures (Refer to Figure 2).
7. Discuss the target audience of the brochures.
8. Instruct students to search (the internet) for more samples.

Instructions to Students:

1. Scrutinise and identify the types of brochures displayed.
2. Scrutinise the samples of university brochures.
3. Identify the functions and characteristics of brochures.
4. Identify the target audience of the brochures.
5. Find more samples of print or electronic brochures from other universities.

Expected Learning Outcomes:

1. Ability to identify the difference between promotional and informative brochures.
2. Ability to identify the functions, the characteristics and the target audience of brochures.

Stage 2 (1 hour)

Explanation: Besides having knowledge of the code, an effective writer in a profession must be competent in genre knowledge i.e. knowing the rhetorical procedures and the appropriate conventions typically associated with the genres in that particular profession. This form of genre knowledge is known as “situated cognition” which appears to be inextricable from professional writers’ procedural and social knowledge (Berkenkotter and Huckin, 1995:13).

Instruction to Teachers:

1. Discuss and finalise the contents of university brochures.
2. Guide students to translate the contents into rhetorical moves.
3. Illustrate with structural analysis on sample brochures conducted earlier (Refer to Figure 1).
4. Discuss the frequency and sequence of moves across the sample brochures.
5. Compare with brochure copy format (E.g. Bivins, 1996 pp 102-105).

Instruction to Students:

1. Identify the rhetorical moves (common sections) in the sample brochures.
2. Examine the pattern of moves to identify the frequency and the sequence across the sample brochures.
3. Compare the structure with samples of brochure copy format.
4. Brainstorm the brochure copy to be produced.
5. Decide on the length of the text and the number of panels or pages.
6. Discuss and finalise the contents for the brochure (the number of moves).

Expected Learning Outcomes:

1. Ability to identify the writing conventions in brochures:
 - the rhetorical move-structure in brochures
 - the frequency and sequence of moves
2. Ability to plan a brochure copy

Stage 3(a) (1 Hour)

Explanation: This stage (if possible all stages) is more effectively carried out in a multi-media lab or a computer lab as students are encouraged to refer to information on the internet. At the same time, collaborative writing (Gollin, 1999) can be done when the writing assignment is projected on the screen so that all the students have the opportunity to participate in and contribute to the task while the scribes key in the final decision. The writing stage starts with the first obligatory move *Establishing Credentials*. Students need to be guided in the writing strategies and the grammatical features for this specialist genre.

Instruction to Teachers:

1. Assign one (or two) scribe.
2. Provide samples of *Establishing Credentials* in brochures (refer to Figure 3 for example).
3. Discuss the type of information usually included to establish the credentials of a university.
4. Discuss the strategies used in sample brochures
5. Highlight some grammatical features used to establish credentials.
6. Guide students to draft *Establishing Credentials* based on the template in Figures 4 and 5.

Instruction to Students:

1. List the information used by universities to establish their credential.
2. Write the section for establishing credential.
3. Refer to samples provided for writing strategies (refer to Figure 3).
4. Use Template 1 (Figures 4 and 5) to start writing the copy

Expected Learning Outcomes:

1. Ability to refer to samples and identify the writing strategies
2. Ability to explore and exploit the strategies to write the moves/sections.

Stage 3(b) (1 Hour)

Explanation: This stage is carried out in the same mode as Stage 3(b) continuing to write the next two obligatory moves, *Locating the Service* and *Justifying the Service*.

Instruction to Teachers:

1. Provide examples of *Locating the Service* in the sample brochures (refer to Figure 6 for example).
2. Discuss the strategies used to provide the location or to describe the campus.
3. Discuss the grammatical features in this section.

Instruction to Students:

1. List the information used by universities to provide their location or to describe the campus.

2. Use the template for *Locating the Service* in Figures 7 and 8 to draft the section.

Expected Learning outcomes:

1. Ability to refer to samples and identify the writing strategies
2. Ability to explore and exploit the strategies to write the moves/sections.

Stage 3(c) (1 Hour)

Explanation: This stage is carried out in the same mode as Stage 3(c) to write *Justifying the Service*.

Instruction to Teachers:

1. Provide examples of *Justifying the Service* in the sample brochures (refer to Figure 9 for example).
2. Discuss the strategies used to describe the services provided by the university including the visuals.
3. Discuss the grammatical features in this section.

Instruction to Students:

1. List the information used by universities to provide their location or to describe the campus.
2. Use the template for *Justifying the Service* in Figure 10 to draft the section.

Expected Learning outcomes:

1. Ability to refer to samples and identify the writing strategies
2. Ability to explore and exploit the strategies to write the moves/sections.

Stage 3(d) (1 Hour)

Instructions to Teachers:

1. Inform students to include other sections in the brochure not discussed earlier.
2. Exemplify with some examples in the samples discussed in Stage 1.
3. Assign students to look for writing strategies used.

Instructions to Students:

1. Complete the brochure copy by filling in other sections not discussed earlier.
2. Examine the samples provided in Stage 1 and confirm with Figure 1.
3. Examine the writing strategies used.

Stage 4

Explanation: Competent professional writers have the generic competence, the professional competence and the social competence (Bhatia, 2003) to enable them to perform their task effectively. They are able to exploit their genre knowledge and even have the liberty to use this knowledge for creativity to achieve maximum effect.

Instruction to Teachers:

4. Assign students to produce a final copy of university brochures.

Instruction to Students:

1. Produce a final copy of a university brochure.
2. Use the knowledge you have gained and your creativity.
3. Work individually or in a group (of not more than four).

Expected Learning Outcomes:

Ability to exploit and to apply genre knowledge in writing a brochure copy

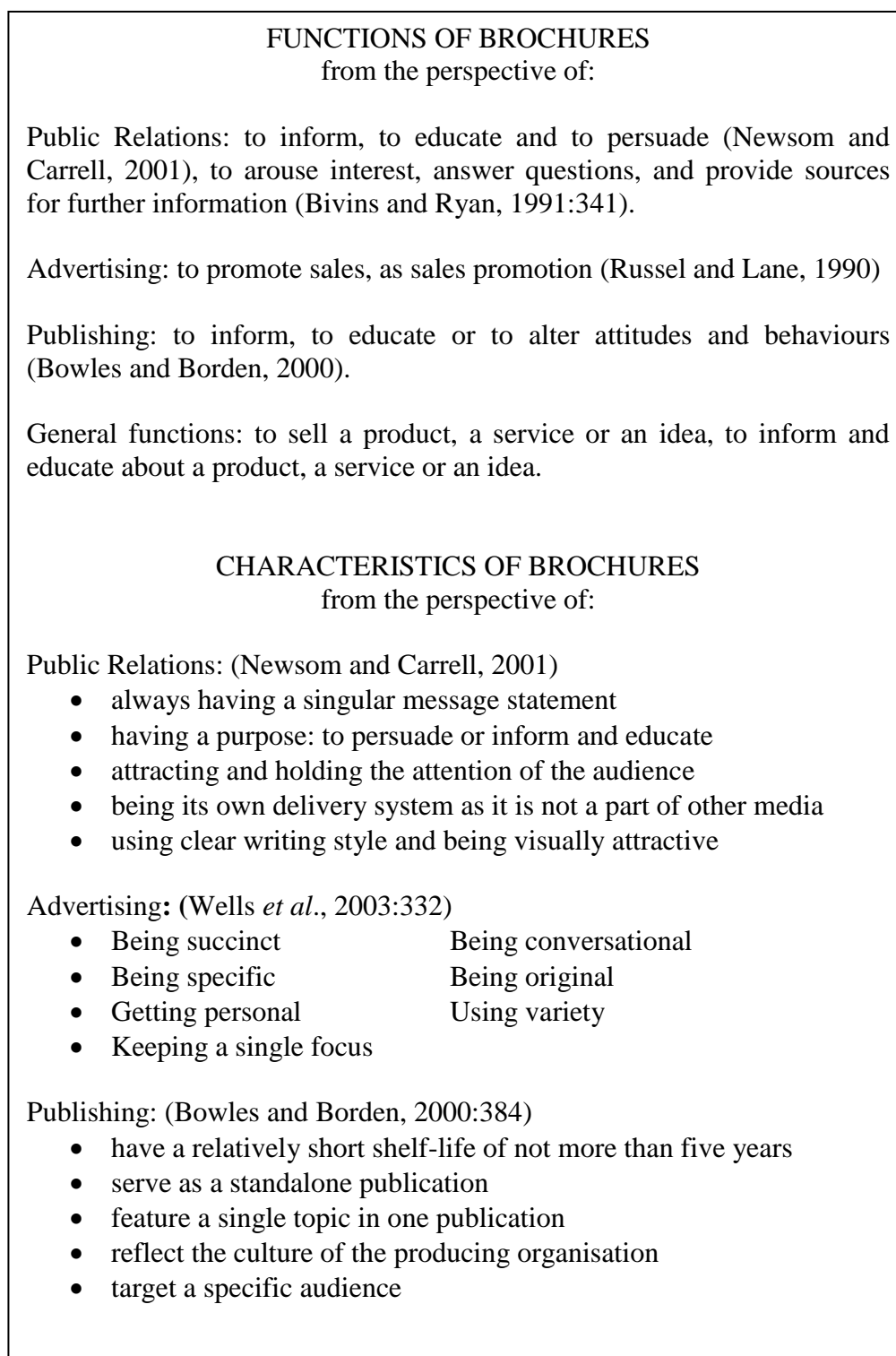


Figure 2: Functions and Characteristics of Brochures

TEXT	STRATEGIES
<p><i>Universiti XXX</i> was established for the pursuit and development of management education focusing on management, accountancy, economics, information technology, public management, human resource management, entrepreneurial development, tourism management, social development, bank management, finance, education management and international affairs management.</p>	<p>Providing historical background: Providing reason for establishment</p>
<p>The University is a catalyst for regional growth in the northern region of Peninsula Malaysia. Besides teaching and research, the University also contributes to the social, economic and intellectual growth of the region through various community projects.</p> <p>The University hopes to achieve to be the world class management university by the year 2005. In its effort to achieve that, the University will enhance the infrastructure and further develop its academic programmes especially in management, IT, marketing, banking and finance.</p>	<p>Highlighting present status: Highlighting achievement</p> <p>Indicating quality service</p>

Figure 3: A sample of *Establishing Credentials*

Establishing Credentials

Instruction: Write the section to establish the credentials of the university.

Sub-heading: _____

1. Providing historical background:

Research information for:

a) Date of establishing the university: _____

b) Reasons for establishing the university: _____

Use samples of grammatical structure provided below as a guide to write.

a) Common words to provide historical background of the university:

Nouns: history, pioneers, foundation, establishment, education, university, students, theory, practice, knowledge, courses

Verbs: establish, found, pave, trace

Adjectives: humble, temporary, increasing

b) Common tenses: Past tenses: (E.gs.)

i) The establishment of XXX finally (became) a reality and was enacted as incorporation Order of the *DYMM Yang DiPertuan Agung* under the Universities and University College Act 1971.

ii) The XXU was established with the primary objectives of providing quality education and training, ...

Active form - (became)

Passive form - was enacted, was established

Figure 4: Template for *Establishing Credentials* (1)

Establishing Credentials

2. Highlighting present status:

Research information for:

a) Achievements of the university: _____

b) Niche areas of the university: _____

c) Quality services provided by the university: _____

Use samples of grammatical structure provided below as a guide to write.

a) Common words to highlight present status of the university:

Nouns: programmes, education, faculties, quality, excellence, achievements, development, research, scholarship, instruction, academicians, aspirations, focus, recognition, graduates, enrolment, technology

Verbs: provide, encourage, offer, conduct, contribute, believe,

Adjectives: international, academic, committed, recognized, post-graduate

b) Common tenses: Present tenses: (E.gs.)

i) Research in XXX is largely supported by Public Funds and the University (has established) several facilities in order to upgrade its R&D capabilities.

ii) The programmes offered in XXX (are) multi-disciplinary in nature, and therefore, (fulfill) most industrial requirements.

Active form - (has established), (are), (fulfill)

Passive form - is largely supported by

Figure 5: Template for *Establishing Credentials* (2)

TEXT	STRATEGIES
<p><u>The Kuala Lumpur Campus occupies 700 acres</u> in a valley in the hilly district <u>of Gombak just outside Malaysia’s capital city.</u> Its elegant Islamic-style buildings, painted blue and beige, are surrounded by green-forested limestone hills that have always attracted local city folk and tourists with a penchant for photography. It is no wonder that the university describes itself as “A Garden of Knowledge and Virtue.”</p>	<p>{Indicating the size} Providing the location Describing the location</p>
<p>Accessibility to Kuala Lumpur is made easy not only by efficient bus and taxi services, but also the close proximity to the campus of a light rail station.</p>	<p>Accessing the location</p>
<p>About 250 kilometres east of Kuala Lumpur is the <u>Kuantan Campus</u>, 1,000 acres of a virtual garden nestled within a valley surrounded by thick forest. This is where the <u>Medical, Science and Pharmacy faculties are located.</u> Kuantan is the capital city of Pahang, the greenest state in peninsular Malaysia and geographically the largest. It is one of the main communities on the Malaysian East Coast, famous for its clean white beaches and a favourite destination of both local and foreign tourists. This campus is as well-equipped as the Kuala Lumpur campus.</p>	<p>Providing the location {Indicating the size} Describing the location</p>
<p>The physical facilities feature architectural themes that are generally similar those of the Kuala Lumpur campus, but there are distinguishing motifs that imbue the Kuantan campus with a character that makes it distinctive and yet remain unseparated from the XXX order.</p>	

Figure 6: A sample of *Locating the Service*

Locating the Service

Instruction: Write the section to provide the location or to describe the campus of the university.

Sub-heading: _____

1. Indicating the location - Research information on:

a) the exact location of the university: _____

b) how to access the campus; the routes and the transportation:

Use samples of grammatical structure provided below as a guide to write.

a) Common words to provide information about the location of the university:

Nouns: campus, accessibility, surrounding, greenery

Verbs: is located, is situated, nestled in

Adjectives: accessible, conducive, lush, rich,

b) Common tenses: Present tenses (E.gs.)

Describing the exact location:

i) The university campus is located at Sintok, 48 km north of Alor Setar and 10 km east of Changlun, a small town on the North-South Highway.

ii) The present facility is located on a 50-hectare site in Jenjeram Hulu, 30 minutes away from KLIA.

Figure 7: Template for *Locating the Service* (1)

Locating the Service

2. Describing the location - Research information on:

a) the size of the campus: _____

b) the scenery in the campus: _____

Use samples of grammatical structure provided below as a guide to write.

Accessing the campus:

- i) Accessibility to Kuala Lumpur is made easy not only by efficient bus and taxi services, but also the close proximity to the campus of a light rail station.
- ii) It (is) also accessible via the major highways linking KLIA in the south, Kuala Lumpur city to the east and Port Klang on the western side of the Shah Alam Campus.

Indicating the size:

- i) The Kuala Lumpur campus (occupies) 700 acres in a valley in the hilly district of Gombak just outside Malaysia's capital city.
- ii) The University campus in Serdang is set on a 1,200-hectare campus.

Describing the scenery in the campus:

- i) The campus with its tropical setting of lush greenery (exudes) an atmosphere most conducive to learning ...
- ii) Its peaceful environment, wide open spaces and abundant lakes (make) these serene surroundings an ideal place to study.

Active form - (is), (occupies), (exudes), (make)

Passive form - is located, is made, is set

Figure 8: Template for *Locating the Service* (1)

TEXT	STRATEGIES
<p>Students are accommodated in ten college hostels, which cater mainly diploma-level students. However, campus housing is not guaranteed. Houses in the vicinity of Shah Alam are available for rental, and this is done with the assistance of the Student Affairs Department.</p>	<p>Describing accommodation</p>
<p>Every faculty is equipped with state-of-the-art computer laboratories and facilities to serve students and they provide excellent avenues for global internet access and professional and semi-professional academic training.</p>	<p>Describing IT facilities</p>
<p>XXX's Tun Abdul Razak Library is one of the largest and most modern libraries in the country. Located in its four-storey building is a collection of more than 500,000 books and 2,109 periodical titles. Book loans are efficiently conducted through the computerised SISPUKOM on-line technology, another XXX brainchild.</p>	<p>Describing library facilities</p>
<p>For co-curriculum and leisure activities, students can choose from a variety of sports, such as soccer, hockey, <i>takraw</i>, tennis, archery. The sports centre consists of a tartan-tracked and flood-lit stadium, a gymnasium, a covered swimming pool, and a rifle range for target practices, usually conducted by the university's Reserve Officers Training Unit. Students are also encouraged to join the various social and cultural clubs, including participating in cultural performances and art shows.</p>	<p>Describing facilities for co-curricular and leisure activities</p>
<p>The campus has a myriad of amenities which includes a health and dental clinic, an Islamic Centre and a mosque, a bank, a post office, and cafeterias. Students are also encouraged to run small businesses at special booths located at a bazaar near the main library.</p>	<p>Describing other services provided</p>

Figure 9: A sample of *Justifying the Service*

Justifying the Service

Instruction: Write the section to provide information about the facilities and services to support the academic programmes offered by the university.

Subheading: _____

1. Identifying the facilities: _____

2. Describing the facilities: _____

3. Selecting visuals to support the description: _____

Use samples of grammatical structures in the Information Sheet attached as a guide to write.

a) Common words to describe the facilities available on campus:

Nouns: facilities, convenience, infrastructure, library, classrooms, stadium, laboratories, system, internet, network, accommodation

Verbs: offer, provide, accommodate, encourage, equip

Adjectives: state-of-the-art, efficient, computerized, up-to-date, available

b) Common Tenses: Present tenses (E.g.s.)

i) The library of XXX is said to be one of the beautiful academic libraries in the country.

ii) A well-equipped student health centre (provides) medical and dental health services for all XXX students.

iii) The University (provides) computer laboratories located in various academic buildings within the campus giving students a wider choice of points for information access.

iv) XXX (offers) the convenience of on-campus and off-campus living for its students in both campuses.

v) The University is equipped with state-of-the-art teaching and testing laboratories, and workstations for computing and simulation work.

Active form - (provides), (offers)

Passive form - is said, is equipped

Figure 10: Template for *Justifying the Service*

5. Discussion

5.1 The Instruction

The module presented above was pilot tested earlier with a smaller group of students. At the end of the instruction, the students reported that they benefitted from the experiment as they were given guidance on how to identify the appropriate moves and strategies in conceptualising a corporate brochure for a university. They had never experienced using rhetorical move and socio-cognitive strategies in their writing assignments and expressed preference for such an approach in their writing class. They were familiar with the conventions of the brochure-genre, although not all. They produced the final copy of the brochure, exhibiting most of the moves identified for the genre earlier in the study.

The module was improved based on experience and self-assessment from the pilot study and used with another group of students attending a bachelor degree in Public Relations. As part of the preparation for teaching, the structural organisation of the brochure copy has been identified and the decision about the classification of moves (Dudley-Evans, 1994) has been made based on knowledge of the specialist code. It is easy to demarcate the structural moves in the brochure copy where five rhetorical moves have been identified: the headline (Move 1), subheads (Move 2), copy (Move 3), kicker (Move 4) and visuals (Move 5). The moves have been identified based on the guidelines of copywriting for brochures (Newsom and Carrell, 2001).

Stages 1 and 2 of the module were carried out with care as the students were apprehensive that an ESL teacher was going to teach them a genre from their discipline. It may be beneficial to the teacher to just introduce brochures as a topic for the writing class but the teacher needs all the generic knowledge and specialist information in order to succeed in writing a genre from a specific discipline.

At Stage 3, the students practised writing the brochure copy using a sample copy format adapted from Bivins and Ryan (1991) and Bivins (1996; 1999). The purpose of using the sample brochure format is to align genre-based writing with PR writing practice (Mavor and Trayner, 2001). By using Bivins's (1996) copy format, the students were engaged in real world writing (Mansfield, 1993). For the original version, refer to Bivins (1996 pp102-105). Exposure to the format and deciding on the number of panels provided students with the knowledge of demarcation i.e. recognising the move structure and corresponding the moves with the sections in the brochure. Allocating a structural move to each section of the brochure copy allows a copywriter (experienced or novice) to employ cognitive processes to select the strategies in order to achieve his or her intent.

A few points were highlighted to the students, for example, to realise move 1, the copywriter has to use his background knowledge, i.e. the conventionalised approach in creating effective headlines for information brochures (as compared to headlines for newspaper articles or headlines for hard-sell advertisements). A trainee in copywriting or a student in an ESP writing course needs to know this specialist code (Bhatia, 1997). Therefore, students or trainee copywriters need to consider other elements that affect good writing (Raimes, 1983) such as the purpose of writing before creating the headline. Similar processes occur while realising the rest of the structural moves.

5.2 The Instructional Materials

The module includes examples of writing for the genre-type and a set of templates which are very generic in nature and which can be used to teach other genres. As with any approach, the teacher can add his/her own examples to further explain and exemplify the genre type. For example, visuals play a very crucial part in attracting reader attention and both PR and Advertising pay a lot of attention to them. Students should be exposed to visuals used in brochures with regards to their communicative purposes. In this module, however, the teacher only guided students in writing the captions for the selected visuals as the selection and the rationale of selecting visuals were covered in the students' own courses.

The teacher should also exploit the templates to his/her advantage. The students can be asked to write in a group or individually. The grammar items provided in the template can be extended based on the sample texts. There have been comments that this approach may be rigid and that students may tend to depend on teachers' input. This may not be necessarily so as all the students in the class can participate in the writing exercise when the teacher conducts group writing in the computer lab.

5.3 The Success

At the final stage of the instruction using this module, the students would have acquired some genre knowledge and the grammatical features typically used in university brochures. The students were guided in exploiting their generic knowledge in order to produce brochures based on their own concept and creativity. They were then assigned to independently produce a brochure for a university. The students were allowed to work individually or in groups of three or four. This is in line with the real work situation, where the task of producing brochures is done by a team comprising members from different professions (Public Relations, Publishing and Advertising) working together. The teamwork

in the classroom exemplifies real world writing (Mansfield, 1993) involving collaboration (Barron, 2002; Gollin, 1999) among team members.

In the entire process of producing a brochure, the final copy is the most important as this is the copy that is presented to the client for approval. The final copy includes texts and layout. Before the final copy can be presented to the client, copywriters work on the initial copy indicating headlines, subheads, visuals and copy blocks (texts) in the order in which they appear in the final copy. This is called the brochure copy format and copywriters employ writing strategies to create the brochure copy.

A survey was conducted amongst these students who participated and the findings reveal the success of the module in guiding students to write a brochure copy using the genre based approach. 100% of the students stated that they understood the objectives of using the approach. 83.9% understood the conventions (moves) required in writing brochure copy, while 53.4% stated that they followed the conventions closely. 100% agreed that the approach helped them organise the content in the process of writing the brochure copy. Although only 42% of the students stated that they were able to identify the obligatory moves and the optional moves in university brochures and only 59% were confident enough to state that they would be able to create their own version of the brochure, the more significant finding is that 93% of the students stated that the approach helped them with the language use for writing a brochure copy and that they preferred this approach in their writing class.

The success of the approach, GBI, can also be seen in the collaborative effort among the students. At every stage, they had to quickly think in their small groups before throwing their ideas to the whole group. Further, GBI employs both the process approach and the product approach in writing. Throughout the instruction, the students were allowed and even encouraged to refer to sample brochures from other existing universities. This modelling process is similar to the product approach. Once the students were familiar with the product, they were able to understand the process better as they had an idea of how to use it as a guide. With this, they were able to manipulate the generic structure to create their version of the brochure. With this kind of preparation in genre knowledge, an ESP teacher will be more confident to discuss a genre from another discipline that ESP students are likely to have more background knowledge in. Students enjoy discussing their academic genres more in an ESL/EAP writing class.

Consulting sample brochures and surfing the internet for more examples to be used as a guide before writing are part of copywriting in the real world. Most importantly students were able to select appropriate materials. Except for visuals, other materials were downloaded

from the internet, referred to and rewritten where appropriate. This requires the skills of paraphrasing and summarising which most of the students would have learned in the earlier part of their course. Working in groups was very much encouraged in this module, as this is the situation in real world writing where the personnel work as a team to produce brochure or other advertising copies.

6. Conclusion

Although there is widespread research based on the genre theory, neither the findings nor the theory has been much explored especially in the field of education. Genre analysis has not been explored for an educational context although the insights it provides into language structure and functions have many useful educational applications (Coffin, 2001). This has also been noted by Johns (2002) in which she cited two conferences by the Association of Applied Linguistics (AILA) where most of the papers presented on genre theory either “sidestepped or downplayed” (p 237) the pedagogical implications.

As demonstrated with the module in this paper, genre-based instruction is certainly neither a rigid, formulaic way of constructing particular texts nor a mechanism and an unthinking application of formulas (Kay and Dudley-Evans, 1998). Instead students can learn through the process of writing by understanding the process and knowing how the end product looks like. It is hoped that by analysing professional genres and relating the analysis in a genre-based instruction, ELT and in particular, ESP practitioners will have an insight into their useful pedagogical implications.

This paper is based on a strong premise that this module is generic in nature which can be applied to teach other genres or sub-genres. Although the paper presents a module developed based on genre analysis to teach writing skills to Public Relations students in copy writing for brochures, the module can be used to teach other genres in any discipline. The module will create opportunities for both teachers and students to explore GBI in an ESAP context, to experience writing by understanding rhetorical moves and the specialist grammar together with the writing strategies to realise the moves. This certainly goes to show the benefits of genre analysis as the basis for writing instruction, echoing what is posited in this paper, pedagogic genre analysis.

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