

**24 May 2013**

**10:00am – 10:45am**

**Room A607**

**Roundtable Title: Genre-based academic writing instruction:  
Theoretical underpinnings and pedagogical  
realisations**

**Presenter:** Dr Svetlana Chigaeva, The Hong Kong Polytechnic University

**Abstract**

Genre-based writing instruction has become one of the key approaches to teaching writing, both in L1 and L2 contexts. Questions, however, remain at both the theoretical and practical levels as to how genres should be defined, selected and taught.

In this discussion panel, we will explore the major genre traditions that are often discussed in EAP literature as well as their related pedagogical practices. We will begin by asking the participants to reflect on the following questions:

1. What is genre?
2. Can genre be taught? If yes, how do we teach genre in our L2 writing courses?
3. Which genres should we teach? Which genres do you teach?
4. How do we approach the teaching of genre?

It is hoped that the discussion will highlight not only the importance of deconstructing texts and identifying appropriate rhetorical features but also the need to raise students' awareness about the contested nature of knowledge and about social identities and practices as being textually mediated.

Johns, A.M. 2011. The future of genre in L2 writing: Fundamental, but contested, instructional decisions. *Journal of Second Language Writing*, 20, 56-68.

Wingate, U. and Tribble, C. 2012. The best of both worlds? Towards an English for Academic Purposes/Academic Literacies writing pedagogy. *Studies in Higher Education*, 37, 481-495.

**Biodata**

Svetlana is an Instructor in the English Language Centre at the Hong Kong Polytechnic University where she teaches undergraduate and postgraduate courses on academic and discipline-specific English. In addition to teaching, she has extensive experience as materials developer and researcher. Her interests focus primarily on academic literacy development, genre-based writing instruction, transitions from secondary to tertiary education, and new literacies.