A Genre-Based Approach to Writing Instruction for Multilingual Learners

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Describe a genre-based approach to writing instruction: the Teaching-Learning Cycle (TLC)

Demonstrate this apprenticeship model to help multilingual learners write in different genres

Share implementation in an elementary classroom
What do you write?
We just don’t write. We write something to someone for a purpose. We write in genres.
Some Common Topics

- Describe what you did over summer vacation.
- Describe an important person in your life and why they are important to you.
- Write about a major event in your life that made you feel more grown-up.
- What do you want to be when you grow up? Choose and describe at least three jobs that you think you would enjoy.
Problematic Topics!

Why?
- There is no shared experience!!
- Students need a shared experience to be prepared for writing
Genre Definition

- a staged goal-oriented social process
  - **staged**: because it usually takes us more than one phase of meaning to work through a genre
  - **goal-oriented**: because unfolding phases are designed to accomplish something and we feel a sense of frustration if we are stopped
  - **social**: because we undertake genres interactively with others

(de Oliveira & Westerlund, 2021, p. 5)
<table>
<thead>
<tr>
<th>Text Type</th>
<th>Example Genre</th>
<th>Purpose</th>
<th>Common Stages or Moves</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative</td>
<td>Stories</td>
<td>to entertain or engage</td>
<td>Orientation, Complication, Resolution</td>
<td>Narrative, Anecdotes, Fables</td>
</tr>
<tr>
<td></td>
<td>Recounts</td>
<td>to tell what happened</td>
<td>Orientation/background, Record/account of stages</td>
<td>Recounting a historical event, Recounting solving math problems</td>
</tr>
<tr>
<td>Informational/Explanatory</td>
<td>Procedures</td>
<td>to instruct how to do something</td>
<td>Purpose, Equipment, Method/steps, Results</td>
<td>How to do a craft, How to play a game, How to go somewhere, How to make candy</td>
</tr>
<tr>
<td></td>
<td>Reports</td>
<td>to provide information about a topic</td>
<td>Classification or Positioning, Description</td>
<td>Types of sharks, A description of Antarctica, Greek and Roman cultures</td>
</tr>
<tr>
<td></td>
<td>Explanations</td>
<td>to explain how things work/why they happen</td>
<td>Phenomenon, Explanation</td>
<td>How a life cycle works, What causes hurricanes</td>
</tr>
<tr>
<td>Opinion/Argument</td>
<td>Arguments</td>
<td>to persuade</td>
<td>Issue/thesis, Arguments/sides, Reiteration/resolution</td>
<td>Essay taking a stance, Discussion exploring various sides, Formal Debate</td>
</tr>
</tbody>
</table>

(de Oliveira & Smith (2019) p. 69)
IMPLEMENTING THE TLC

“guidance through interaction in the context of shared experiences”

Role of the teacher is instrumental

Focus on what students need

Content knowledge development

Explicit and guided instruction by the teacher

Teaching writing not assessing writing

PRINCIPLE

Explicit and guided instruction by the teacher
THE TEACHING AND LEARNING CYCLE

SETTING CONTEXT
BUILDING FIELD

INDEPENDENT CONSTRUCTION
INDEPENDENT PRACTICE
Students write on their own

TEXT DECONSTRUCTION
MODELING
Teacher modeling and student learning about the language of the text

JOINT CONSTRUCTION
GUIDED PRACTICE
Teacher and students building a text together as a class

COLLABORATIVE CONSTRUCTION
SHARED PRACTICE
Students discuss and write together in groups

DETAILED READING
Building content knowledge of the topic

CONTENT
What is happening? Who are the people/things involved? What are the circumstances surrounding events?

RELATIONSHIPS
What are the roles and relationships taken up by participants?

ORGANIZATION
How is the text organized and structured? How is the language used?

Based on:
Rose & Martin (2012)
de Oliveira & Lan (2014)
de Oliveira & Schleppegrell (2015)
TEACHING-LEARNING CYCLE: DETAILED READING AND BUILDING OF SHARED KNOWLEDGE

CONTENT KNOWLEDGE DEVELOPMENT

<table>
<thead>
<tr>
<th>Discussions</th>
<th>Brainstorming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think-pair-share</td>
<td>Field trips</td>
</tr>
<tr>
<td>Guest speakers</td>
<td>Research activities</td>
</tr>
<tr>
<td>Supported reading</td>
<td>Skimming/scanning material</td>
</tr>
</tbody>
</table>

BUILDING OF SHARED KNOWLEDGE

Classroom Application

- What you already do in your classroom to introduce students to content

- Detailed Reading: Building of shared knowledge about the topic
  - Content
  - Relationships
  - Organization

❖ Use Interactional Scaffolding!
DECONSTRUCTION
MODELING
Learning about language

Classroom Application
Develop familiarity with genre
• Introduce mentor text
• Discuss purpose
• Identify how the text is structured – stages
• Discuss function of each stage

PREPARATION FOR DECONSTRUCTION

<table>
<thead>
<tr>
<th>CONTEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the purpose of the text?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the stages to this genre?</td>
</tr>
<tr>
<td>What are the language features of this genre?</td>
</tr>
</tbody>
</table>

Target language chunks – “code breaking”

Social purpose, place, audience, topic

Grammar choices (active or passive voice)

Genre specific language

Graphic organizer of stages
TEACHING-LEARNING CYCLE: JOINT CONSTRUCTION

**PREPARATION FOR JOINT CONSTRUCTION:**

**SHARED EXPERIENCE!**

(movie, reading)

Building students’ knowledge about topic of text through discussion, group work, research, or other class activities.

*Teacher scribes, everyone writes.*

**JOINT CONSTRUCTION**

GUIDED PRACTICE

Writing a new text in the same genre as a class (T & Ss)

**Classroom Application**

Develop genre knowledge

Whole class activity

- Students brainstorm ideas in groups
- Organize ideas
- Teacher is in front of class guiding writing
- Writing together

**Teacher provides structure and support**

- Full sentences
- Vocabulary
- Academic language
- Transitions
- Register – formal/informal
TEACHING-LEARNING CYCLE: INDEPENDENT CONSTRUCTION

INDEPENDENT CONSTRUCTION

INDEPENDENT PRACTICE

Writing a new text in the same genre by the students

PREPARATION FOR INDEPENDENT CONSTRUCTION: GENERATING IDEAS

(note taking, brainstorming)
Consulting text deconstruction and joint construction

Classroom Application

Individual writing of the text:
Drafts
Teacher feedback: writing conferences
Editing and revising: evaluation
Further exploration of genre

COMMON EXPERIENCE (AGAIN!)

- Graphic organizer with stages
- Language negotiation
- Writing process*
- Scaffolding as needed
### MACRO: Planned

- **Students’ Prior Knowledge and Experience**
- **Selection and Sequencing of Tasks**
- **Participant Structures**
- **Semiotic Systems and Message Abundance**
- **Mediational Texts**
- **Metalinguistic and Metacognitive Awareness**

**Connecting to what students already know**

Providing a logical sequence in which in-depth understanding of challenging concepts occurs within the appropriate context

**Changing the organizational structure within a unit of instruction:**
choice of individual, pair work, or group work is a decision that is dependent on the learning purposes of the task or activity

Using various visual, aural, and tactile supports: wall charts, graphs, maps, photographs, diagrams, pictures, and artifacts, creating “message abundance” and ensuring students’ access to information by both language-bound and nonlinguistic means

Selecting and integrating any instrumental texts around which significant talk occurs and which serve as ways to link prior or future learning

Metalinguistic awareness: Developing a metalanguage - a language for talking about language
Metacognition: Reflecting on what helps students learn
Scaffolding

MICRO: Interactional

- Linking to Prior Experience, Pointing to New Experiences, and Recapping
- Appropriating and Recasting Students’ Contribution
- Initiation, Response, Feedback Sequence

- Referencing students’ out-of-school, home and school experiences to link to broader conceptual frameworks
- Connecting to students’ prior experiences and signaling what will follow is particularly important
Scaffolding

MICRO: Interactional

• Linking to Prior Experience, Pointing to New Experiences, and Recapping
• Appropriating and Recasting Students’ Contribution
• Initiation, Response, Feedback Sequence

• Picking up what students are saying
• Recasting students’ language into more content, language, context appropriate discourse
Scaffolding

**MICRO: Interactional**

- Linking to Prior Experience, Pointing to New Experiences, and Recapping
- Appropriating and Recasting Students’ Contribution
- Initiation, Response, Feedback Sequence

- Providing opportunities for students to say more and reflect aloud on their thinking and understanding
- Asking for clarifications, probe a student’s response, ask to explain a particular point in detail.
- Contrasts to **IRE** – Initiation, **Response**, Evaluation typical of classroom discourse
IMPLICATIONS FOR PRACTICE

TEACHING AND LEARNING CYCLE

- The TLC provides a scaffolded, apprenticeship model of writing instruction that actually *teaches* writing.
- The joint construction phase is critical for L2 writers!
- The role of the teacher is instrumental!
- Teachers can adapt and incorporate the TLC into their daily instructional practices to support L2 writers.
- Teachers can implement selected phases in a non-linear manner, based on the needs of their students.
- This model does not constrain the voices of L2 writers! It expands the *what* and *how* of writing! Their *repertoires*
Publications on Research Studies

A Language-based Approach to Content Instruction (LACI)

Scaffolding
Publications


Culturally Sustaining Practices

More on Scaffolding


More on 1st Grade Classroom


More on Genre and TLC
