THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	:	Bachelor of Education (Honours) (English Language)
Programme QF Level	:	5
Course Title	:	Written Genres and the Genre Approach to ELT
Course Code	:	ENG3416
Department	:	Department of English Language Education (ELE)
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	*(if applicable)*
Medium of Instruction	:	English
Course Level	:	3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

This course enables students to develop in-depth professional knowledge of how texts of different genres in English achieve their communicative purpose through different text structures and language use. Students will analyse and critically evaluate a wide range of written genres for their purpose, text structure and language use. The course will also explore into ways of applying the knowledge of genres to the teaching of reading, lexico-grammar and writing in local primary and secondary English language classrooms to provide the necessary support for learners of all range levels and abilities to develop their writing competence. An in-depth understanding of how written genres work will also enable students to further develop their own writing competence.

2. **Course Intended Learning Outcomes (CILOs)**

Upon completion of this course, students will be able to:

CILO$_1$ Demonstrate an in-depth understanding of how different written genres make meaning and achieve their communicative purpose through specific text structures and language use; and

CILO$_2$ Demonstrate a critical understanding of how to apply the genre approach in lesson planning and materials design to support the development of reading, grammar and writing competences for learners of different abilities.

3. **Course Intended Language Learning Outcomes (CILLOs)**

Upon completion of this course, students will be able to:

CILLO$_1$ Write well-structured and well-phrased expository texts based upon an informed consideration of features of organization and coherence, audience and task completion (LPATE requirements for writing).

4. **Content, CILOs, CILLOs and Teaching & Learning Activities**

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
1. Genres as social action: text structures and language use to achieve communicative purposes.	*CILO$_1$* *CILLO$_1$*	Lectures, discussions.

2. Hierarchy of genres: macro-genres, genres and sub-genres; their purposes, structural and linguistic features
  ➢ Narratives e.g., stories, fables, fairy tales
  ➢ Recounts e.g., autobiographies, biographies, news report, historical recounts
  ➢ Information genres e.g., information reports, procedures, process explanations, comparison-contrast texts
  ➢ Argument and opinion genres e.g., persuasions, discussions, book reviews, editorials, promotions, advertisements
  ➢ Description genres e.g., person descriptions
	$CILO_1$
	$CILLO_1$
		Lectures, discussions, workshops, text analyses, (online analysis activities), writing circles, searching for texts of different genres online.

3. Fluidity and blurred demarcation of genres, mixed and hybrid genres.	$CILO_1$ $CILLO_1$	Lectures, discussions, workshops, text analyses, (online analysis activities), writing circles, searching for texts of different genres online.
4. Principles and practices of a genre-based approach to teaching and assessing language learning: the teaching-learning cycle of text deconstruction, co-construction and (re)construction.	$CILO_1$ $CILO_2$	Lectures, discussions, workshops, planning and design learning materials; critiquing learning materials.

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) An analysis of a sample text of a chosen genre, suitable for primary or secondary students' learning, for its purpose, text structure (stages) and language use	30%	$CILO_1$ $CILLO_1$
(b) A teaching plan and related learning materials for using the text in (a) to help students learn to read and write the genre	70%	$CILO_{1\ \&\ 2}$ $CILLO_1$

6. Use of Generative AI in Course Assessments
Please select one option only that applies to this course:

☐ *Not Permitted*: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

7. **Required Text(s)**

Nil

8. **Recommended Readings**

Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal, 54,* 153-160.

Christie, F., & Derewianka, B. (2008). School discourse: Learning to write across the years of schooling. London: Continuum.

Christie, F. & Martin, J.R. (Eds.). (1997). Genre and institutions: Social processes in the workplace and school. London: Cassell.

Cope, B., & Kalantzis, M. (1993). The powers of literacy. A genre-based approach to teaching writing. London: Falmer Press.

Derewianka, B. (1990). Exploring how texts work. Newtown: Primary English Teacher Association.

Derewianka, B. (1996). Exploring the writing of genres. Herts, England: United Kingdom Reading Association.

Furkin, A., Forey, G., & Sengupta, S. (2007). Teaching writing to low proficiency EFL students. ELT Journal, 61, 341-352.

Hyland, K. (2003). Genre-based pedagogies: A social response to process. Journal of Second Language Writing, 12, 17-29.

Hyland, K. (2004). Genre and second language writing. Ann Arbor, Mich.: University of Michigan Press.

Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. Journal of Second Language Writing, 16, 148-164.

Johns, A.M. (2002). (Ed.), Genre in the classroom: Multiple perspectives. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.

LERN [Literacy and Education Research Network] (1990). A genre-based approach to teaching writing, Years 3–6, Book 1: Introduction, Book 2: Factual writing,　Book 3: Writing stories, Book : Theory and practice. Annandale, Australia: Common Ground.

Llinares, A., Morton, T., & Whittaker, R. (2012). The roles of language in CLIL. Cambridge: Cambridge University Press.

Martin, J. (1985). Factual writing: Exploring and challenging social reality. Oxford: Oxford University Press.

Martin, J.R. (2009). Genre and language learning: A social semiotic perspective. Linguistics and Education, 20, 10-21.

Myskow, G., & Gordon, K. (2009). A focus on purpose: Using a genre approach in an EFL writing class. ELT Journal Advance Access.

Rose, J.M. (2003). Teaching students what they already know: Student writers as genre theorists. Issues in Writing, 14, 25-44.

So, B.P.C. (2005). From analysis to pedagogic applications: Using newspaper genres to write school genres. Journal of English for Academic Purposes, 4, 67-82.

Sze, C., Chapman, M., & Shi, L. (2009). Functions and genres of ESL children's English writing at home and at school. Journal of Asian Pacific Communication, 19, 30-55.

9. Related Web Resources

Nil

10. Related Journals

ELT Journal
Journal of Second Language Writing

11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith.   Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5).   Students should familiarize themselves with the Policy.

12. Others

Nil

13 August 2025