

## **Genre-Based Instruction and Korean College Students' Development of Expository Writing in English\***

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The study examined how genre-based instruction had an influence on Korean students' development of expository writing in English. The participants of the study were nine college students who took a composition course in the spring semester, 2011. They were taught how to write exposition based on the genre-based pedagogy. The participants' writings and their responses were collected and analyzed after the treatment. The data of writings were analyzed in terms of the length, text structure, theme development and grammatical features including modality, voice, and connectives. The results of analyses revealed that the genre-based instruction significantly contributed to the Korean learners' development of writing expositions in terms of the growth of the text length, text structure and development, and appropriate use of grammatical devices. It was revealed, in particular, that the genre-based instruction helped the learners of lower writing ability improve their expositions. The findings of participants' writings and responses suggested that genre-based instruction could be an effective approach to help Korean learners of English to improve their writing abilities.

[English writing/English composition/genre-based instruction/expository writing/  
영어쓰기/영작문/장르중심지도/논술]

### **I. INTRODUCTION**

The ability to effectively communicate ideas and information in written text has been highly required for English learners in the era of globalization. However, learning and

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improving English writing ability is one of the most challenging aspects of English language learning. This may be partly because, in order to complete good writing in English, L2 writers need to have not only the knowledge of the language structures, topics, composing processes, but also understanding of the genre and the context of the writing.

In recent years new approaches to the teaching of English writing including the process-based approach have been applied in the classroom. Meanwhile, researchers and English teachers have tried to integrate different process-based procedures such as pre-writing activities, multiple drafts, and peer review in the classroom (H. J. Kim, 2000; H. Park, 2001, 2006; J. W. Lee & Y. J. Hong, 2001). However, process-based writing instruction is mainly concerned with individual writers' writing processes, claiming that the composing process is not linear or formulaic but rather individual and recursive. Naturally, it is not concerned with providing the L2 learner with explicit explanations of the ways language functions in social contexts and the ways that social context affects linguistic outcomes.

On the other hand, genre-based instruction claims that there are certain conventions between language and the social environment and that those can be taught in the classroom. Genre-based instruction to writing assumes that writing is an attempt to communicate with readers and that language patterns are used to accomplish a purpose, stressing that explicit and systematic explanation of the ways writing works to communicate in a particular context should be given to L2 writers. In this respect, genre-based teaching of English writing can give real benefits to adult L2 writers who have already writing strategies of their native language, but are not familiar with the conventions of grammar and form in the various contexts of writing in English (Badger & White, 2000).

However, so far little research has been done in using a genre-based approach to the teaching of English writing in Korea (S. Kim, 2010; K. Lee, 2006; H. Ryu, 2006; E. Shim, 2005). In addition, the little research has focused not so much as on the progress of L2 learners' writing ability through genre-based instruction as on the analyses of writing products of specific genres such as the research articles and rhetorical patterns of expository writing (S. Lee, 2001; H. Ryu, 2006; E. Shim, 2005). Thus, the present study took an aim to implement genre-based instruction to Korean college students and to examine how it affected their development of expository writing in English. The following research questions guided the present study:

1. How does genre-based instruction of writing affect L2 learners' expository texts in terms of genre-generic features and textual features?
2. How do L2 learners respond to genre-based instruction of English writing?

## II. THEORETICAL BACKGROUND

### 1. Genre-Based Instruction

Genre-based instruction of writing is based on the notion that individual writers produce their texts individually, but the texts always relate to a social context and to other texts (Knapp & Watkins, 2005). Thus its focus goes beyond language structures, subject content, and composing processes and textual forms to see writing as a communication with readers in social environments. Attending to discourse and contextual aspects of language use, it is concerned with teaching learners how to use language patterns to accomplish coherent, purposeful writing.

Genre-based instruction largely draws on the theory of systemic functional linguistics. Michael Halliday (1985) is the foremost functional linguist who proposed the relationship between the use of language and the social environment. He asserted a systematic relationship between social context and text, noticing that the internal organization of language corresponds to the external context of situation. Halliday developed three components to describe the relationships between context and text: Field, tenor, and mode. Field is the “ideational or representational” meaning in the text which is the content being talked or written about in the context, and tenor is the “interpersonal” meaning actualizing the social relations between participants in the context. Finally, the mode is the medium of the language event actualized in the text as “textual meaning”—spoken or written (Knapp & Watkins, 2005). For example, a casual letter between two friends can be applied to the three components of field, tenor and mode: The field or ideational meaning of the letter is probably everyday life or shared experience of them; tenor or interpersonal meaning is roughly equal; and the mode or textual meaning is informally written.

According to Halliday (1985), language users have developed very specific ways of using language to accomplish their goals. When a set of texts share the same purpose, they share the same structure, and thus they belong to the same genre. In a same vein, Swales (1990, p. 58) defines genre as “a class of communicative events, the members of which share a set of communicative purposes,” while Martin (1992) asserts that genre is a goal-oriented, staged social process because members of a culture have evolved to achieve goals and writers take more than one step to reach their goals. Thus, genre is a socially recognized way of writing to achieve a specific purpose.

From this perspective of language and genre, genre-based instruction of writing assumes that writing works to communicate with readers to perform a purpose, and there are specific conventions to follow to accomplish it, which can be taught in the classroom. Thus, unlike the process-based approach, it puts an emphasis on developing writing skills through understanding the purpose of a specific genre and analyzing the target texts. As

with this, genre-based pedagogy draws on Vygotsky's (1978) concept of Zone of Proximal Development, the area in which learners cannot perform independently but they can solve tasks with the teacher's or peer's assistance to advance to a higher level of ability (Hyland, 2003b). According to Vygotsky's theory, learning takes place from verbal interaction and task negotiation with a more proficient person within the zone of proximal development, and the more proficient person or the teacher in class has a central role on scaffolding learners' development. So, based on Vygotsky's learning theory, genre-based instruction of writing puts a strong emphasis on an explicit teaching of grammar and text through supportive interaction between the learners and the teacher.

## 2. Expository Writing

### 1) Text Structure

Each genre has a set of sequenced or selected stages in text. For example, in a well-structured narrative, events are organized in a temporal order. On the other hand, expository writing tends "to create a thematic structure in the reader's mind" instead of describing what happened (Berman & Katzenberger, 2004, p. 89). Thus expository writing shows a close interaction between the structure of discourse and the thematic content. The structure of expository writing depends on how the flow of information is constructed and the logical coherence and creativity of what the writer conveys.

The social purpose of exposition is to argue for one position of a certain issue, and it is the genre manifested in editorials, political argument, and students' essays related to various topics<sup>2</sup>. The schematic structure of expository writing is generally summarized like this (Macken-Horarik, 2002, p.22):

Stage 1: Thesis: proposes a viewpoint on a topic or issue

Stage 2: Arguments: the arguments are asserted and elaborated

Stage 3: Reiteration: returns to the thesis and concludes.

Expository texts begin from general to specific and back to general, explicitly articulating generalizations and then elaborating them by specific personal experiences or knowledgeable and informative explanations. Berman and Katzenberger (2004) characterize the openings of expository texts by two criteria: generalization and anchoring. According to them, the openings can be categorized as a) vague generalization detached

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<sup>1</sup> In this study, expository writing means texts presenting one viewpoint, sophisticated argumentative texts from different perspectives excluded.

from reality b) vague generalization anchored in the real world c) explicit generalization detached from reality d) explicit generalization anchored in the real world. Writers may developmentally proceed on a continuum from vague plus detached to explicitly generalized plus real-world anchored.

## 2) Linguistic Features

Exposition is a text type of arguing which is about interpreting the world and persuading readers of this interpretation with supportive evidence (Knapp & Watkins, 2005). So expository writing has genre-specific features of grammar that contribute to producing logical and coherent texts. The production of logical and coherent texts is achieved primarily by the generic structure of an argument: thesis, point/elaboration, and conclusion.

With the text structure, specific grammar features contribute to the coherent text of arguing. The appropriate use of cohesive devices such as connectives and reference strengthens the coherence of the text. Connectives are used to maintain logical relations and to link points. Temporal connectives (*firstly, secondly...*) are often used to order propositions in the preview or at other stages in a more complex argument. Causal conditional connectives (*because...*) are used to link points in the argument. Comparative connectives (*however, on the other hand...*) are used to introduce counterpoints. Connectives can also exemplify and show results, and are generally used in concluding statements to finalize argument.

Writers in exposition can rhetorically position readers into adopting particular ways of reading a text. For example, writers use grammatical resources such as modality, voice and nominalization to present a more objective argument. The personal voice is used to indicate a subjective opinion such as through the first person pronoun, *I*, or through the use of the second person pronoun *you*. The impersonal voice is used to indicate an objective opinion through the use of absolute statements or modalized statements like the examples below (Knapp & Watkins, 2005, p.189):

Packaging *is* essential in preserving and transporting products.

It *could* be argued that ...

Modality is used to position the writer and reader in different ways like these:

You *should* put rubbish in the bin.

It *will* make your class room look yucky.

The positioning of the reader is achieved by the use of modalities of obligation (*should*),

and probability (*will*) in the examples above. As the writers go into the later stage of development of expository writing, the writer is aware of effectiveness of the use of modalities by distancing himself/herself from a point of view.

Expository writing argues about abstract issues and conveys condense information in text, and as a result, nominalization is a distinctive feature used in expository writing to accomplish this. For example, derived abstract nouns such as resolution, negotiation, and acknowledgement appear frequently in expository writing (Biber, 1988).

Finally, mental verbs are often used in expository writing to express opinions, feelings, and attitudes in a subjective way rather than objective. Mental verbs such as *think* and *believe* are useful and effective in an argument, allowing readers and writers to have room for argument (Knapp & Watkins, 2005, p. 72). The followings are examples:

Many people *feel* that too much packaging is a waste of natural resources.

We *believe* teachers shouldn't stop children from eating junk food.

Likewise, linguistic features such as cohesive connectives, modality, mental verbs, and voice are effectively used in logical and coherent expository texts.

### III. METHOD

#### 1. Participants

The participants of this study were the nine students who took the course, "English Writing for Prospective Teachers." They were 7 juniors and 2 seniors majoring in English, who had taken a basic English writing course before this class. None of them had had any long-term overseas English training experiences, and their TOEIC scores ranged from 600 to 865 (Table 1).

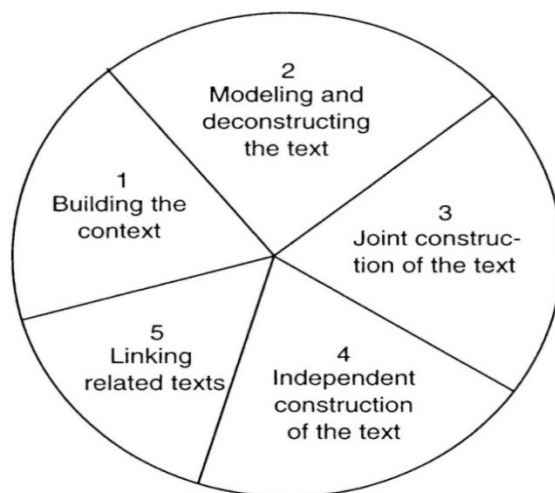
**TABLE 1**  
Participants' Gender and Proficiency

Participant	Gender	TOEIC Scores
J	Female	810
P	Female	650
G	Male	800
C	Male	600
M	Male	775
N	Male	670
L	Female	865
K	Female	850
D	Female	605

## 2. Pedagogical Procedures

Feez's (2002) teaching-learning cycle was used to instruct participants how to write expository writing in class (Figure 1). The cycle draws on Vygotsky's (1978) views of collaborative learning and concepts of scaffolding with a view to helping students to enhance their confidence and competence enough to clearly and effectively write in English. In the beginning of the teaching-learning cycle, the teacher has a highly interventionist role, ensuring that students are able to understand and produce typical rhetorical patterns they need to express their meanings. However, through appropriate interaction and negotiation with the teacher who provides necessary information including language and guided practice, learners gain control of the genre and gradually take more responsibility. Finally learners autonomously produce their own text with the structure and grammatical features of the target texts.

During the whole spring semester, participants were instructed how to write exposition in English according to the cycle, finishing three expository writings on different topics. The teacher tried to explicitly draw their attention to the textual and linguistic features of exposition, giving them related activities and explicit explanations through some concrete examples.



**FIGURE 1** The Teaching-Learning Cycle (Feez, 2002, p. 65)

In the building stage, the teacher explained the social context in which the target genre occurs to help learners understand the genre of expository writing. During the modeling and deconstructing stage, learners were engaged in activities in which learners could identify the development of paragraphs and practice linguistic structures. Through consciousness-raising, learners' attention was drawn to the text structure and linguistic features of the target genre. In this class, some texts from Lighbown & Spada's (2003) *How Languages are Learned* were used for raising participants' consciousness to the characteristics of expository writing.

When learners came to have their own command and confidence in the target genre, the teacher transferred a large part of responsibility to learners. Based on the understanding of the target genre, learners constructed the target text in collaboration with peers in the joint construction stage.

In the next independent construction stage learners constructed the text on their own with minimal scaffolding. Learners individually constructed their own first draft from their own memos and summaries about a topic, and then they finished their writing through several revisions and with reference to the teacher's advice. During the final stage of the linking related texts, learners compared different texts of the same genre. For example, learners read other learners' writings to discuss their strong and weak points.

### 3. Data Collection and Analysis

Nine participants were asked to write an essay about a specific topic before and after the genre-based instruction in English writing. However, two of them missed either pre or post



writings so that seven participants' writings were collected for the analysis. Participants were to write an essay about "songs and foreign language learning" for the pre-writing text, and they wrote their views about "English-only classes" for the post-writing test (See Appendix). The topics were chosen with the consideration of the participants' familiarity and interest.

The data were analyzed according to the following criteria with reference to Knapp & Watkins' (2005) assessment criteria of exposition. First the length of writings was assessed by counting the number of words and clauses per text. The length of writing is the first sign of learners' development of expository writing (Berman & Katzenberger, 2004). Then, their writings were analyzed by generic features of expository writing: Text structure, theme development, and rhetorical devices including the use of modalities and voice. Text structure is related to the inclusion of a statement of thesis, arguments and a conclusion in the text, and it was examined on the basis of how well schematic structure of expository writing was shown in the text. Theme development involves how consistently the text argues related to the given topic, and it was examined based on how well the theme of writing was dealt with in the text. Text structure and theme development were evaluated by two experienced writing teachers. The inter-rater reliability was statistically analyzed through Pearson Correlation and Cohen's Kappa, and the coefficients were 0.946 ( $p=.000$ ) and 0.618 ( $p=.000$ ) respectively.

The use of modalities, voice, and mental verbs was investigated for the rhetorical devices of the writings. After that, textual aspects were analyzed, which concerns the way that the text is held together, the way that sentences are structured and how sentences work with one another. In this study, the use of connectives and complex sentence structure were covered.

Along with the analysis of the participants' writings, their responses to the writing class were collected by using a questionnaire to find their responses to the instruction and how they felt about it.

## **IV. RESULTS**

### **1. Length of Text**

The total numbers of words and clauses were calculated to examine the growth of the length of the participants' writings (Table 2). The mean of number of words rose from 173 to 333, while the mean of number of clauses rose from 22 to 38. Considering that length in number of clauses rises with writers' development of writing skills (Berman & Katzenberger, 2004), the result of length of the texts indicated the participants remarkably

developed their writing abilities in expository production through the three-month genre-based instruction.

**TABLE 2**  
Length of Text

Participant	Pre-test	Post-test	Pre-test	Post-test
	NW	NW	NC	NC
J	223	360	28	42
P	185	221	26	30
G	80	351	11	44
C	58	168	10	19
M	393	618	43	58
N	89	215	13	28
L	180	395	20	42
Means	173	333	22	38

Note: NW means the number of words per text. NC means the number of clauses per text.

In particular, G, C, and N who produced less than 100 words and 15 clauses in their pre-test writings showed a comparatively greater increase in text length although all the participants produced much longer texts after the genre-based writing treatment.

This clearly indicates that the treatment had a positive impact on the students' development of writing abilities, or length of texts. It had an even more significant effect on L2 writers of lower writing ability. Such a remarkable outcome may be attributed to the fact that the class was based on a genre approach with a focus on the process of writing. Actually, through the teaching-learning cycle, the participants were engaged in activities of brainstorming, drafting, feedback and revising with their attention to the target genre. From this it might be drawn that the appropriate combination of genre and process contributed to leading the participants to produce longer texts.

## 2. Genre-Generic Features

### 1) Text Structure

The text structure was examined according to five ranks : excellent to very good (A), good to average (B), fair to poor (C), very poor (D), and inadequate (E). The result of analysis of text structure is shown in table 3 below.

**TABLE 3**  
Text Structure

Participant	Pre-test	Post-test
J	A	A
P	B	B+
G	C	B+
C	C	C+
M	A	A
N	C	A
L	B	A

Six participants in pre-test writings began their writings with a clear thesis statement like “I think that songs are useful for foreign language”, while one participant began the writing with his personal experience and then the presentation of thesis statement. This was in clear contrast to the argument that the Oriental rhetorical pattern including Korean is indirect in approaching the theme (Connor, 1996; Eggington, 1987; Kaplan, 1966; Ryu, 2006). However, all the participants except one student wrote their thesis statement by copying or slightly modifying a part of the direction given to them in the writing task. Only 2 participants among 7 students in the pre-test writings, J and M, showed a kind of movement of introduction, argument and conclusion. For example, J displayed the well-organized expository text structure including a thesis, argument and conclusion, while other writers didn't develop their arguments well despite the fact that they began with a thesis statement (See Appendix).

However, in the post-test writings, significantly, most of the participants wrote their own thesis statements, rather than copying from the directions given in the task. Three participants displayed a clear movement of introduction, argument and conclusion, while G used a more sophisticated discussion, presenting advantages and disadvantages of two different classes instead of following a typical text structure of exposition. Compared with his pre-test writing, G's post-test writing manifested a great development of his writing skills. N simply lifted a part of direction given in the task to write his thesis statement and then gave no real development of his argument in the pre-test writing. However, in the post-test writing, he elicited a thesis statement through beginning the opening of introduction with an illustration of child acquisition of mother tongue. Afterwards, he supported his thesis with points and elaborations. L's post-test writing showed much improvement, displaying her clear thesis statement, “In my opinion, it is more efficient to use English-Korean mixed class for foreign language learning,” in the introduction and then giving the reasons for her argument in logical details. On the other hand, M began his

writing with a long discursive description of the current situation of English education in Korea instead of starting with an explicit thesis statement. Such an opening off the point made his text hard to follow and his opinion hard to support.

Generally, the students of lower writing ability in terms of text structure showed a greater progress than the others after the genre-based class. It shows that genre-based instruction can give more benefits to L2 writers who don't have any knowledge of text structure of the target genre.

## 2) Theme Development

Participants' texts were evaluated by how well the theme of the writing was dealt with in the text based on the five ranks adapted from Tribble (1996): excellent to very good (A), good to average (B), fair to poor (C), very poor (D), and inadequate (E). The result of the analysis is shown in the Table 4 below.

**TABLE 4**  
Theme Development

Participant	Pre-test	Post-test
J	A	A
P	B	B+
G	C	B+
C	C	C+
M	A	B+
N	C	A
L	B	A

Most of participants stayed on the topic in the pre-test writings, but their texts had too little depth of argument and accurate detail to be persuasive. Only J and M expressed their opinions consistently and appropriately through the texts, even though M began his writing with a long indirect introduction instead of explicit thesis statement. P began the text with her personal English learning experience in middle school and came to the conclusion without sufficient coherence of argument. Other writers showed considerable difficulties in maintaining the theme in a coherent text.

On the other hand, they made an improvement in the post-test writings, showing a depth of argument and some useful details. J, P, and C displayed deeper argument with more detail than in the pre-test writings. G made good progress, leaping from the level of little variety of argument and lack of detail to the one of some variety of argument and

reasonably accurate details. N and L greatly improved their texts than in the pre-test writings, arguing the topic in a consistent and coherent way. Unexpectedly, M's post-test writing comparatively degenerated to a lower level with indirect chaotic introduction and redundant argument.

Overall, the students of lower writing ability in the pre-test improved the development of text more significantly than the others. This indicates that genre-based writing class can better help low-level students improve their writing abilities.

### 3) Use of Modalities

The use of modalities was analyzed by counting the frequency of modal auxiliaries (Table 5). On average participants used 4 modalities in the pre-test writings, while they employed them 9 times in the post-test writings. Not only the frequency but also the qualitative change in the use of modalities was noticed. Most of participants except for M used "can" most of the time in the pre-test writings, but they used various modal verbs such as "may", "must", "would" and "should" in the post-test writings:

Students *can* learn various expressions through the lyrics. (From J's pre-test writing)

I *can* fill in the blank properly. (From L's pre-test writing)

However, early intensive exposure to the foreign language learning *may* cause the incomplete development of the child's first language. (From J's post-test writing)

There *must* be some aspects that need explanation through our native language.

(From L's post-test writing)

They *should* make some steps to help students like using pictures, demonstrating and so on. (From N's post-test writing)

**TABLE 5**  
Use of Modalities

Participant	Pre-test	Post-test
J	3	3
P	3	6
G	1	11
C	2	5
M	15	19
N	1	9
L	4	11
Mean	4.1	9.1

Such changes in the use of modal verbs strongly indicate that genre-based instruction had an effect on L2 writers' development of effective use of modal verbs in writing expositions.

#### 4) Use of Mental Verbs

Unlike other features, the use of mental verbs decreased from 2.9 to 1.7, as shown in Table 6. All the participants except J used fewer mental verbs in the post-test writings than in the pre-test writings. They began their essays with "I think" or "I agree" clauses in the pre-test, lifting the mental verbs from the direction in the given task.

**TABLE 6**  
Mental Verbs

Participant	Pre-test	Post-test
J	5	5
P	3	1
G	3	2
C	1	1
M	4	1
N	2	0
L	2	2
Means	2.9	1.7

However, in the post-test, participants did not start their writings with "I think" or "I agree". Instead, they opened the essay with the introduction of background related to their thesis

statement. As a result, they took a more objective style of writing rather by avoiding “I think that ~”. For example, L used mental verbs, “agree” and “think” in her pre-test writing, but in her post-test writing, instead of using the verb “think”, she used the stronger mental verb, “need” which contributed to showing her argument in an objective way:

The rest of the students *needed* someone who gave them translation.  
Those kinds of learning *need* to be understand specifically.

This change in the use of mental verbs can reflect that the participants tried to convey their opinions objectively, avoiding subjectively communicating their opinions.

#### 5) Use of Voice

The voice of the texts was investigated to see if the instruction had any effect on the use of voice by the participants. In the pre-test, participants generally opened their expositions using personal voice, *I think* or *I agree*, while expressing the middle part through the first or the second voice. For instance, P used the first voice in the introduction paragraph following the thesis statement “I think that listening to music is helpful”, and then she changed to the second voice, “you” in the argument stage like this:

If *you* listen to a pop song “Because of you”, *you* can find some grammatical things.  
(From P’s pre-test writing)

Other writers’ texts also clearly showed the personal voice like “I”, “we” or “you”:

Although *I*’m not so good at English, *I* think that pop songs can be good methods to enhance the pronunciation. (From G’s pre-test writing)

When *we* communicate foreigners, *we* need to pass the correct meaning by using exact language. (From M’s pre-test writing)

**TABLE 7**  
Choice of Voice

Participant	Pre-test	Post-test
J	1-3-1	1-3
P	1-2-1	3
G	1	1-3
C	1-2	1-3
M	1	1-3
N	1	3
L	1	1-3

Note: 1 means the first voice. 2 means the second voice. 3 means the third voice and impersonal voice.

However, as shown in table 7, participants made a distinctive use of the third or impersonal voice instead of “I”, “you” in their post-test. Almost all the texts were written through a series of absolute statements or by using the third voice, delivering the arguments in a more objective way. In particular, P and N expressed their opinions only by using impersonal voice rather than by using first person pronoun or second person pronoun unlike in their pre-test writings:

*We* are able to improve listening competence and learn various grammatical things.  
So *I* think songs are useful for learning foreign language. (From N’s first writing)

*Teachers* in English-only class should consider student’s level and think they talk in English. *The English-only class* that is controlled by the student’s level can be more effective to teaching English. (From N’s post-test writing)

L’s texts showed a similar change. While her pre-test essay was expressed in the first pronouns “I” and “we,” her post-test essay was characterized by objective sentences in impersonal voice:

When *we* speak in mother tongue, *we* usually don’t think of our language grammar.  
(From L’s pre-test)

For teaching and learning English, there are some parts that require the understanding through mother tongue. (From L’s post-test)



The voice of texts, along with the decrease of mental verbs, clearly demonstrates that the participants developed into later stages of expository writing in English.

### 3. Textual Features

#### 1) Use of Connectives

The use of connectives was examined in terms of four types of connectives which are often used in exposition: temporal, additive, causal-conditional, and comparative connectives. Temporal connectives are to order propositions in the text such as “first”, “now”, “next”, “afterwards”, and “then”, while additive connectives are used to add to the argument. Some examples are “and”, “besides”, “also” and “moreover”. Causal-conditional connectives link points like “because”, “so”, “however” and “nevertheless”, and comparative connectives including “on the other hand” and “instead” are used to present counterpoints.

In general, the participants used additive connectives most among the four types of connectives, whereas they least used comparative connectives in their pre-test writings. On the whole, it was observed that additive connectives were overwhelmingly used across the texts (Table 8). Meanwhile, temporal and causal-conditional connectives were used to a similar extent, 2.7 and 2.6 on average. The sentence below which employed the comparative connective was the only sample from the texts.

We would *rather* learn English correctly than learn through songs which have a number of bad points. (From M's pre-writing)

However, in the post-test writings, L2 writers used various connectives which were not employed in their pre-test writings. In particular, causative and comparative connectives were noticed to be effectively used in the texts:

*Consequently*, teachers must use the first language in classes for efficient foreign language learning. (From J's post-test writing)

*However*, the one weakness that this class has is the correction of the teacher. (From G's post-test writing)

**TABLE 8**  
Frequency of Connectives

Participant	Pre-test					Post-test				
	T	A	Ca	Co	Total	T	A	Ca	Co	Total
J	3	4	4	0	11	4	5	2	2	13
P	2	3	1	0	6	2	5	6	0	13
G	0	3	3	0	6	2	4	5	2	13
C	1	2	1	0	4	3	2	3	0	8
M	10	6	3	1	20	5	10	6	0	21
N	0	6	2	0	8	4	4	2	1	11
L	3	4	4	0	11	2	7	4	2	15
Means	2.7	4	2.6	0.1	9.4	3.1	5.3	4	1	13.4

Note: T means temporal connectives. A means additive connectives. Ca means causal-conditional connectives. Co means comparative connectives.

As Table 8 shows, the use of connectives by the participants improved both in quantity and quality. The total average number of connectives rose from 9.4 to 13.4, which showed that students came to more effectively express their opinions in a logical relationship by using connectives. In addition, they employed more various connectives in the post-test writings. For example, G used “and”, “also” for the additive connective, and “because”, “since” for the causal connective in his pre-test writing. However, he used “first” for the temporal connective, “and”, “also”, “but”, “while” for the additive connectives, “therefore”, “because”, “so” for the causal connective, and “however”, “on the other hand” for the comparative connective in the post-test writing.

## 2) Use of Complex Sentence Structure

A complex sentence contains one main clause and one or more subordinate clauses. A subordinate clause is dependent on the main clause, providing a separate piece of information to the main clause. Participants used 3 complex sentences in the pre-test while they used almost 5 complex sentences in the post-test, as shown in table 9.

**TABLE 9**  
Frequency of Complex Sentence Structure

Participant	Pre-test	Post-test
J	1	4
P	3	6
G	2	3
C	1	5
M	8	6
N	1	4
L	5	6
Means	3	4.8

M and L used more complex sentences than other students in the pre-test, indicating that they had already reached to a certain level to utilize complex sentences in their writing. Not surprisingly, M's use of the complex sentence structure dropped from 8 to 6, and L's use of complex sentences did not show quite as large a change as was seen with other students. On the other hand, the other students except for G displayed a significant increase in using complex sentences. For example, N's use of complex sentences increased from 1 to 4. Moreover he used diverse subordinate clauses by using "if", "although", "because", and "when" in the post-writing; he used only one complex sentence by using "if" in the pre-writing.

#### 4. Participants' Responses to the Genre-based Instruction

Through a questionnaire with question items including gender, English proficiency, and writing ability, the participants were asked about their experiences and satisfaction with the writing class after the semester. First, they were asked how satisfied they were with the writing class on the five-point Likert scale. Seven participants replied they were much or some satisfied with the writing class, while two participants said that it was an average of satisfaction. It showed that most of the participants thought of the writing class as quite satisfactory to them. As the participants' TOEIC scores were considered, it was shown that the higher scores they had, the more satisfied they were with the class.

The participants' satisfaction was confirmed from their responses to "What do you think about the writing class you took?" The participant L answered, "I could learn how to effectively organize the content and structure of expositions from this writing class. That's the most helpful point for me because I didn't know those aspects in writing in English so I had much difficulty in writing before." J also expressed that it was very effective in that the

class focused on the organization of the content and use of proper words to convey the writer's message instead of simply studying grammar and learning by heart frequently used expressions without considering the whole contexts. Another participant C said that from this class he came to know how to write in English in a logical way by effectively using modals and connectives which he didn't learn in the previous writing class. M expressed that from this class he gained a new perspective of writing in English, that is to say, he learned the writer had to keep the purpose of the writing and its useful linguistic devices in mind when writing in English, and that most of all, he came to have a confidence in writing in English, in particular, in writing expositions.

On the other hand, they also pointed out several things lacking in class. First of all, P complained that if the teacher were Korean, it would be more effective to him as the teacher was a native speaker of English so sometimes he couldn't understand what the teacher meant. Other students expressed the same point, saying that a Korean teacher could teach the characteristics of the target genre to students in a more effective way. J, who showed a certain amount of satisfaction, wrote of the class that the class focused on how to logically organize the content of the essay, which was useful to me, and nevertheless, she would like to learn more about using transition words in writing in English.

Despite the problems they mentioned, the participants generally had a good evaluation of the genre-based writing class, thinking of it as a useful time to learn how to write English expository writing with concrete examples and explanations.

## V. CONCLUSION AND SUGGESTION

The present study explored Korean college students' development of expository writing in English through genre-based instruction. The overall results showed that the genre-based instruction developmentally contributed to improving the participants' English writing abilities in terms of length, theme development, text structure, the use of rhetorical devices related to expository texts. Above all, a great growth in length of text was found after the instruction. Considering that the present writing instruction focused on the explicit teaching of genre-specific linguistic features through the writing process including brainstorming, drafting, feedback, and revising, the remarkable increase in length of text can be accounted for by the synergy effect of the genre-process combination. This may suggest that the genre-process combination approach of writing can be an effective way of teaching writing.

For the theme development and text structure, most of the participants improved although J and M did not make a significant positive change. It may be accounted for by their starting point, as Hyland (2002) mentioned that genre-based writing is more useful in

teaching beginners. J and M already showed a higher ability to write exposition in the beginning. On the other hand, G, N and L had a lower ability to write exposition at first, but after the instruction their essays improved considerably in terms of theme development and text structure. These results indicate that the genre-based instruction is more beneficial for L2 writers of lower ability, in particular, in terms of development of text structure and theme development.

For mental verbs and voice, it was shown that L2 writers tried to express their opinions in a more objective and logical style of writing by carefully choosing mental verbs and impersonal voice after the instruction. Furthermore, they showed good improvement in using connectives and complex sentences. They came to use different connectives in a more effective way, and they employed more complex sentences with diverse conjunctions.

Along with the linguistic changes in the participants' expository writings, the present genre-based writing class was strongly supported by their responses. According to their responses, they felt it useful and helpful in that it effectively taught them how to write expositions in English, making them feel empowered and confident.

All the findings, put in perspective, strongly suggest that genre-based instruction can be an effective way of teaching writing to Korean learners of English. Above all, the findings of the study indicate that genre-based instruction can complement process-based classrooms which fail to see the actual processes of language use in social contexts (Hyland, 2003a). The process approach to writing assists writers to express their own creative meanings in a non-directive and discovery-based environment, but it does not give explicit teaching in the structure of target text types. Naturally L2 writers often are at a loss what is to be learned in process-based classrooms. In this regard, L2 writers can receive more benefits through genre-based instruction. As a result, they can have capability to effectively take part in target written situations.

Therefore, based on the results of the present study and other study (Y. Kim & J. Kim, 2005; Nordin & Mohammad, 2006), it is suggested that genre-based approach to writing can be practical and effective in the EFL classrooms. As the results of the present study shows, it may more effectively help L2 writers recognize the linguistic features of the target genre and so develop writing abilities.

Finally, the limitation of the study has to be mentioned. The participants of the present study were nine college students and it did not investigate the effect of genre-based instruction by comparing with a control group, so there may be a limitation to generalization of its findings. Nevertheless, the foremost significance of the study can be to implement genre-based instruction to teaching English exposition in class. Considering that there have been few empirical studies in genre-based instruction, it is expected to give a resource to researchers and English teachers in Korea.

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## APPENDIX

### Pre-test writing sample:

I think that listening to music is helpful. When I was a middle school, I was terribly weak on listening to English. One day, English teacher said that listening to pop-song music is very helpful for listening to English. So, as soon as I arrived home, I downloaded many pop songs. I can't forget these songs by now. Because I studied lyric lines as well as I was listening to pop songs. For example, up town girl, anyone of us, listen to my heart and son on.

Time passed. I went high school. And I took an "English listening test". It was surprised me. I got 20 points in this test! This was full points.

If you listen to a pop song "Because of you", you can find some grammatical things. For instance, through "because of you" you can see that noun follows proposition and "not only me but everyone around me", you can also learn grammatical structure.

Through pop songs study, we are able to improve listening competence and learn various

grammatical things. So I think songs are useful for learning foreign language.

**Post-test writing sample:**

These days, there are classes which only use English throughout the whole class. English-only class is helpful for foreign language learning at some point and to some students. However, that kind of class is not all helpful to every student. English-only class can't be a real solution for foreign language learning because it is far from a real class. And it is true that English is foreign language however we may try to use English a lot and fluently. So there must be some aspects that need explanation through our native language. In my opinion, it is more efficient to use English-Korean mixed class for foreign language learning.

English-only class is ideal way for foreign language learning. It can't be an efficient class for all students. When you teach, you should consider the different learners. In class where I had been during student-teacher, there were only a few students who can understand teacher's English explanation. Until the teacher gave the directions in Korean, the rest of the students, for following the class, needed someone who gave them translation. Considering the learners' respective level of foreign language, I suggest that English-only class be operated limitedly to the special course which is composed of willing and advanced foreign language learners.

For teaching and learning English, there are some parts that require the understanding through mother tongue. Like explaining the subtle difference of the similar words, grammatical errors that the foreign language learners apt to make. Those kind of learning need to be understood specifically. If those parts explained in only English, some students would lose their interests and be frustrated. In that aspect, English-only class compromises the limited class time, and the focus on the really important content of the class. Therefore, English-Korean mixed class is better than English-only class for both student' and teacher' efficiency and effectiveness.

Every teaching method has both advantage and disadvantage. Therefore English-only class can't be a perfect class type for all students. English-only class, in my opinion, is effective only for high-level learners or highly-motivated learners. In English-only class, there is a limit of content that can be acquired. For efficiency, it is good to put flexible language input in class, as using English and Korean by half and half so that every student can keep their motivation to learn foreign language. That flexibility will helpful for both students and teachers.

**Examples in: English**

**Applicable Languages: English**

**Applicable Levels: Secondary/Tertiary**

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