GENRE-BASED APPROACH TO DEVELOP READING AND WRITING SKILLS IN ENGLISH AMONG 10TH–11TH GRADE STUDENTS

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Abstract: The development of reading and writing skills in English at the upper-secondary level requires instructional practices that enable learners not only to understand written texts but also to use textual information as a basis for producing purposeful written communication. In this regard, a genre-based approach provides a systematic framework for integrating receptive and productive language activities. The approach draws learners' attention to the relationship between communicative purpose, audience, textual organization, linguistic choices, and genre conventions. This paper examines the methodological potential of a genre-based approach to developing English reading and writing skills among 10th–11th grade students. Particular attention is given to the role of genre awareness, text analysis, identification of organizational patterns, evidence selection, and guided writing. The paper argues that reading instruction becomes more productive when learners are taught to recognize how different genres communicate meaning and subsequently apply this knowledge in their own writing. The proposed methodological sequence moves from comprehension and genre analysis to planning, drafting, revision, and reflection. Such an approach can create meaningful connections between reading input and written output while supporting learners' communicative and analytical abilities.

Keywords: genre-based approach, reading skills, writing skills, English language teaching, upper-secondary education, genre awareness, text analysis, written communication.

Introduction

The development of reading and writing skills occupies an important place in

upper-secondary English language education. At this stage, learners are expected to move beyond the comprehension of individual sentences and demonstrate their ability to interpret extended texts, identify relevant information, recognize relationships between ideas, and communicate their own meanings in written form. Consequently, reading and writing should not be treated as completely independent areas of language instruction. Reading provides learners with linguistic and structural input, whereas writing enables them to transform, organize, and communicate ideas through written language.

One of the methodological approaches that can establish a meaningful relationship between these two skills is genre-based instruction. A genre is not simply a category of text distinguished by its external form. It represents a socially and communicatively meaningful way of organizing language to achieve a particular purpose in a particular context. A narrative, for example, generally differs from an argumentative essay not only in its structure but also in the relationship between purpose, audience, content selection, sequencing, and linguistic realization. Therefore, helping learners understand genres can contribute to more conscious and purposeful reading and writing.

For 10th–11th grade students, genre awareness becomes particularly relevant because they encounter increasingly complex texts in educational and everyday contexts. They may need to interpret informative articles, reports, narratives, reviews, opinion texts, formal messages, or argumentative materials. Each of these text types requires readers to pay attention to different features and writers to make different organizational and linguistic choices. If students are expected to produce such texts without understanding their communicative characteristics, writing tasks may become mechanical exercises rather than meaningful acts of communication.

The genre-based approach addresses this problem by making the relationship between textual form and communicative purpose explicit. Instead of asking students

merely to reproduce a model, teachers can guide them through the analysis of how a text is constructed, why particular organizational choices have been made, and how similar principles can be applied in their own writing. Reading thus becomes a source of knowledge about written communication, while writing provides an opportunity to demonstrate and extend that knowledge.

The purpose of this paper is to examine the methodological potential of a genre-based approach for the development of reading and writing skills among 10th–11th grade students learning English and to outline a practical sequence through which genre analysis can be connected with written production.

Theoretical Foundations of the Genre-Based Approach

The theoretical foundations of genre-based pedagogy are associated with several influential traditions in applied linguistics and language education. In particular, systemic functional approaches have emphasized the relationship between language, social context, and communicative purpose, while genre pedagogy has explored how learners can be supported in understanding and producing texts that perform recognizable social functions.

From this perspective, successful writing involves more than grammatical accuracy. A writer needs to understand why the text is being produced, who is likely to read it, what information is relevant, how ideas should be organized, and which linguistic resources are appropriate for the intended purpose. Genre awareness therefore involves both knowledge of textual organization and sensitivity to the communicative context.

Hyland (2007) argues that genre-based instruction can help learners understand the ways in which texts are shaped by social purposes and disciplinary or communicative conventions. Similarly, Swales (1990) demonstrates that academic and professional genres tend to contain recognizable rhetorical patterns through which writers achieve particular communicative goals. Although these perspectives emerged

partly from academic and professional writing research, their methodological principles can be adapted to upper-secondary English instruction.

For school learners, however, genre instruction should be appropriately scaffolded. Students should not be expected to identify sophisticated rhetorical structures independently from the beginning. Rather, the teacher can initially direct attention to accessible features: the purpose of the text, its intended reader, the main stages of organization, the relationship between ideas, characteristic vocabulary, and common grammatical patterns.

A genre-based approach can consequently be viewed as a gradual movement from awareness to controlled application and, eventually, greater independence. At the first stage, learners encounter and comprehend a model text. They then examine its organization and linguistic features, discuss the relationship between its parts, and identify how the writer achieves the intended purpose. Finally, they use the observed patterns as a resource when producing their own texts.

This sequence is particularly valuable for the integration of reading and writing. When students analyze a text only for its factual content, the reading activity may have limited influence on subsequent writing. By contrast, when they examine how the text conveys meaning, they acquire knowledge that can be transferred to their own written production.

Genre Awareness in Reading Instruction

Reading instruction at the upper-secondary level should involve more than locating explicitly stated information. As texts become more complex, learners need to interpret relationships among ideas, distinguish central information from supporting details, identify the writer's position, and infer meanings that are not directly expressed.

Genre awareness can facilitate these processes because knowledge of textual organization gives readers expectations about how information is likely to be presented.

A reader who recognizes an argumentative text, for instance, can anticipate the presence of a claim, supporting reasons, evidence, and possibly a counterargument. Similarly, awareness of the structure of an informative text can help learners distinguish between a general introduction, explanations, examples, and concluding information.

This does not mean that students should approach every text with a rigid structural template. Genres are flexible, and authentic texts may combine features associated with different genres. The purpose of genre instruction is therefore not to impose fixed formulas but to develop learners' ability to recognize recurring communicative patterns.

A practical reading lesson can begin with questions concerning the communicative context: *Why was this text written? Who is the intended reader? What does the writer want the reader to understand or do?* Students can then examine the title, introductory section, paragraph organization, linking devices, examples, and concluding statements. Such analysis encourages them to read not only for information but also for purpose and organization.

Another productive technique involves identifying the relationship between claims and supporting information. Students may be asked to underline the main idea of each paragraph, classify supporting details, and determine how individual pieces of information contribute to the overall message. In argumentative texts, they can distinguish claims from evidence; in informative texts, they can identify explanations and examples; in narratives, they can trace the sequence of events and the development of characters or situations.

These activities strengthen analytical reading while simultaneously preparing learners for writing. Once students understand how information is selected and organized in a model text, they are better positioned to make similar decisions when composing their own texts.

Genre-Based Development of Writing Skills

Writing presents a different set of challenges because learners must transform their ideas into a coherent linguistic product. Upper-secondary students may have sufficient vocabulary and grammatical knowledge to construct individual sentences, yet still experience difficulties when organizing a complete text. Their writing may lack a clear purpose, logical progression, appropriate paragraphing, or effective connections between ideas.

Genre-based instruction can address these difficulties by making the architecture of a text visible. Instead of presenting writing as an entirely individual and intuitive activity, the teacher can demonstrate how writers make decisions in response to communicative requirements.

For example, when students are preparing an opinion essay, they can first examine how a model text introduces the issue, states a position, develops supporting arguments, provides evidence or examples, acknowledges alternative perspectives, and reaches a conclusion. The objective is not to memorize one fixed structure. Rather, students should understand the functional relationship between these elements.

The same principle can be applied to other genres. A formal email requires attention to purpose, register, organization, and conventions of written interaction. A review involves description, evaluation, and justification. A report usually requires the presentation and organization of information in a relatively objective manner. A narrative depends on sequencing, description, and the development of events.

The transition from analysis to writing should be gradual. Following the examination of a model text, learners may complete a partially developed text, reorganize paragraphs, match claims with supporting evidence, or transform information from a reading text into notes. Such activities reduce cognitive load and allow students to focus on one aspect of writing at a time.

Planning constitutes another important stage. Before drafting, learners can identify their communicative purpose, intended audience, key ideas, supporting information, and organizational structure. A simple planning scheme can help students move from unstructured ideas to a coherent written text.

Drafting should then be followed by revision. In a genre-based classroom, revision should not be restricted to correcting grammatical errors. Students can also consider whether their text fulfills its purpose, whether the ideas are logically organized, whether sufficient evidence has been provided, and whether the language is appropriate for the intended reader. Peer review can be particularly useful when students are given clear criteria related to the genre rather than general instructions such as “check your partner’s writing.”

Integrating Reading and Writing through Genre Analysis

The main methodological value of genre-based instruction lies in its capacity to connect reading input with writing production. Such integration can be organized through a sequence in which each reading activity contributes directly to a subsequent writing task.

Pre-reading and contextualization.

Students identify the topic, communicative situation, likely audience, and purpose of the text. Relevant vocabulary and background knowledge are activated where necessary.

Comprehension and text exploration.

Learners read the text to identify the main idea, relevant information, relationships among ideas, and the writer’s purpose. Comprehension activities may include identifying key information, distinguishing facts from opinions, and making reasonable inferences.

Genre analysis.

Students examine how the text is organized and how particular linguistic resources

contribute to its purpose. They may identify paragraph functions, linking devices, patterns of argumentation, reporting verbs, evaluative language, or other genre-specific features.

Transfer to writing.

Information from the reading text is transformed into a writing plan. Students select relevant evidence, organize their ideas, formulate a position where appropriate, and determine how the target genre should be structured.

Drafting, revision, and reflection.

Learners produce a written text, review it against genre-related criteria, revise problematic sections, and reflect on the strategies that helped them move from reading to writing.

This sequence does not imply that every lesson must follow an identical procedure. Depending on the genre, students' proficiency, and the complexity of the source material, individual stages may be expanded or combined. What remains important is the functional connection between reading and writing.

For example, students reading an article about digital technology could first identify the author's central claim and supporting arguments. They might then classify the evidence used by the author and analyze the way counterarguments are introduced. In the writing stage, students could use the information as a starting point for their own argumentative text. The source text therefore serves simultaneously as reading material and as a model of written communication.

Such integration also supports vocabulary development. Instead of learning isolated lexical items, students encounter words and expressions in meaningful textual environments and subsequently reuse appropriate language in their own writing. The same principle applies to grammatical structures and cohesive devices. Learners become aware of how linguistic choices function within a particular genre rather than simply memorizing grammatical rules.

Methodological Implications for 10th–11th Grade English Instruction

The implementation of a genre-based approach should take into account the developmental and linguistic characteristics of upper-secondary learners. At this level, students are increasingly capable of abstract reasoning and can discuss the relationship between language choices and communicative intentions. Nevertheless, the degree of scaffolding should correspond to their proficiency and prior experience.

For 10th-grade students, instruction may place greater emphasis on identifying explicit organizational patterns, distinguishing main ideas from supporting information, recognizing basic genre characteristics, and producing relatively short written responses. Tasks can gradually progress from controlled activities to more independent writing.

By the 11th grade, learners can be encouraged to work with more complex texts in which the writer's position is implicit, evidence is distributed across several sections, and alternative perspectives need to be considered. Writing tasks can consequently require greater independence in selecting evidence, developing arguments, and organizing extended texts.

Differentiation is also important. Students within the same class may demonstrate considerably different levels of reading comprehension, vocabulary knowledge, and writing ability. Stronger learners can be asked to compare two texts belonging to the same genre or examine how different authors achieve similar purposes through different linguistic choices. Learners who require additional support may work with paragraph organizers, guided questions, evidence tables, sentence frames, or partially completed writing plans.

Assessment should reflect both reading and writing dimensions. Reading can be assessed through learners' ability to identify key information, interpret relationships, recognize the writer's purpose, and select relevant evidence. Writing assessment may

focus on content organization, coherence, lexical and grammatical accuracy, and the extent to which the text fulfills its communicative purpose.

Importantly, genre conformity should not be interpreted as mechanical adherence to a predetermined template. A successful text should demonstrate an understanding of the communicative situation while allowing learners to express their own ideas. Therefore, assessment criteria should reward purposeful organization and effective communication rather than formulaic reproduction.

Discussion

The genre-based approach offers a methodological framework through which reading and writing can be treated as interconnected processes. Its principal contribution is not the introduction of additional text classifications but the development of learners' awareness of why texts are organized in particular ways and how linguistic choices contribute to communicative purposes.

For upper-secondary learners, this perspective is significant because they increasingly encounter written communication that requires interpretation, evaluation, and production. Reading a text provides access to ideas and language; genre analysis reveals how those ideas have been structured; writing allows learners to appropriate and transform this knowledge for a new communicative purpose.

At the same time, genre-based pedagogy should be implemented flexibly. Excessive reliance on fixed templates may restrict creativity and encourage formulaic writing. Authentic genres are dynamic, and their conventions vary according to context, audience, and purpose. Consequently, learners should be exposed to multiple examples and encouraged to notice both common patterns and meaningful variation.

Another important consideration concerns the role of the teacher. Effective genre-based instruction requires more than assigning model texts and asking students to identify their structure. Teachers need to mediate the movement from comprehension to analysis and from analysis to production. Carefully designed

questions, guided comparison, collaborative analysis, and staged writing tasks can gradually transfer responsibility from the teacher to the learner.

The approach also creates opportunities for reflective learning. When students can explain why they selected particular evidence, organized their paragraphs in a certain way, or changed a sentence during revision, writing becomes a more conscious process. Such reflection may contribute to learner autonomy because students begin to develop strategies that can be transferred to new texts and writing situations.

Conclusion

A genre-based approach provides a theoretically grounded and practically applicable framework for developing English reading and writing skills among 10th–11th grade students. By drawing learners' attention to communicative purpose, audience, textual organization, evidence, and linguistic realization, the approach enables reading activities to contribute directly to subsequent writing.

The integration of genre analysis into reading instruction can help learners move from understanding what a text says to recognizing how it communicates meaning. This distinction is particularly important at the upper-secondary level, where students are expected to interpret increasingly complex written materials and produce coherent, purposeful texts of their own.

Methodologically, the most productive sequence involves contextualizing the text, establishing comprehension, analyzing genre features, selecting and processing relevant information, planning written production, drafting, revising, and reflecting. The sequence should remain flexible and should be adapted to learners' proficiency, the target genre, and the communicative demands of the task.

Thus, genre-based instruction can serve as an effective bridge between receptive and productive language activity. When reading is used not merely as an end in itself but also as a source of models, ideas, evidence, vocabulary, and organizational

knowledge, learners gain greater opportunities to develop purposeful written communication in English.

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