Reading for Writing—The Application of Genre Analysis in College English Writing in China

Yan Wu

College of Humanities and Social Sciences, Heilongjiang Bayi Agricultural University, Daqing, China

Abstract—**Writing is seen as the most difficult one in the four skills of learning a foreign language. And also one cannot be quickly improved in teaching. Genre approach is a teaching pedagogy based on the theories of genre analysis. The purposes of genre approach are to cultivate learners' genre awareness of texts and master a certain genre which has its own communicative purpose and generic structure, to help learners understand and apply generic knowledge in writing. The author analyzes the existing problems in teaching college English writing in China. Then, the author designs a teaching approach, combining the advantages of three genre approaches and the author's teaching practice, which is suitable for college English writing in China. Last, some main findings are recommended in teaching writing.**

Index Terms—**genre analysis, college English writing, teaching mode**

I. INTRODUCTION

Writing, a process of cognition and thinking, is considered the most difficult skill to master. It requires the writer having the competence of generating analysis and synthesizing of ideas; mastering the organization of discourse; controlling the sentence structure and vocabulary and spelling. Writing has been the weakest one in the four skills of learning English for Chinese students. Most students tend to use the format and writing style of Chinese composition although they have learnt English writing skills in middle school.

In recent years, some studies show that students in China have the following characteristics in English writing:

1. Students always rely on mother tongue. Mother tongue participates in the whole process of English writing. In the process of composing, they may revert to their own experience of writing in their native language. However, learning to write in English differs from learning to write in Chinese. Relying on native language has the positive and negative impacts in writing.

2. Syntax is monotonic and some words are overused. Lexis in composition shows strong stylistic features of spoken language. Discourse patterns are influenced by native language. And students are poor in stylistic awareness.

3. The quality and quantity of English writing have been greatly influenced by foreign language level, native language writing skills, writing tasks, frequency of writing exercises, emotional and other factors.

Many people in China have learnt English for many years, even though some of them passed CET (College English Test) exams, they cannot write some standardized sentences in English, or cannot write short articles in fluent English. So how to improve writing instruction, how to fully and effectively improve students English writing skills are the difficult and urgent tasks which English teachers in China should encounter in teaching. Therefore, it is very important and necessary for teachers in China to study advanced teaching methodologies so as to help learners to improve their writing competence.

II. THE MODE OF TEACHING WRITING BASE ON GENRE ANALYSIS

Writing not only can test students' knowledge on vocabulary, grammar, but also the chapter controlling abilities, their logical abilities, language organizational skills, analysis skills, and so on. Therefore, students need to learn and master the basic knowledge, for instance, how to create an idea; how to layout an article; how to use punctuations and rhetorical devices, etc. Learners must develop the linguistic knowledge as well as the writing skills.

Based on the models of genre analysis and current teaching practice in writing, the author attempts to design a mode of teaching writing which suits for Chinese college students. Schematic theory and scaffolding of constructivism and the theory of intertextuality are adopted to instruct the genre-based approach in teaching writing to design a mode of teaching writing. At the first stage of teaching, the teacher selects a text of a certain genre as a model, and analyzes the discourse of the text, the communicative purpose of the genre, the generic structure and linguistics of the text. At the second stage, students imitate the sample text to write some paragraphs. At the third stage, students create compositions on a given topic and revise the drafts. The first purpose of this approach is to emphasize the interaction between teacher and students in learning genre knowledge. The second, students realize that writing a composition not only involves a certain genre, but also learn to adopt multi-genre structure in writing. The third, students should learn how to revise their compositions by themselves. The whole procedure of writing can be interpreted in the following steps:

A. Modeling: Input Based on Social Constructivism

Modeling is the first and most important stage in the process of writing because writers should have sufficient knowledge of target genre before writing. During his period, teacher instructs students to analyze generic structure of the sample text in aspects of linguistics and genre knowledge. First, the teacher analyzes the specific communicative purpose in the text with students using the method of discourse analysis. In this way, students will notice the relationship between writer and audience. Then they can choose to use the appropriate words, sentences, moves and textual pattern to write.

1. Genre and Discourse Analysis

The process of writing requires learners to master a variety of genres. A genre is a particular type of text, such as narrative, descriptive, argumentative or expository texts. Learners use texts as models of good writing, in which they analyze texts and produce their own versions of different types of writing. For example, writing an academic paper to a professor is quite different from writing a business letter. The requirements are determined by the social group and discourse community who use the particular genre. Thus, in writing we cannot avoid a term "discourse analysis".

Discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used. Discourse analysis not only connects with language, but also examines the context of communication, that is, who is involved in and what are the relationship and the situation, and so on. Discourse knowledge helps students to understand about genres, characteristics, vocabularies and conventions of writing.

a. The Context of Culture

Social constructivism emphasizes the importance and the role of culture and context in developing personal interpretations and understanding of society. Systemic-functional linguists believe that texts are produced and determined by social contexts, so that it is possible to identify the social elements from the structure of texts.

Each text produces and expresses its meaning in a particular context of culture. Thus its determination of meaning relies on its social function and purpose. The same text has different social meaning and communicative effects in different cultures and social backgrounds. From the view of context of culture, every text can be seen as belonging to a particular genre of text. And the genre of text is reflected from two aspects: schematic structure which contains moves and steps; the other is realization pattern which refers to particular language structures.

The context of culture equals to genre. Genre knowledge can be acquired by exploring the social purposes and social location of the genre being studied, by making learners aware of how this genre differs from the others. The context of culture is the most abstract; text is specific and the context of situation locates between them. The text produces meaning between context of culture and context of situation.

b. The Context of Situation

Each genre has its fixed discourse structure that is realized through register. Register explains the relationship between text and context which contains field, tenor and mode. "It is a syndrome or cluster of associated varieties; and again only a small fraction of the theoretically possible combinations will actually be found to occur. Registers are ways of saying different things and are treated as realities by the members of the culture." (Halliday, 2007, p.168)It influences the theories of genre. Register and genre relate with each other and have different functions. The writer first choose a genre implying a high level of explicitness and the next select a register demanding linguistic choices.

In composing texts, learners should master the knowledge of register, to assume their audience and then choose correct or appropriate linguistic features and generic structure. For instance, in writing an academic paper, the audience may be their professor or scientists, so learner should consider the textual patterns of academic paper, especially its generic structure, and the language is formal and technical or scientific.

2. Text: Schematic Stages of a Genre

The process of writing does not mean to write some sentences, but is derived from the previous knowledge stored in the writer's mind and the processes through which the writer tackles it. In this process, the role of teacher is to instruct or assist students to build a schema of a particular genre in their minds.

Schema provides us with general expectations that information in genres is to be arranged. It is used in the process of discourse to predict the contexts of a particular situation which is described in the discourse.

Taking the organization of a news report as an example, the main parts are the headline and the beginning of the article where the most important points are introduced. As the article progresses, less important details are introduced. This structure is directly related to the ways news is edited. In analyzing the sample text, the teacher can assist students to build their schemas from three aspects.

a. Introducing the Culture Schema

In social constructivism, knowledge as a human creation is constructed by social and cultural means. Meaning and understanding are created by individuals through their social interactions and that of their environment.

Culture schema refers to the knowledge of cultures except texts, including local conditions and customs. For foreign language learners, since the culture differs between target language and native language, the culture schema plays an important role in understanding texts. For writers, what they write, how they write and the forms they choose will be influenced by their cultures.

b. Establishing the Content Schema

Content schema is the memory of various knowledge, such as language, background information, inference, etc. It belongs to the textual content, the theme of text. Generally speaking, the understanding level of textual theme directly

influences the content of texts. In order to gain more schemata of content for students, the teacher should involve teaching as many aspects of knowledge as possible, such as generation gap, marriage, history, etc. "Widdowson states that content schema can explain the fact that some apparently empty and tautologies statements can have meaning. For example, 'Boys will be boys.'" (Swales, 2001, p.84) Most learners find these kinds of knowledge useful and draw on them when they write compositions.

c. Constructing Textual Pattern Schema

Due to themes, topics or the connection of information, different genre texts (news reports, poems, letters) have their own structural features. "The introduction to a description will generally classify what is being described whereas the introduction to a narration will generally orient the reader to the characters, time and setting of the story that will follow." (Knapp & Watkins, 2005, p.94) It refers to the background knowledge of the rhetorical structures of different types of texts.

Learners can use schema to interpret the particular textual pattern of a certain genre, but also can predict the generic structure on a given topic before writing. For example, in genre of argumentation and exposition, the general-particular pattern is always adopted. The writer states the general statement of the topic and then gives some detail evidences to support the topic; the last conclusion will be followed.

"Analyzing text enables students to aware that any piece of writing is an attempt to communicate something: that the writer has a goal or purpose in mind; that he or she has to establish and maintain contact with his reader; that he or she has to organize this material and that he or she does this through the use of certain logical and grammatical devices." (Donn Byrne, 1993, p.14) Effective learning takes place for the individuals in social activity with others, when they are in the social context; the new input is related to pre-existing knowledge and understanding. Therefore, in teaching writing, teacher plays the role as a guide, a coach or a tutor. "Schemas are very large and continuously growing. There are a lot of links both within and between schemas. When new information is processed it is considered by the extent to which it fits into an existing schema." (Prichard, 2010, p.11)

However, in many cases, new information does not fit well into an existing schema. The reason is that the learner has little or no pre-existing knowledge which can fit to the meaning of new information. In the process of modeling, the role of teacher is to help transform the information, such as linguistic features, textual patterns of genres, etc. to be learned into the format that fits to the students' current state of understanding.

B.   Imitating under Intertextuality

Imitation is a basic principle in the creation of text rather than mere copying. It is the reproductive process of a previous text. A literary work is not simply produced by writer, but relates to other texts and the structures of its language. Reading and writing are intimately connected. Understanding the structure of a text can make you to be a good reader; it also makes you a good writer.

The network of genres reveals that genre competence involves knowledge not only of individual genres, but also of how genres interact with one another in complex ways to achieve dynamic purposes. Bronia P.C. so has explored the implications of this complex set of relations for ESP genre pedagogy, concluding that "To enable students to cope with a wide range of genres in today's world, it is important to help them acquire not only the knowledge of the rhetorical context, audience, generic conventions, as well as overlaps and distinctions, but more importantly also knowledge and understanding of intertextuality and interdiscursivity in genre writing." (Barwashi, 2010, p.50)

Some ESP scholars take genre intertextuality into consideration in teaching writing genres. For example, Ann Johns promotes the idea that students should be both genre researchers and genre theorists that can bridge the gap between what genre researchers know about genres and what students are often taught in classroom. Johns encourages students to broaden their concepts of genre and pay much attention to the variation among texts.

Through imitation, learners can understand certain genre better and internalize the generic structures and linguistic characteristics. In this phase, learners imitate the use of words, sentence structures, textual patterns, even though part of the plot of the sample texts to express their own views.

From the point of view of intertextuality, learners develop their writing skills not only allow them to produce a singularity generic textual type more effectively, but also to construct multi-generic texts in a creative way.

1. Linguistic Features of a Genre

Genre is reflected by language, while this process is mediated by register. We can determine a certain text belonging to which genre according to its usage of language.

a. Lexical Choice

In writing, we select words to express our thoughts. Words should be carefully chosen to fit genre, purpose and audience. For example, writers use concrete, descriptive words when writing stories to have an emotive effect on the reader; using scientific terms or a range of technical words when writing a science report. Different genres have different usage of vocabulary according to the topic, purpose and audience.

Many students in China fail to distinguish the differences between spoken and written English. You may say that you "finish the job" to another person, but if asked to this information in print, it should be "complete the project". When speak to your classmates, you could say you "find and fix" the errors, but in a memo to your professor, you would write you had "located and repaired" them.

b. Syntactic Choice

Sentences expected to be carefully constructed, and linked and organized to form a text. The sentences of new reports are mainly informed of statements. The structure always is SVC, SVO, SVA and so on. The syntactic feature is the use of VS instead of SV in some cases.

Learners need to understand how the lexis and syntax are used in written language to fulfill the communicative purposes of a certain genre. And whether the structures are well balanced which make the writing flow naturally.

2. Textual pattern of a Genre

Differences of genre and communicative model lead different language styles and sentence patterns. Sentences in the text are not chaotically connected, but according to the coherence between topics and the possibility of topics. Textual patterns reflect the author's thinking, but also the macro-cognitive structure of discourse. Since genre is one of the basic elements of textual features and restricts the form of text under the level of discourse, the textual patterns must be constrained under the genre.

There are some common patterns that are broadly classified as problem-solution, claim-counter claim (hypothetical-real), general- particular and matching.

The problem- solution pattern is used in various texts. It is very common in narrative writing, such as, stories, novels, experiment reports, advertising texts, etc.

The claim- counter claim (hypothetical-real) pattern is always used in political journalism, argumentation and in the letter-to-the-editor papers of newspapers and magazines. It consists of two parts. The first is the writer's viewpoint. The second part is the main body of the text where the writer makes his or her points clear.

The general-particular pattern is to be found in exposition, description and argumentation. Hoey distinguishes this pattern into two kinds: one is the "general-example pattern" which is a generalization given at the beginning, some examples are followed to provide evidence. The second is "the preview-detail pattern" which is a general view given and followed by detail explanations,

a. Intertextuality in a Certain Genre

The problem-solution pattern which is identified by Michael Hoey consists of situation, problem, response, evaluation / result. Hoey affirms that these analysis moves can be used repeatedly in the more complex text.

b. Intertextuality between Genres

Texts are often multi-generic; that is, they draw upon a range of genres. Cohen makes an argument like that:

A genre does not exist independently. It arises to compete or to contrast with other genres, to complement, augment, and interrelate with other genres. Genres do not exist by themselves. They are named and placed within hierarchies or systems of genres, and each is defined by reference to the system and its members. (Devitt, 2004, p.167)

For example, a letter may uses narration, while a report contains the expository writing. Through teaching the aspects of a particular genre, such as textual pattern, lexical and syntax choice, learners will recognize the generic purpose of their texts, rather than they learn to produce rule-governed models.

C.   Independent Construction of Text

1.   Drafting

After the above two stages, students begin to write the first draft of the target genre. At this stage, students are required to express their ideas using appropriate language, clearly understand the potential audience and select genre structure so that to have correct purpose of writing.

When drafting, students should consider the questions, such as, What is the purpose for writing? Who will read my writing? What knowledge do I have about this topic? What genre should I pick? What characteristics of the chosen genre? Are there specific words that I should use with this genre?

2. Revising

Revising is an important stage in writing, but often neglected by students. When writing the first draft, they focus on turning their ideas into words. And some of the sentences are not well formed and words are not well chosen, even having some mistakes in grammar or spelling. Revising involves making content— including topics, events, organization, sentences and words— with purpose, audience and genre in mind. However, revising does not mean to correct mistakes in grammar, spelling or other mechanics. Students receive the feedback from teachers and classmates. According to the feedback, students revise their first drafts considering the following questions. Is the theme of the draft clear? Is it substantial in content? Whether the structures of paragraph are arranged reasonable?

3. Final Draft

After the first draft is carefully revised, students have to make their final drafts adopting correct generic structure of a given genre, using appropriate words or sentences structures, expressing the ideas clearly and coherent in logic.

This approach combines reading and writing together to compensate for the limited time in teaching writing for college students in China. After learning students enable to realize how genres serve communicative purposes in different types of texts and gradually learn the generic structures and linguistic features.

III.   RESEARCH ANALYSIS AND MAIN FINDINGS

A.   Objectives

In order to improve learners' writing competence, the author applies genre-based approach in teaching writing.

Therefore, the objectives of the research are to prove that genre-based approach has effective effort in college English writing, and try to find out in which aspects it can improve students' writing competence.

B. Subjective

Three classes of non-English majors in Heilongjiang Bayi Agricultural University are involved in the Experiment. All of these subjects have more than six years' experience of learning English and can fluently use their linguistic knowledge and writing skills.

C. Methodology

A questionnaire, teaching experiments and writing tests are carried out by the researcher in the experiment. Writing tests contain pre-test and post-test.

D. Procedures

The research was conducted from October 2016 to January 2017, and the specific steps are following:

1. Questionnaire

The questionnaire was conducted to investigate the participants' attitude towards English writing and writing skills and the knowledge about genre. It consists of 10 questions with multiple choices.

2. Pre-test

The pre-test was used to test the learners' existing writing proficiency of the same genre. In the test, they were given the same topic which was chosen from CET-4(College English Test Band 4 in China): *Limiting the use of Disposable Plastic Bags*. The researcher marked their compositions from four aspects, which are grammar, collocation, content and organization, and each part having 25 points.

3. Teaching Experiment

In teaching experiment, the researcher designed a procedure of teaching to write an argumentation with its generic structure. The argumentative genre is an important and influential language process which involves reasoning, evaluation and persuasion. The goal of argumentation is to convince and to make the reader agree with writer's point of view and support it. The features of argumentative essays are: having a debatable point; providing sufficient evidence; organizing content in good and clear logic; using good the other types of writing and being an honest and friendly attitude. The common argumentative structure is: thesis→ argument → conclusion.

The reason to choose argumentation as the object of study is that it is the most common genre which encountered by college students in reading and writing in CET exams. And most of students cannot deal with it proficiently. For non-English majors, they do not have the particular English writing course in learning. So in teaching process, the researcher uses articles in the textbooks as the sample texts to teach the generic knowledge to students in order to help them master writing skills and enhance writing ability through reading. The steps are following:

Step1. Modeling

In reading the argumentative text "*Being Honest and Open*" from the *New Horizon College English* book one, the teacher input sufficient knowledge about argumentation into students' minds, including types, generic structure and linguistic characteristics. The text was analyzed and discussed by teacher and students.

Teacher provided an explicit framework or scaffold for students' writing with the aim of having them achieved success with their written texts. Students would answer some questions proposed by teacher when analyzing the sample text. For example: What is the communicative purpose of the text? How to analyze the discourse of the text (field, tenor, and mode)? Who is the reader of the text? How many moves are there in the text? How does the author organize the paragraphs? What are the linguistic features of the text? By focusing on the generic structure, students can pay more attention on organizing the content knowledge into structure.

(1) Analyzing the Register of the Sample Text:

    Field: argumentation, explaining "integrity triangle" to persuade people to be honest and open

    Tenor: persuade to the public

    Mode: written to be read, literary

(2) Modeling Generic Structure:

    The argumentative genre of sample text— *Being Honest and Open*, an exposition moves through the following stages:

Thesis:	① Statement of thesis	(Para. 1-2)
	② Preview	(Para. 3)
Arguments:	③ Point	(Para. 4-7)
	④ Elaboration	(Para. 8)
	⑤Point	(Para. 9-10)
	⑥ Elaboration	(Para. 11)
	⑦ Counterpoint	(Para. 12)
	⑧ Elaboration	(Para. 13)
Conclusion:	⑨ Summary	(Para.14)

In teaching, teacher should point out some stages are obligatory and others are optional. By analyzing each stage of sample texts, students can achieve generic purpose. It should be mentioned that this sample text is multi-genre which contains argumentative and narrative genre structures. And the whole essay is argumentative, the points or evidences are the narrative part.

(3) Modeling Text organization:

In the second part of modeling, teacher instructed students to notice the whole features of text organization or grammar and the role of a topic sentence in a paragraph.

Step2. Imitating after Class

Students used the knowledge about generic structure and linguistic features of argumentation from the textbook to write a composition on the given topic.

Step3. Drafting and Revising

They completed their drafts and revised the drafts according the following evaluation guide. Firstly, the genre knowledge: Does the text include a genre that achieves the writer's purpose and the reader's need? Do you choose the appropriate vocabulary and style for the genre? Secondly, the organizational structure: Does the text contains an engaging lead or introduction? Are the transitions smooth? Is the organization of ideas or events logical and appropriate for the genre? Thirdly, sentence construction: Sentences vary in length and structure to serve the writer's purpose and engage the reader. Forth, word choice: Does the language serve the purpose, reader, and genre? Are there any words or expressions over-used?

4. Post-test

After the whole study of a semester, the post-test was used to examine whether there was a significant improvement for their writing skills. The compositions were marked by the same grading criteria as the pre-test did. The topic of composition was also chosen from CET-4: *Creating a Green Campus*.

E.   Results and Analysis

In this section, the results of pre-test and post-test are compared and analyzed to examine whether there is a remarkable difference in teaching writing with genre-based approach. The results of tests and questionnaire will be shown in detail. In order to get more accurate results, SPSS22.0 was used to analyze the data collected from the experiment.

1. Questionnaire Analysis

Before the experiment, a questionnaire was conducted. All the 207 students in the research answered the 10 questions. The data collected from the experiments are shown in the following table.

TABLE 1
QUESTIONNAIRE

Item	A	B	C	D
1	31%	9%	9%	51%
2	3%	3%	53%	41%
3	3%	68%	21%	8%
4	1%	36%	16%	47%
5	34%	66%		
6	40%	60%		
7	27%	61%	57%	54%
8	7%	10%	68%	15%
9	85%	15%		
10	6%	49%	45%	

From the above table, we can analyze that half of the students (51%) consider writing is the most difficult skill for them. 53% and 41% of them think their writing proficiency is on medium and low levels. Their (68%) purpose to learn English writing is to pass the exam, only 3% and 21% of students learn it for interest and communication. Before writing, 36% of them understand knowledge of different genres, and 47% of them are on the contrary. More than half of them (66%) do not revise the compositions before handing in. And 60% of them never consider the purposes of writing. For the difficulties in writing which can be chosen more than one choice, they (61%) think they have poor English basic knowledge and inappropriate expressions; 57% and 54% of them lack writing skills and knowledge about generic structures and linguistic features. The majority students (85%) think reading texts of a certain genre will have good effect on writing. Only 6% students think their compositions being coherence and strict logic.

There are several reasons which cause these results from the questionnaire. The first is that product approach has been adopted in teaching writing for a long time, especially in middle school. Secondly, the purposes of writing for students are to complete the assignments given by teacher or just to pass the exams. Most of them do not have interest in learning to write. Third, students do not understand how to revise their compositions because this is usually done by teacher. And their poor linguistic knowledge and genre knowledge constrain them to express their ideas in writing.

2. Result of pre-test

TABLE2.
SCORES OF PRE-TEST

Items	Grammar	Collocation	Content	Organization
M	15.44	15.87	16.83	16.06
SD	1.73	2.27	1.96	1.55

M: Mean
SD: Standard Deviation

The data from the above table shows that students' writing competence is not very good. The score of each part is just passing grade. The reasons perhaps that the subjective are freshmen who are not familiar with the requirements of writing in CET4 and do not understand the argumentative characteristics. Most mistakes take place in agreement between subject and verb, keeping to one tense, coherence and cohesion of sentences and paragraphs.

3. Results of Post-test

TABLE3.
SCORES OF POST-TEST

Items	Pre-test		Post-test		Sig.
	M	SD	M	SD	
Grammar	15.44	1.73	15.60	1.55	0.34
Collocation	15.87	2.27	17.51	1.54	0.00
Content	16.83	1.96	19.17	1.26	0.00
Organization	16.06	1.55	18.16	1.05	0.00

Sig. Significant different

After the study of genre in a semester, the results show that, students have been improved greatly in collocation, the value of P is0.00, (if $P<0.05$ the difference is significant); in content, and in organization, the values P are 0.00. They indicate that there are significant differences between pre-test and post-test which prove that genre-based approach has a great effect on learners' writing skills through reading and analyzing the sample texts of a certain genre. However, in grammar, the value of P is $0.34>0.05$. It means that genre-based approach has no significant improvement in teaching grammar. This should be taken into consideration in teaching.

F. Main Findings

According to the results of the research, genre-based approach has been proved to have progress in improving students' writing proficiency. In this section, some suggestions will be recommended to improve the teaching effect.

1. Enforcing the Target Language Input

Most of students in the experiment have had the experience of thinking over the given topic for a long time without writing a single word. They feel anxiety and frustration because they can generate ideas and content but cannot write them down accurately or use appropriate words or sentences. Obviously, these students are less fluent and accurate in their language production in word selections and syntactic choices. This is because most of them use their native language in composing and they have difficulties in expressing themselves in English. Therefore they need to input adequate knowledge of target language.

How can we provide adequate input knowledge for students in learning to write in a foreign language? The best provision of input is a great deal of reading. Reading provides foreign language learners with opportunities to learn vocabularies, structures and usages which cannot get from conversation. Experienced writers and writers with rich vocabularies are always extensive readers. To read many good writers will improve the students' writing.

2. Emphasizing Text Analysis and Awareness of Genre

For a longtime, in teaching writing, most Chinese teachers emphasize students should master the units of writing which are the sentences and then the paragraph and the grammar. They ignore the importance of developing whole text, especially generic structure of the text.

The purposes of teaching genre awareness to students are that they can understand the intricate connections between contexts and forms, to have potential conscious of ideological effects of genres, and to notice both constraints and choices that genres make possible. Using texts as models of good writing is an effective way to generate students' awareness of a certain genre. For example, teacher instructs students to discover the communicative purpose of a particular generic form by using the acquired genres or contrasting one familiar genre with another. Thus, students know in which way the form suits the context of situation and how the context of culture influences the choice of form. Learners will find that not all writing is alike. Every genre has its own characteristic and generic structure. Through this process, students realize that language fulfill certain functions not only by the grammar but also the structure of discourse.

3. Avoiding the Influence of Obligatory of Genre in Writing

Using genre-based approach in teaching writing enables students to realize that writing is a kind of social activity which has regularity and also a way of understanding the world. This can release students' anxiety feeling in writing. However, on the other hand, the obligatory of genre may cause the teaching to be seen as regulations. Genres are relatively stable, but they are not fixed or immutable. Students will feel the approach to be boring and stereotyped if the teacher cannot have enough imagination and creation in teaching. Because of many diverse types of genre, it cannot

deal with all of the genres which students encounter in daily life through teaching in class. Therefore, teachers are required not only instruct students how to write a composition of a certain genre, but also enhance their awareness of genres to let them realize the differences between texts of a genre and encourage them creatively write compositions.

4. Teaching Cross-culture Knowledge in Writing

Language and culture are closely connected with each other. Language is a part of culture and impacted and shaped greatly by culture. So culture plays an important role in teaching and learning a language. For foreign language learners, they do not have the direct experience of foreign cultures. Chinese students are likely to write English composition in a different way from native speakers. For example, when writing a request letter, the English usually ask first and explain latter. On the contrary, the Chinese tend to think to explain the reasons and then make the request. This is a cultural problem or the way of thinking. Teachers should make comparisons between foreign cultures and Chinese culture which can help students better understand the target culture and explain different cultural behaviors, avoiding explaining some social behaviors or phenomena according to their own standards or using inappropriate language. Comparison differences between English and Chinese cultures help learners remove their language obstacles and enhance their communicative competence.

Teaching knowledge of cross-culture, such as customs, religious beliefs can make fewer culture shocks in expressing. Teachers are responsible for instructing their students in learning English-speaking countries cultures. Culturally unacceptable language is always worse than linguistic errors and often creates embarrassing feeling between native people and foreign language learners. The best method to improve students' awareness of different culture is that to encourage students to read extensively.

IV. CONCLUSION

Providing students with knowledge to become effective users of written English is the main aim of teaching writing. The theories of genre analysis provide us a different way of teaching writing. In teaching process, students pay more attention to the communicative purposes and schematic structures of the genres. Analyzing a specific genre is important for student's writing practice in the future. With the genre knowledge, students find writing is a communicative activity which has its rules to follow and it is easier to compose texts than before.

The results of experiment show that the genre-based approach is probably suitable to teach foreign language writing in China. It provides students various texts within the relevant genre and leads them to understand how the contexts and purposes of these texts are related to their structure and lexico-grammar.

However, the study also has some limitations. For instance, only the argumentative genre was taught in teaching writing. It cannot solve the grammar problem. And the teaching experiment lasted only one semester. The study of genre-based approach in teaching writing need further research in future.

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Yan Wu was born in Songyuan, Jilin Province, China in 1980. She received her Master's degree in linguistics from Harbin Normal University in 2011. Her research interests include applied linguistics and foreign language teaching.